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Educational Weekly

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The Educational Weekly

Edited by T. ARNOLD HAULTAIN, M.A.

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JAMES V. WRIGHT, *General Manager.*

TORONTO, AUGUST 19, 1886.

THE daily papers have given such full reports of the daily proceedings of the Ontario Teachers' Association, that we deem it unnecessary to give any detailed account of the various transactions. The President, Mr. Samuel McAllister, headmaster of Ryerson School, Toronto, was in the chair, and Mr. Robt. W. Doan acted as secretary. After devotional exercises, Treasurer W. J. McHendry presented his annual statement showing the receipts, including a balance of $514 from the previous year, to be $866. After making necessary payments, the treasurer has now $543. In the afternoon Mr. O. J. Jolliffe, M.A., of Ottawa, read a paper on "Our Profession," and J. E. Wetherell, M.A., of Strathroy, read one on "Conservatism and Reform in Educational Methods. In the evening President McAllister delivered an able address.

On the second day of the meeting a large number of most important topics were broached, amongst others, the proposal to form a College of Preceptors, a full account of the aim and scope of which will be found on page 468 of this issue. In the evening Dr. Dewart read a paper on "Education in its Relation to Human Progress."

On the third and last day, Mr. Houston moved the appointment of a committee, with instruction to report what steps have been taken by governments, universities, colleges, teachers, associations and learned societies to secure the general introduction of a simpler, more phonetic spelling of English words than the one now in force. Mr. Embree moved, seconded by Mr. Miller, that the regulation in force in 1883 be restored, requiring that no candidate shall be permitted to present himself for non-professional examination for second-class teacher's certificate until one year shall have elapsed from the time of his obtaining his third-class non-professional certificate, provided, however, that should any candidate obtain forty per cent. of the aggregate number of marks at any third-class non-professional examination, he shall be permitted to write at the second-class non-professional examination in any subsequent year, one year's notice to be given before such regulation should come in force. The motion was carried. Mr. D. C. McHenry, Cobourg, read a paper on "Prizes and Scholarships." This we hope to be able shortly to give our readers in full. At the evening session his Worship Mayor Howland delivered an address on "Practical Education in Industrial Schools." The committee on the president's address reported recommending that the Minister be asked to make such a change in the form of the reports that they shall state the number of children between the ages of seven and fifteen inclusive. The report was adopted.

The more important business transacted in the Inspectors; High and Public School Sections, will be found in our "Educational Intelligence" columns.

On the whole this, twenty-sixth annual meeting of the Ontario Teachers' Association, was one of the most important ever held, and radical measures for reform were fully discussed, and changes in the educational system of the Province of a far-reading nature were freely spoken of. Of these measures and changes we shall have much to say in future issues.

THE candid and well informed Toronto correspondent of the Montreal *Witness* writes as follows to his journal in the week preceeding that of the meeting of the Ontario Teachers' Convention: "Next week bids fair to be a more than usually stormy meeting, owing to the difficulty experienced by many of the candidates in passing the departmental examinations. There is always some grumbling at these annual meetings, but if the amount of newspaper correspondence is a fair indication, nothing like the present indignation has ever before been felt. That some of the commotion is probably due to personal animus, does not lessen the chance of a 'ruction'; it rather increases it. Fortunately, or unfortunately, the Minister of Education will not return from England until the storm is over, and he will then have an opportunity of studying at his leisure the debris left by the cyclone. In a previous letter I indicated one or two directions in which the Department might safely make reforms in the conduct of examinations for teachers' certificates. To them I may add this suggestion, which has been made over and over again during the present controversy: allow candidates for the higher grades of certificates to take a portion of the work one year and another portion another. At present if a candidate fails in one subject he fails altogether, and in order to pass hereafter he must keep up the whole of the work as well as get up that portion in which he was deficient."

Contemporary Thought.

THERE is no possible success without opposition as a fulcrum. Force is always aggressive and crowds something or other.—*O. W. Holmes.*

A SERIOUS question whether the education of to-day is so well-adapted to turn out successful men and women as the education of years ago. There are too many studies, too much examinations, too much cramming to pass examinations. If there is any one thing needed to-day, it is some legislative action which would result in the erection of a better class of common-school buildings. Out of 31,399 teachers in the state, 29,324 are licensed by local officers. Abuses are inevitable. Many are licensed who are incapable. There should be a uniform system of state examinations held simultaneously throughout the state.—*Hon. A. S. Draper, State Superintendent of Public Instruction, on the "Educational System of the State."*

A CHICAGO publishing house employs "periodicals." But the periodicals are not newspapers and magazines at intervals of publication, but able and even brilliant men, who are "periodical drinkers." They remain sober for weeks at a time, then suddenly "go on a spree" for, several days, and come back wrecked in health and purse. These men are capable of earning high wages; but on account of the "risk"—of their untrustworthiness—they get only about one third of what their talents entitle them to. This is a powerful temperance lecture all by itself. An observing person thinks that steady drinkers are decreasing in numbers, but that periodical drinkers are becoming more common. Perhaps the race of steady drinkers is dying out—killing itself off—and the "periodicals" are their descendants—the remnant. The offspring of the "periodicals" may be only epileptics, and the type itself finally die out altogether. It is a hopeful, if not very well founded theory.—*Detroit Free Press.*

BAD books and vicious literature are to be found everywhere. The first leaves of the most atrocious and sentimental fiction published are scattered broadcast in the vicinity of our schoolhouses. These sheets are distributed purely in the business interests of those who reap profit by engendering morbid and depraved appetites for the perusal of murderous adventures, pistol and fainting episodes, monstrous and impossible incidents of love, lust, and so-called virtue. The demoralizing influence of bad literature is difficult to exaggerate. Its effects upon the young mind are disastrous in the extreme, destroying all relish for the business of the school, and sapping and weakening the purpose or energy required to perform the most common duties of life. How often teachers point out to me inefficient and ambitionless boys or girls, with the sad explanation, "he or she is a novel reader." The remark simply but significantly explains the listlessness and stupidity of youths who have become so unfortunate as to fall into this horrible net. The ability to read, as one says, is the tree of knowledge of good and evil. The child who plucks from this tree only to partake of the knowledge of evil is lost indeed.—*New England Journal of Education.*

LIBERALISM has undoubtedly led the way to Communism. "To-day the working-man has consciousness of his own power," said Lasalle, "quite unparalleled by any of his compeers in former ages." Beginning with Babœuf, Cabet, Saint Simon, Fourier, Louis Blanc, Prudhon Rodbertus, Carl Marx, Lasalle, the various methods devised by them to solve the most difficult of human problems is discussed. Nothing can be more touching than the life of Saint Simon, who sacrificed his days to the propagation of his ideas. His was the faith of the martyr. He was unfortunate in those who succeeded him, and Enfantin was a fanatic. No one can doubt the sincerity of Fourier, though he might have proposed to pay off the debt of England by means of the sale of eggs produced by his phalansteric hens. Prudhon, with his "property is theft," is well treated. Socialism in France, after Blanqui, with its "neither God nor Master"—the master to be understood, in its most ordinary everyday sense, of the employer, shows the madness of this school. Of the French Anarchists the leaders are Krapotkine, Réclus, Bernard, and Bordat. "Fire, dynamite, and assassination are approved of by at least a large number of the party." *Ex.*

GREAT as were Burke's literary powers, and passionate as was his fondness for letters and for literary society, he never seems to have felt that the main burden of his life lay in that direction. He looked to the public service, and this though he always believed that the pen of a great writer was a more powerful and glorious weapon than any to be found in the armory of polities. This faith of his comes out sometimes queerly enough. For example, when Dr. Robertson in 1777 sent Burke his cheerful "History of America" in quarto volumes, Burke in the most perfect good faith closes a long letter of thanks thus:—"You will smile when I send you a trifling temporary production made for the occasion of the day, and to perish with it, in return for your immortal work." I have no desire to say anything disrespectful of Principal Robertson; but still, when we remember that the temporary production he got in exchange for his "History of America" was Burke's immortal "Letter to the Sheriffs of Bristol on the American War," we must, I think, be forced to admit that, as so often happens when a Scotchman and an Irishman do business together, the former got the better of the bargain.—*Augustine Birrell in the Nineteenth Century.*

OUR existing ciphers, though originally Indian, are now universally described as Arabic, because they came to the Western world from India and Africa through the mercantile medium of the Spanish Arabs. From Spain they spread to the European nations, though not without considerable opposition by the way, such as invariably testifies to the goodness and soundness of every genuine human improvement. Whenever you hear a loud popular clamour raised against anything as wicked or foolish, you may be pretty sure it will really turn out in the end a valuable invention. What everybody says must be wrong. This simple conclusion flows as a matter of course from the familiar principle, first definitely formulated by "poor Carlyle," that there are so many billion people in the world, mostly fools. Paynim numerals met with little favour, accordingly, from the mediæval merchant. The bankers of Florence were forbidden, on the verge of the fifteenth century, from employing these dangerous Saracen signs in any of their account books, and the University of Padua (so very like our own Oxford) ordained that its stationer should keep a list of books for sale with the prices marked, "not in ciphers, but in plain letters." The hapless modern purchaser rather desires, on the contrary, that prices should be marked, not in letters, but in plain ciphers. It is noticeable that the very word cipher, here employed, is itself Arabic, and its progeny includes not only the French *chiffre*, but also, through Italian *zefiro*, the much less immediately recognizable derivative, zero. Arabic numerals were at first confined in use to mathematical works; they were then employed for the paging of books, and it was not till the middle of the fifteenth century that they first found their way with any security into general commercial society.—*The Cornhill Magazine.*

JULIUS CÆSAR was elected to the office of Consul. He saw that the peasant proprietors were melting away, and that the city "of Rome was being choked with impoverished burgesses who ought to have been farmers and fathers of families, but were degenerating into rabble and feeding upon public grants of meal." Julius Cæsar was not a revolutionary politician, but he saw that if revolution was to be escaped some reasonable reform was inevitable. So must every impartial observer of the present incidents and circumstances of British land at the present day. "If the noble Roman lords could have forgotten their fish preserves and game preserves" and recollected that they had most important duties to fulfill, the then existing government might have been maintained. But they made no sign, they offered no concession, and Cæsar introduced his land law. By that law no injustice, no wrong, was to be done to existing occupiers, and no rights of property violated which had any tangible and just foundation. Discerning the political perils of the times, Cæsar proposed to buy up large tracts of state lands held by the great landed proprietors on the usual easy terms, and to initiate the reform by settling 20,000 veteran soldiers upon them. It was admitted that Cæsar's measure was a mild and moderate one, and yet it was hotly opposed in the Senate. Cæsar could make no progress there, and finally "took his bull by the horns" and appealed to the popular assembly. The Forum was crowded to excess. Pompey spoke in support of the measure, and in a scene of much excitement and disorder the agrarian law was passed The readers of the "Croker Correspondence" will find political parallels in the terror which beset the governing aristocracy in 1831, when the moderate and necessary reforms of that year were proposed to them; and again, when Sir Robert Peel carried the repeal of the corn laws. "Moderate reform," exclaimed Croker, "moderate gunpowder." Recurring to Cæsar's policy it should be added that a land commission was at once appointed to work out the new land law, and thus the question was set at rest for his time. But it is certain that the treatment of the land by the Roman Senate and aristocracy was for centuries a dangerous and irritating element of popular feeling.—*The British Quarterly Review.*

Notes and Comments.

THE Toronto daily newspapers published on the 12th inst., a full list of the successful candidates at the recent examinations for Second Class Certificates.

WE refer our readers to our "Educational Intelligence" columns for accounts of the more important business transacted in the different Sections at the meeting of the Ontario Teachers' Association.

THE New York *Commercial Advertiser* notes the misuse of the word *marital*. Our contemporary says the word is not commonly applied in place of *connubial*, or *matrimonial* or *of the married state*. *Marital* should be used as *pertaining to the husband*, which is its Latin, French and English meaning.

IN the High School Section of the Ontario Teachers' Association, Mr. Miller (St. Thomas) facetiously suggested that there should be two examination papers in every subject, one to enable the examiner to test the candidates' knowledge, the other to enable the examiner to show his own knowledge.

THE *Journal of Education* scores severely the colleges that place their degrees where they will do them the most financial good. "To be rich, or eloquent, or influential," it says, "to be the pastor of a rich church, or even to be the favoured pastor of some single, rich parishoner, often furnishes a sufficient motive to induce some college board to admit a man to the degree who has no other title to it."

IN conferring the degree of D. C. L. on George Stewart, jr., of the Quebec *Chronicle*, King's college, Windsor, has taken the lead, says the Montreal *Gazette*, among our seats of learning, in honouring literature for its own sake. McGill College had already, it is true, made M. Frechette a Doctor of Laws, a graceful compliment from Anglo-Canadian culture to French-Canadian genius. But Dr. Stewart is the first Anglo-Canadian *litterateur* whose worth has been recognized by an Anglo-Canadian university.

GERMANY can scarcely be called a "land of liberty" under Bismarck's paternal rule. All efforts to secure a publisher there for the German edition of Carnegie's "Triumphant Democracy" have been in vain, the universal answer being that the strong political sentiments of the book would certainly bring the firm undertaking it into conflict with the Government. The German edition will therefore be issued by Orell Füssli, Zürich. A French edition has been published in Paris by Dentu, and a Spanish translation is under way.

GEORGE ELIOT, in 'Tito Melema,' meant to illustrate that saying of Novalis that 'Character is Destiny;' and to enforce the lesson that the great events and decisions of our lives are decided by that inexorable law of human souls by which we prepare ourselves for sudden deeds in terrible crises by the daily reiterated choice of good or evil which gradually determines character. That the fatal result could not have been avoided was the essence of tragedy to the Greek; that it might, on the contrary, have been so easily avoided is the essence of tragedy to the modern.

I AM glad to see that Mrs. Cleveland has put herself on record as being strongly opposed to the popular use of endearing diminutives, such as Sallie, Lizzie, Dollie, etc. In a letter of thanks to the parents of a little girl born at Newport, Ky., on the 19th inst., and promptly christened Frankie Cleveland Winter, the 'Lady of the White House' writes:—'May she be blessed through life as I have been; but will you do me the favor not to call her Frankie, but Frances or Frank? I am never called Frankie, and I dislike the name very much.' —*Lounger in the Critic*.

IT was moved in the High School Section of the Ontario Teachers' Association by Mr. Embree, seconded by Mr. Fesseden, "That while the High school masters have the undoubted right, individually and collectively, of expressing their opinion, adversely if need be, in regard to the character of examination papers and any other papers affecting their interests, it is desirable that in all correspondence conducted by teachers the language and the sentiments expressed should be such as become scholars and gentlemen, and this section hereby records its disapproval of the charges of corrupt motives made against two of the examiners." The motion was carried.

MR. GLADSTONE, replying to enquiries as to the best books on the historical side of the Irish question, is reported to have recommended Goldwin Smith's article on Pitt in his 'English Statesmen,' 'Lecky's Leaders of Public Opinion in Ireland,' and 'History of England in the Eighteenth Century,' many portions of Froude's 'English in Ireland in the Eighteenth Century,' 'Lord Cloncurry's Personal Recollections of his Lifetime, with Extracts from his Correspondence,' and above all, Burke; especially his writings on America as applied to Ireland. As regards the recent history of the land question, Mr. Gladstone recommended Barry O'Brien's articles in *The Nineteenth Century*.

IN many text-books in grammar, says Superintendent A. P. Marble, of Worcester, Mass., there are pages and pages of "false syntax." Teachers often write upon the blackboard the errors of expression made by pupils, to be corrected. Others preserve with great care corrected lists of words in spelling, with the errors marked indeed, but always staring the pupil in the face whenever he recurs to the list. Others still have a tendency to emphasize the errors of all sorts which pupils make,—both errors of language and errors of habit and conduct,—till the mistakes become by far more prominent in the child's mind than the correct thoughts, actions, or expressions. This habit of making prominent the wrong is pernicious and wrong in principle.

WE believe with the Rev. David Swing that all men and women should rejoice to remain part child all through life, however long its course may run. The games, the dance, the anecdote, the assembly of friends, the feast, are as much a part of humanity as its natural power to laugh or to perceive the points of wit. Amusement is one of the forms of human happiness. This happiness, like old Thebes, has a hundred gates for its coming and going—the gates of tears, for man weeps when he is happy, amid music, or when revisiting his mother's home; the gate of pensiveness, for he is happy when he reads "Gray's Elegy," or walks in the rustling autumn leaves; the gate of admiration, for man is happy amid the beauty of nature and of art; the gate of friendship, when heart finds its companion heart; the gate of hope, for man is happy when the coming days are pictured with these angel figures of expectation. Of these hundred gates of happiness amusement makes one—planned by the Builder of human life. It must open before us, and we may all pass in and out as long as the heart shall remain unbroken by death or grief.

THE degree to which effort is put forth in England to promote higher education among women is hardly appreciated. Girton College, two miles from Cambridge, was erected in 1873, at a cost of $100,000. This is a preparatory school for Cambridge and Oxford Universities. The three years' course in this college is thorough. Another college has been erected in Cambridge, called Needham College, at a cost of $120,000. This college has wholly elective studies, the students having the privilege of attending the university lectures. A very large number of students avail themselves of this institution. Somerville Hall, at Oxford, costing $70,000, is also a ladies' school. No entrance examination is required, but those passing a university course are subjected to the same examination which men are required to undergo. Women enter the London University on the same conditions as men, and stand as high in scholarship, taking honours in Latin, English, French, German and Mathematics. At the late examination of the London University there were 237 candidates. Forty-two per cent. of the men obtained degrees, and seventy-three per cent. of the women.—*The Academy News*.

Literature and Science.

FRANZ LISZT.

ABBE LISZT died at midnight last night [July 31st]. He attended the performances of "Parsifal" and "Tristran und Isolde" at the Wagner Theatre [Bayreuth], and seemed to be in somewhat better health than usual. He had been ailing for a long time.

Franz Liszt was born in the small town of Raiding, in Hungary, on October 22nd, 1811. In a distant past his family ranked with the nobility, but it long since laid aside its claims to a title. This, however, was afterward restored by the Emperor of Austria as a compliment to the great composer. The lad's precocious talent for music manifested itself at an early age, and it induced his father, Adam Liszt—himself an amateur of no mean ability—to cultivate it. Adam Liszt was his son's first teacher, and imparted to him his instruction for three years, until the nine-year-old lad played in public Ries's E-flat major concerto with so much success that his father resolved to give up a lucrative official position and devote himself to the education and interests of his son. . . . . All went well until 1827, when the sudden death of his father at Boulogne robbed Liszt of a tender parent and valuable aid, and compelled him to look upon the practical side of life more closely than had hitherto been necessary. A brief period of poverty ensued, but the clouds soon broke, and the sunshine of fame and prosperity came forth, never to lose its brightness and warmth for full half a century.

The life of activity and self-reliance which Liszt entered upon after his father's death had, among other advantages, the effect of rescuing him from a whirpool of religious doubts and anxiety which often threatened, if not to unsettle his reason, at least to end his career as an artist. His new associations and the spirit of the age changed of a sudden the fervent Catholic, with a passionate longing for the priesthood, into a enthusiastic partisan of St. Simon's "New Christianity" and Socialistic theories. Liszt joined Chevalier and Pereire in their crusade against property and marriage. His illusions, however, were dispelled even more quickly than his religious fancies, and his wholesome nature soon awoke to reality. Fourier's theories convinced him at once that the solution of social problems was no task for him to undertake. Other men and manners moulded his views, although the influence of his association with the humanitarian school, perceptible in the composer's enduring sympathy with the poor and lowly, never quite died away. The principal *salons* of Parisian art and high life welcomed him. Lamartine, Hugo, Heine and George Sand were his intimates, and Meyerbeer, for whom he retained a life-long friendship, and Chopin, whose biographer he was afterward to become, his musical associates. Thus surrounded, it is not to be wondered at that the prevalent scepticism should have overcome him and turned him toward general unbelief. Strange to say, this mood proved no more lasting than its predecessors, and subsequent intercourse with Lamennais, the famed author of "Paroles d'un Croyant," ultimately led him back to a religious mysticism akin to that which possessed him of old.

The year 1834 proved an important epoch in his career. He met the Countess d'Agoult, and the *liaison* which commenced between the two lasted until 1844. Three children, a son and two daughters, were born to them. . . . . Liszt entered in earnest upon the career of a wandering virtuoso. At that precise period Thalberg was delighting Paris with his perfect tone and admirably correct technique. Liszt appeared, and his matchless fire and power caused the German's star to pale, if not to sink below the horizon. His chivalric presence, his noble head, crowned with long, thick locks, his graceful bearing, his perfect manners, and, above all, his unparalleled personal magnetism, added to his incomparable *fouque* and skill as an executant, carried everything before them. France, Spain, Italy, Germany, Russia, Norway and Sweden rang with his praises. The accounts of his progress read like absurd exaggerations of fact. Orders of knighthood, titles, the freedom of cities were lavished upon him; processions went forth to greet him; serenades made his every night melodious; honours and gold were showered upon him. The fair sex especially went wild in their enthusiasm; in phlegmatic Germany the broken strings of the pianos he played upon were made into bracelets and sold among his admirers. All this lasted until 1847.

And now the virtuoso reached a new phase of his active and varied existence. The long-repressed inclination to win celebrity through creative efforts broke out with irresistible force. His worldly affairs were in good order; he had settled 100,000f. upon his mother and the same amount upon his children; he had done much for charity, the Beethoven monument at Bonn had been erected, thanks almost wholly to his contributions; he felt free to essay his fortune in another direction. Choosing Weimar for his place of abode, he set about his new task. The mother of the Grand Duke was his steadfast friend; her son speedily shared her regard for the composer, and soon Liszt was intrusted with the complete control of affairs artistic in the Grand Duchy. From 1847 to 1849 he passed most of his time in Weimar; from 1849 to 1860 he seldom quitted the town, save to undertake brief journeys upon the Continent. The ten years of his abode in Weimar were divided between directing concerts and operatic performances, composing, imparting instruction to a favoured few whose talent he deemed worthy of his attention, and adding an occasional chapter to the literature of music. The idea which resulted in the production of his symphonic poems was conceived in Weimar. The Ninth Symphony was played there under his direction on the occasion of the Goethe centennial. He made known the "Romeo and Juliet" symphony of Berlioz to German audiences, and having invited Berlioz to visit him, saw to it that the French composer should be received with all the honours due his genius. His crowning achievement, however, was the representation of Wagner's operas, undertaken at a period when patronage of the composer of "Der Nibelungen Ring" called out the opposition hostility, and even violence of the best half of the musical world. The story of Liszt's championship of Wagner would be a long one to narrate; its perusal shows what an indomitable will and extraordinary perseverance Liszt brought to the fulfilment of his desires, and the fierceness with which the struggle was for a long while waged between the innovator on one side and an imposing array of foemen on the other. In ten years hence what Liszt did toward establishing Wagner's celebrity will have passed out of mind. And yet but for his Weimar labours the "music of the future" might still be entitled to its scornful designation. The war was waged until 1859, when the performance of "The Barber of Bagdad," an opera by Cornelius, Liszt's friend and pupil, gave rise to a public demonstration of disapproval which Liszt deemed it unwise to overlook. The apostle of the new school felt that the support of Dingelstedt, the Theatre Intendant, could not thenceforward be counted upon, and the chance of bringing forth "Der Ring der Nibelungen" appeared more remote than ever. He resigned the conductorship of the Opera House and left Weimar, whither he did not return until 1863, when Cornelius and he were the recipients of a genuine ovation. Liszt spent the last twenty years of his life between Weimar, Rome, and Pesth, in which latter city he was appointed, in 1875, Director of the Musical Academy. His latest appearance as an actor in events of marked public interest was recorded in 1876, during the representations of the triology in Bayreuth, where his doings and sayings attracted quite as much attention as those of Wagner, whose hospitality he had accepted.—*New York Times.*

WHEN science has reached the extent of rendering our darkness visible, it has, on certain subjects, done the greatest service we could expect of it.—*Vinet.*

Special Papers.

OVER-EXERCISE OF THE BRAIN.

The brain troubles from which some teachers suffer, have, perhaps, not yet received due attention, either from physicians or from philanthrophists. At this season of the year our readers, in common with the rest of the community, are seeking, or have just returned from obtaining rest and recuperation at various holiday haunts. There is no moment when the overworked brain rebels more vigorously against the strain to which it is compelled to submit than immediately on the resumption of the task after a brief rest. The tension has been relaxed, and the stress removed, with the result that a more obvious effort is experienced in again bending the energies to pull and to endure. If the nerves were beforehand in a tolerable healthy state, this feeling of extreme effort soon passes off, and the benefit of the rest is experienced in the sense that there is greater freshness in the work, and less exhaustion at the end of the day. But if the brain were thoroughly overwrought before the rest was taken, the return to duty, with all its associations of worry and anxiety, may be felt so powerfully as to almost obliterate the beneficial efforts of the holiday. The vast majority of our readers, doubtless, have returned prepared by their all too brief rest and change, to buckle down to work steadily without another break for four months to come. A minority, however, must be feeling at this moment the truth of the observations we have made above, and it is in their interest that we write.

The life of a teacher is one which peculiarly tends to brain irritation. The monotony of the duties is in itself a source of danger. The mind is not allowed its full play. As Goldsmith said, the elementary teacher is a sort of Moses, perpetually leading successive generations of pupils up to the entrance of the promised land, where literature, science, and art are to be realized and enjoyed, but condemned to stop just short himself of entrance into all those interesting possessions. The teacher's lot, however, is harder than that of Moses, for the former must continually return to the threshhold of the desert, to recommence his task of leading an unruly flock through the arid wastes of the alphabet and the wandering mazes of the multiplication table. A life in which the duties contain no interest in themselves is necessarily a fatiguing one. Little things grow pressing, and the attention, not distracted from trifles, has a tendency to magnify their consequences. This brooding over small troubles, and finding it impossible to dismiss them from the mind, is often one of the first signs of unhealthy nerves; and the tendency to do it induced by the work of elementary teaching is one of the causes of brain trouble. Nor do the other conditions of teaching compensate for this drawback. The labour of maintaining discipline is greater or less, according to the natural faculty of command; but the exertion of will, and the constant watchfulness required are necessarily and always an effort on the brain. The sanitary conditions in which the work is conducted are seldom favourable. However great the care expended by an architect on ventilation—and very often there is no evidence of that functionary having troubled himself at all about the question—the atmosphere in a public elementary school can hardly ever be ideally hygienic. The many pairs of active young lungs greedily suck in the oxygen, and speedily exhaust the air; and in most cases the exhalations from the clothing and persons of some amongst the scholars are alone sufficient to vitiate the atmosphere and render it more or less distinctly unhealthy. Defective aeration of the blood tells most unmistakably and directly on the nerves and temper. Finally, we need only add to this enumeration the anxieties of the occupation arising from the multiplicity of masters, the occasional vagaries of inspectors, and the varieties of requirements that have to be fulfilled, in order to understand how it happens that brain troubles are not rare amongst members of the teaching profession.

In the term "brain troubles" may be included not only absolute incapacity to continue work, but the less serious tokens of overstrain which make work difficult and painful. Irritability of temper, want of enjoyment of life, a hopeless feeling with regard to the future, anxiety about trifles, neuralgia, headache, and, worse than all, sleeplessness, are troubles far short of breaking down or insanity, but nevertheless most painful and distressing to endure, and sure to end in greater mischief unless their progress is stopped. The sincerest sympathy is due to those to whom the resumption of work means the recommencement of such troubles. Medicine is of little use in such cases. What is wanted is to seek change of thought and different action of the brain from that involved in the daily work. Any kind of physical exercise is good, provided it is of a character to engage the attention. Mere exercise, such as walking, or even tricycling in quiet roads, where no care is required in guiding the machine, is of little value as a rule. On the other hand, a game like lawn tennis is admirably adapted to the purpose required; and it has the advantage that it can be recommended to ladies, and shared in by them with the rougher sex. It is quite impossible to "worry" while one is watching the flight of a tennis ball. So it is while riding a bicycle or tricycle over ground which is at all difficult. Boating is good, too, where available, and especially if the rowing is done, not in a solitary outrigger, but with companionship in the exercise. A final hint, drawn from extensive experience, may appear more surprising than the recommendation to exercise. It is to undertake some serious study. The distraction of the mind often of greater importance than its mere rest. The higher intellectual faculties are not exercised in school, and to turn these upon some attractive topic, science language, or whatever may be found really interesting to the mental constitution, is frequently found to be a relief, and not in any sense an addition to the daily burden. Study should, however, be combined with exercise. An hour at tennis and an hour at science will, in all probability, be found far more beneficial than all the drugs in the doctor's shop to overstrained nerves in an otherwise fairly healthy person.—*Philadelphia Teacher.*

"FEATHERBONE."

The scarcity of whalebone, its high price, and a demand for an article in its stead, led Mr. E. K. Warren to invent "Featherbone," a substance prepared from quills of geese and turkeys. The factory is located at Three Oaks, Mich., and in the short space of two years, the enterprise has grown to a large industry. As the discovery brought into existence a new substance, it became necessary for Mr. Warren to invent machinery required in its manufacture. These operations have passed the stage of experimental existence, and "Featherbone" is now an article of commercial value. The quills of turkey and geese only are used. The first process strips the plumage from the quills. A set of revolving knives then divides the quills in halves. Rapidly-revolving sandpaper rollers then remove the pith. The quills are then passed to an ingeniously constructed system of interlocking knives which reduces them to fibre. These fibres are then fed to a machine that twists them into a fine cord wrapped with thread. Another machine wraps four of these cords with thread and forms them into a flat tape. A sewing machine places a row of stitches between each cord, which gives the tape increased strength and adds to its elasticity, and the whole is then passed between two large rollers, which give it a uniform thickness, and make it ready for market. The article is said to be unbreakable, and, if bent double, will retain its strength and elasticity. In dressmaking it possesses the advantage over whalebone of being lighter, cheaper more durable, and needs no casings, as it is sewed to the goods. It is superseding whalebone in the manufacture of whips, and a large whip-factory is the outgrowth of Mr. Warren's discovery. The plumage of the feathers is used for making a very good quality of mattress, and the pith, being shown by analysis to be rich in nitrogen, is used as a fertilizer. About 300 jobbing houses have been established, and the factory gives employment to 150 persons, and consumes 30,000 quills and 125 miles of thread daily.

Educational Opinion.

THE HEALTH OF TEACHERS

THERE is no other condition in school-teaching upon which so much hinges as the physical well-being of the teacher. This, perhaps, is a trite statement, but it is nevertheless astonishingly true, as those who have passed from frail health to perfect vigour, or the reverse, will testify.

When we are well,—when the blood circulates freely, and every organ in the body is in good working order,—what a luxury it is to live! How replete with interest is our work! what fine results we secure! and how many lively encouragements come to us! 'Tis then that our belief in God and goodness is strong. The dark problems of evil do not menace us so hopelessly,—there is an answer for them all. We have such a sympathy with nature, the very sky and earth seem friends. And in the joy of conscious usefulness and in kinship with the objects about us, how often in spirit, if not in fact, do we stretch out joyful hands, saying with Miss Jewett's "Country Doctor," "My God, I thank Thee for my future!"

But there is a reverse picture. By some imprudence we fall ill. The delicate internal machinery gets out of order, and the whole system feels the shock. How quickly does the mental and spiritual nature suffer! We feel cross and blue; difficulties become insurmountable; the bright and hopeful dies out,—and how tragic, how unbearable seems daily living! Very small actions of our pupils assume a gravity entirely disproportionate. We become irritable; frown and scold; the children suffer, and in their turn fret and fuss. When school is out, the small ones go home tired and ruffled, while the teacher stays, perhaps, to wonder if she hasn't mistaken her calling, and to mull over the cheerful prospects of everything going to rack and ruin.

A physician once attended a patient who was suffering from a severe fit of indigestion. He found the mind of the man in as great a chaos as his stomach. "Doctor," said the poor fellow, "I am wretched. The face of my Saviour is hidden from me. What shall I do?" "Oh, well," said the dear old doctor, easily, "don't worry; it's *there; it's there fast enough.* Got covered up, perhaps, as the sun does; but *it's there, all right.*" A few hours after, when the patient had been relieved, the doctor said, "Well, D——, how about the face of Christ now?" "Clear and shining as the day," was the enthusiastic answer, "you were right doctor." "And the matter with you, sir, was your stomach," was the sly rejoinder.

If we carefully examine our mental states, we shall find that they rise or fall, become large and noble, or belting and cramped, as the body remains healthy and vigorous, or enfeebled and abnormal.

It is a comparatively easy thing to keep well; so easy, in fact, that hundreds will not see it. We have faith in the doctors, and expect that a drug will effect what we were too indolent to do by following the simplest laws of health. Like the faithless generation of which Christ speaks, we demand a sign, and will not follow the clear light which God gives to every man for his guidance. What are, then, some of the simplest rules, the following of which will secure the perfect action of mind and body we so desire?

1. *The Matter of Exercise.*—The teacher should counteract in every possible way the deadening effects of her shut-in, school-room life. There is nothing equal to a good, brisk walk of two or three miles—more even—in the open air. There are two times in the day when this is especially beneficial—in the morning, before school, after a light breakfast, and before supper or dinner at night.

Our indoor life makes us lazy; and when that feeling of weariness and languor steals over us we want to stay in the house, curled up in some easy chair. But this is a dangerous thing to do; this is the time of all times when we ought to be out of doors exercising vigorously. What if it does tire us? It will be a healthy weariness from which we may soon recover, and which is far preferable to that nerve weariness which drives all hope of rest far away.

Riding and driving are good exercise, but hardly to be compared with walking. Let the teacher practise walking suitably dressed, and with thick-soled boots. Beginning with a short distance and gradually increasing it, even those delicate in body may finally be able to accomplish, very readily half-a-dozen miles on a stretch, with short and frequent rests.

The writer was one of thirteen persons, during the last summer, who enjoyed a 120-mile tramp through the White Mountain region. Of course there were tired and sore feet, some times, as well as other minor discomforts; but every member of the party gained through that experience so much health and enjoyment that walking in all weathers has ceased to be a bugbear.

Our English friends are far ahead of us in this respect. Would it not be well to follow suit? We may not be able to join the Appalachian Club, but we can form clubs of our own—clubs of one, if need be.

Along with the matter of walking comes that of other forms of physical exercise. Walking developes the lower part of the body much more than the upper. Some form of light gymnastics is necessary to strengthen the chest and arms. Dumb-bells or clubs will accomplish this. Better still Dr. Forrest's "Home Exercises." This is simply a number of weights fastened to a rope running over a pulley, with handles attached. With this arrangement all the movements of lifting, pulling in and out, the "swimming stroke," etc., can be easily practised. Twenty minutes with this, twice a day, will produce a wonderful effect for good. This exercise is especially good on stormy days when walking must be omitted.

Much more might be said on the question of exercise. It is not only a good thing, but a vital necessity, if the individual would be well.—*Journal of Education.*

THE KINDERGARTEN.

JUDGING by external appearances, many say, "The kindergarten is to amuse children." They do not realize that it is a wonderfully rounded and complete method of education; that it sends its roots back deep into the home; and that Froebel had in mind "The Education of *Man*," not of the *child* merely.

The present danger seems to be a tendency to confound primary objective and busy works with the kindergarten. I approve of using some of the kindergarten material in teaching numbers, form, and other lessons in the primary school. The busy work drawn so largely from kindergarten occupation is excellent. I only object when this work is supposed to take the place of the kindergarten itself. This it does not do. If I were teaching a primary class, I should be lost without my knowledge of the kindergarten. I should draw from it constantly for illustration, but I should not for a moment think I was teaching a kindergarten.

If Froebel had lived longer or begun his work earlier he would have in all probability carried forward certain of the occupations for higher work succeeding the kindergarten. This his disciples are now endeavouring to do. At present the work accomplished in the kindergarten is not generally used to the best advantage in the primary school.

Sometimes teachers are found who enter complaints against the little ones who come from the kindergarten, as "They want to be amused," "They are not able to work alone," "They are not well disciplined." If there are any such teachers here I want to ask them to withhold judgment. There are kindergartens and kindergartens. Such complaints are not found when children have been trained in good kindergartens. In such children are often left to work unaided. Their attention is not concentrated upon "making pretty things to take home." The gifts are preferred to the occupations as of greater educational value.

Too much is sometimes expected from the kindergarten. It cannot transform a child into a genius. It only encourages natural growth.—*Jennie Merrill, of the Normal College, New York City.*

MUSIC IN SCHOOLS.

It is the purpose of our free schools to provide for the public good, rather more than for the individual good, on the principle that the public good *is* the individual good; hence the policy that has for its aim the greatest general good for the greatest number is in full conformity with the spirit of national education. The "three R's" should no longer be deemed a sufficient education. They are essential we readily grant, but to make them sufficient for the present age they must be adorned. As an adornment for the essential in any education, there is perhaps nothing more desirable than a knowledge of music and the ability to sing or play. Besides, to cultivate one musically is to cultivate him intellectually as well, for the study of music lays under contribution all the faculties of the mind. It is a fact well worthy of observation, that the highest grade of both general and individual culture in school education to-day, is found in the cities and towns where music is taught in the public schools. The effect is ever elevating and never degrading. No danger of unbidden thoughts of evil character entering the mind of a child when he is singing pure words set to sweet melody. Let the children tune their hearts to pure music; let the sweet minstrel of song be theirs to sweep the chords of love and good-will, whether they toil with lessons or nimbly romp in the sunlight of the social hour, and the moral atmosphere about them will be improved. Music, when correctly taught, trains the ear to finer conceptions of the beauties of the tone world. What the eye is to the painter, the ear is to the musician. The ordinary pursuits of life all tend to develop the perceptions of the eye far more than the ear. In seeing we learn to know the difference between objects as well as the distinction, and so classify with the eye with perhaps far more readiness than with any other of the senses. Blind people show us often to what wonderful extent the ear may be developed in its ability to distinguish and classify tone impressions. This ability comes from the practice of *thinking through the ear*. Of course, when this is done to the exclusion of the sense of seeing, the development becomes abnormal; but we see no general reason why our education should not be so managed as to teach the youth to *think* through either, or both, the eye and the ear. There is perhaps no study that will develop the ability to think, analyze and compare through the sense of hearing so well as music. But even in the practice of vocal or instrumental music, the thought must accompany the act, else intelligent conceptions will not be formed. As music is usually taught in the schools, we think there is not enough attention directed to this one point, *i. e.*, developing intelligent tone perception. This can only be done by resorting to such devices as compel the pupil to depend solely upon his hearing.—*Giffee.*

DOES THE COLLEGE EDUCATE?

This question is frequently asked of late; and the true answer to it depends upon what is meant by *education*. He who has the correct idea of what it is to take a boy, untrained, untutored, rough, and wild, and transform him into the *man*—be he business man, professional man, or society man—knows what is bound up in the meaning of the word *educate*. This *man* must differ from the boy as a trained family-horse, or leader on a stage-coach team differs from the wild colt or Mexican mustang which has never been tamed to "bit and bridle." Education is not the acquisition of knowledge; although to acquire, to come to know, to obtain information, comes in as part and parcel of any true system of education.

Few questions of such tremendous importance are so grossly misunderstood by the community as this. There are men by the scores and hundreds in every large town or city who are tolerably intelligent upon general matters, but who fail utterly to grasp the idea of what is meant by an education, or what a high school or college does for a boy. To such we commend a careful perusal of that unique contribution to the first number of *The Forum*, by Edward Everett Hale, (*vide* EDUCATIONAL WEEKLY, No. 80), entitled "How I was Educated." He says: "I ought to say, that I do not believe that any life outside of a college has yet been found that will in general do so much for a man in helping him for this business of living. I could get more information out of *Chambers' Encyclopædia*, which you can buy for ten dollars, than any man will acquire, as facts, by spending four years in any college. But the business of changing a boy into a man, or, if you please, of changing an unlicked cub into a well-trained gentleman, is, on the whole, more simply and certainly done in a good college than anywhere else. 'So,' as Nestor says, 'it seems to me.'"—*Education.*

TRAINED versus GIFTED.

"Who would trust a surgeon to amputate a limb if the practitioner had not received the technical skill derived from his hospital and dissecting-room practice? No man is so devoid of reason as to take his watch to be repaired to the chemist's, or his boots to be soled to the grocer's shop. In our daily life we recognize the truth of 'Let the cobbler stick to his last,' each man to his trade—that is, to his trade technically learned and practiced. It is only when we come to the most important and the most sacred thing in all life, the education of our children, that we cast common sense to the winds and think anybody good enough for a schoolmaster. The result is, that we find at the head of our Education Department a lawyer whose well-known dictum is, 'I am opposed to all education of the working classes. Let them educate themselves, or pay for it as I have done.' We have also a body of inspectors of whom it may fairly be said that one only has had any technical training for the work."

The above from a leading article in a recent issue of the *Tasmanian News* indicates that the cause of education meets about the same obstacles on the other side of the globe that it does on this side, but the day is surely coming when special training will be required of all who propose to teach or to direct the teaching of others

Punch makes a good hit anent the *nascitur non fit* theory. An applicant for the place of head-nurse in a hospital is asked, "Where were you trained?" She replies, with a toss of the head, "I am not *trained;* I am GIFTED." This must be the ground on which so many untrained boys and girls claim to be employed as teachers.—*Ohio Educational Monthly.*

THE HOME DEPARTMENT OF EDUCATION.

The greatest defect in our educational system is in the home department. The children are neglected and perverted there. Inordinate greed of gain, insatiable lust of power, and insane love of luxury and ease are gnawing like a canker at the vitals of the nation. Would that American mothers knew their power and felt their great responsibility. There may be hope in the greater number of girls in our high schools, and in the general opening of our higher institutions of learning to young women—there may be deeper significance in these tendencies than is yet apparent; but a large part of all the effort in this direction must be waste without a good foundation in the home training of the girls. First of all comes training in right physical habits. Good health is a chief corner stone of a right life. Then the course of training should contain long-continued and oft-repeated lessons in obedience, self-control, truthfulness, modesty, simplicity of manners and dress, reverence, and regard for the rights of others. A very important branch and one never to be neglected is industry. A girl reared in idleness rarely becomes a good woman. Every girl, no matter what her pecuniary condition or prospects, should be trained in such domestic arts as sweeping, dusting, mending, stewing, baking, etc., not alone to acquire these arts, but mainly to form habits of industry and efficiency. Hand work is an efficient, almost an essential means of character-building.

A genuine revival of home education is the great need of the present day.—*Ohio Educational Monthly.*

TORONTO:
THURSDAY, AUGUST 19, 1886.

TEACHERS' ORGANIZATIONS.

THERE are two projects for union presented to the teachers of Ontario: one by the name of "The Educational Society of Ontario," the other a proposal for a "College of Preceptors."

In aim and scope they widely differ. The Educational Society is in reality a union of teachers for purposes other than educational; the College of Preceptors, on the contrary, is for purposes purely educational.

The latter of these two projects is a bold and radical measure, one requiring much careful and serious consideration. The former is of altogether less importance.

At the time of writing, the proposal to form a College of Preceptors is still under discussion, and upon this subject we shall speak fully in a future issue. The proposed formation of a teachers' union demands immediate notice.

On the 5th of December, 1885, a meeting was held at Stratford, Ontario, for the purpose of forming a teachers' union. In a letter to the EDUCATIONAL WEEKLY, of the date of the 7th January of this year, a correspondent, giving an account of the meeting, commenced by remarking that "the meanness of underbidding was pointed out to the Stratford model school class by the principal in the course of his lectures." He goes on to say: "Several suggestions were made about organizing a union among teachers which would unite, not only the teachers of Perth, into a common brotherhood, but also all the teachers of the Province. Circulars were sent to all the teachers of the county calling a meeting of all interested in such a union. An enthusiastic meeting was the result." A union was formed; resolutions were drawn up in legal form; officers were elected; and a committee formed. The resolutions were as follows:—

1. Sick benefits, $3 per week after the first four weeks of sickness.

2. Any vacancies to be reported to the township representative, who will report such vacancy to the county secretary, together with a full report of the standing of the school financially and otherwise.

3. In case of any vacancy occurring in the middle of any term, the representative in whose township or municipality the vacancy occurs shall report such vacancy to the county secretary, who, together with the president of the union, shall form a committee to fill such vacancy.

4. In case any member of the union be thrown out of employment, not through any fault of his own, but on account of adhering to the by-laws of the union, he shall receive a sum of money not exceeding $3 per week until a situation can be obtained for him.

It will be seen from the foregoing that the chief aim of this union was a pecuniary one.

This was the inception of the idea of teachers' unions; and the union at the present moment being discussed by a section of the teaching profession of Ontario differs but little from its lesser prototype. By reference to the report of the first meeting held to discuss this new proposal, this will be readily apparent. One speaker remarked that "properly organized unions would elevate the profession, lead to an improvement in salaries, and prevent the present underbidding so common among teachers. The example of lawyers, doctors and other professional men should be followed by teachers. There was a lack of professional honour among teachers, which could be removed by having a regular code of rules." Another that "the practice of many teachers in applying for situations, though not wanting them," was an "unfair and dishonourable one." Another deplored the "constant exodus from the profession. Low salaries must be regarded as the chief cause. The salaries now paid are not sufficient to support a family, hence men wishing to settle in life and take up house keeping are forced to leave the profession."

On proposals for teachers' unions of this character the EDUCATIONAL WEEKLY has already spoken. In No. 56. vol. III. in a leading article headed "How far shall Teachers Co-operate for Purposes other than Educational?" occurs the following paragraph:—

"We believe teachers can do much by co-operating to advance the status of the profession; to develop, exemplify and promote good methods of teaching, to insist on the due enforcement of the regulations respecting examinations and certificates; to expose fraudulent contrivances to gain certificates or recommendations; to support the hands of the inspectors in refusing extensions: to support the county boards of examiners in being strict in the admission of new teachers to the profession; and especially by co-operating to advance, by means of associations, reading circles, teachers' meetings, and so on, the status of the profession with respect to general intelligence, professional knowledge, and mental and moral culture. But beyond these ends we do not think much can be done. We do not think the usual methods of beneficiary institutions will work with teachers, scattered as they are over wide areas of country, and so unable to meet frequently for common counsel. And especially do we think that any attempt to interfere with the free action of trustee boards in filling vacancies, as proposed by the Perth Protective Association, will decidedly fail. It will be inoperative from the start."

From this opinion we do not swerve. The contemplated union appears to us to differ in no respect whatever from "unions" in the sense in which that term is used when opposed to "capital," and this word has, we unhesitatingly assert, become of late of very bad repute, and for very good reasons.

A union for the purposes mentioned in the first portion of the paragraph quoted would be a legal, a laudable union; but a union to "prevent underbidding," to "lead to an improvement in salaries," and, above all, a union to supply a "lack of professional honour," we do not and cannot have respect for. Such a union attempts to gain higher salaries, not by raising the intellectual or social status of the teacher, but by coercion.

We confess we are unable to see how a union can prevent underbidding or increase professional honour, except by just such means as are utilized by unions among workingmen, viz., by guaranteeing a fund for idle members. And if a general "lock-out" should ensue, so much the worse for the union. And what is to prevent a "lock-out," and what is to prevent secession from the ranks of the union we fail to see.

But experiments in unions have already been made. In England a union exists by the name of "The National Union of Elementary Teachers." What has been the history of this organization? Its history is well known. All that it has accomplished is of a purely beneficiary character: it has a benevolent fund, a provident society, and an orphanage. The status of teachers it has not improved, and the remuneration of teachers it has not increased. Ability still regulates the one, demand and supply the other.

In conclusion, we can only repeat what we have already said in the case of the Perth Protective Association: "Our position is, that the best protection the profession can secure is the elevation of the standard of admission to it. So long as education remains a national undertaking, that is, so long as the Provincial Government subsidizes local effort and thereby secures a ground for provincial control, so long must duly authorized standards of qualification of teachers be set up, and it is in insisting upon the gradual improvement of these that the profession will best protect itself."

THE RECENT EXAMINATIONS AGAIN.

The tirade against the Entrance and Second Class Certificate examination papers still continues. The newspapers contain daily long and tedious letters, more or less replete with personalities.

We have already expressed our views on the subject of these examinations, and have little or nothing to add to them. Indeed, it is difficult, from a wholly unprejudiced point of view, to understand the cause of the continuance of the discussion. The papers have been set and written upon; the examiners have done their utmost to conciliate all concerned; the algebra paper has not been taken into account; opinions have been expressed more than fully; a revising committee has worked hard re-examining the papers of those who failed;—nothing seems to have been left undone to show that, even if the papers were harder than necessary, those responsible for this were entirely unwilling to act as if no criticism had been made.

Another point which makes it still more difficult to understand the continuance of this open hostility is the fact that upwards of thirty-seven per cent. of the candidates were successful. The percentage of successful candidates last year was not three per cent. nigher.

Professor George Paxton Young, replying to a critic in a letter to the *Mail* of the 11th inst. endorses, we think, the views expressed in the EDUCATIONAL WEEKLY. We reprint the letter in full:

To the Editor of the Mail.

SIR,—In this morning's *Mail* "Magister" complains that I had cast a "wholesale and uncalled-for reflection upon mathematical masters throughout the province," by saying that the second-class algebra paper set at the recent examination of teachers would not, in my opinion, have been found too difficult for candidates prepared as they ought to be.

I did not mean to cast any reflection on the mathematical masters in the high schools, who as a class are, I believe, very capable teachers. I intended to convey no idea beyond that which I expressed, namely, that the candidates were not properly prepared. I suppose that the want of due preparation is to be accounted for principally by the desire of candidates to obtain certificates too rapidly. My idea is that, after making sufficient progress to pass the third-class non-professional examination, a student should continue his work in a high school for a year before going up to the second-class examinations. It seems to be perfectly certain that very few indeed of the second-class candidates can have submitted to any such course of preparation. If a teacher of ordinary ability, who a year ago was qualified to pass the third-class examination in algebra, had been pursuing his studies in algebra during the last twelve months under a high school master, I have, after all that has been written on the subject, difficulty in understanding how he could fail to make thirty-three per cent. on the second-class algebra paper recently set. Yours, etc.,

GEORGE PAXTON YOUNG.

Toronto, August 10.

We can only reiterate what we have already said: let us by all means in our power raise the standard of the teaching profession in Canada.

OUR EXCHANGES.

Littell's Living Age. The numbers of *The Living Age* for August 7th and 14th contain Louis Agassiz, *London Quarterly*; History in *Punch*, The Novelists and their Patrons, and Pasteur, *Fortnightly*; Edmund Burke, *Contemporary*; The Primrose League, *Nineteenth Century*; The Meditations of a Parish Priest, *Blackwood*; The Templars, by J. A. Froude, *Good Words*; A Christening in Karpathos, *Macmillan*; The Beasts and Birds of the Law, The Spites of Rulers, and The Contrast between Buddhist and Christian Teaching, *Spectator*; The First Water-Meadow, *St. James' Gazette*; In Heligoland, *All the Year Round*; On the Variations of Climate in the Course of Time, *Nature*; Old Letters, *Globe*; with instalments of "Don Angelo's Stray Sheep," "This Man's Wife," "A Garden of Memories," and "St. Marie," and Poetry.

REVIEWS AND NOTICES OF BOOKS.

A POEM of twelve stanzas, by Mr. Swinburne, entitled "A Word for the Navy" (1885), will shortly appear in a collection of sea-songs, etc., to be published in London by Redway.

PALGRAVE'S delightful "Golden Treasury of Songs and Lyrics" has been added to the Macmillans' series of Globe Readings from Standard Authors, and is therefore purchasable for fifty cents instead of $1.25 as heretofore.

PROF. C. A. BRIGGS, of New York, is in England, carrying through the press a new work on Messianic prophecy. It discusses all the Messianic passages of the Old Testament in a fresh translation, with critical notes. T. and T. Clark of Edinburgh will publish it.

"MR. BROWNING has received from America a new evidence of his trans-atlantic popularity," *The Athenæum* says. "It comes in the form of a scroll, such as that which is familiar in the waiting-rooms of many English railway stations, except that the American publisher has printed, in place of texts of scripture, extracts from the poets works."

IT is interesting to note as an evidence of the almost universal interest aroused by the Exhibition, that application was recently made to the Canadian Executive Commissioner by the I. and R. Austro-Hungarian Consul-General for a complete set of publications in regard to Canada. An interesting collection has been duly despatched to the Consulate, and thence forwarded to the I. and R. Ministry of Affairs in Vienna.

The Saturday Review is moved by the appearance of Esoteric Buddhist Sinnett's fourth book, "United," to remark: "Progressing at his present rate, Mr Sinnett may be expected to have worked himself free of his particular foolishness in about four books from now. Then the occult nonsense will have disappeared altogether, and its patron will stand confessed as a straightforward, decent, third-rate novelist."

THE first portion of Mr. Sala's Autobiography will describe his boyhood (1828-35) and give an account of the years from 1835 to 1845, and will contain reminiscences of Bellini, Grisi, Pagamm, Lablache, Braham, Tom Moore, Theodore Hook, Dickens, Thackeray, the Duke of Wellington, Lord Melbourne, Mrs. Norton, the "mad" Marquis of Waterford, the Countess Waldegrave, the Duke of Brunswick, Harriet Duchess of St. Albans, Count D'Orsay, Napoleon III., Mark Lemon, Buckstone, Webster, Madam Vestris, Charles Mathews, Dejazet and others. Mr. Sala's account of his recent Australian experiences will appear before the Autobiography.

JOHN CHURTON COLLINS is not, as yet, well known in America; but he is one of the ablest of young English literary critics from whom good work is to be expected. His first literary appearance, so far as we know, was as editor (1878) of the works of that strange and at times powerful Elizabethan dramatist, Cyril Tourneur. In his introductory essay, prefixed to Tourneur's plays, Mr. Collins showed that he could combine criticism with enthusiasm. A later proof of his powers has just been given in two excellent essays (*Pall Mall Gazette*, May 28 and 31, 1886) on the folly of classical scholars in their attempts to defend the study of the classics on merely philological grounds, when modern literature and thought are loudly demanding attention in the Universities. Mr. Collin's abilities are further shown in his first book reprinted in America: "Bolingbroke, an Historical study; and Voltaire in England" (Harper). The three Bolingbroke essays are from *The Quarterly Review*, and discuss respectively Bolingbroke's political career, his life in exile, and his writings. They are bright, able and eminently readable, and arouse a hope that the old-fashioned quarterly essay of the best type, with its picturesque description, its antithetical analysis, and its delightful literary tone, is not wholly to be crowded aside by the heterogeneous signed pamphlets which too often are called, "review articles" nowadays. The Voltaire papers, from *The Cornhill*, are good, but should not have been bound up with the Bolingbroke essays, which by themselves, form an excellent monograph.—*The Critic.*

BOOKS RECEIVED.

Short Studies in English. New York and Chicago: A. S. Barnes & Co. 1886. 220 pp.

The High School Reader. Authorized for use in the High Schools and Collegiate Institutes of Ontario by the Department of Education. Toronto: Rose Publishing Co. 1886. 448 pp.

The High School Algebra. Part I. By W. J. Robertson, B.A., LL.B., Mathematical Master, Collegiate Institute, St. Catharines, and I. J. Birchard, M.A., Ph.D., Mathematical Master, Collegiate Institute, Brantford. Toronto: William Briggs, 78 and 80, King St., E. 1886. 338 pp. Price 75 cents.

Methods and Illustrations

OUR AMUSEMENTS: HINTS FOR FRIDAY AFTERNOONS.

"All work and no play makes Jack a dull boy." As the plant requires light and air, so our whole nature demands enjoyment. Physicians and scientists will go deeply into the matter and prove to us that the very springs of our existence are benefited by a hearty laugh. "Laugh and grow fat" has more of truth than poetry about it. The love of amusement is perfectly natural to the human race, and this love for amusement was given us by our Creator and planted in our breasts for a wise and benevolent purpose. Man is held from evil by employment and amusement as well as by moral teaching, and from observation we find that where men and women do not mingle amusement with labour and are living joyless lives, they either become selfish in their pursuit of business or morbid and narrow in their general views. Of course, we would have it distinctly understood that we are upholding only *proper amusement.* One thing is clear to us, that the amusement or game the result of which depends upon a chance, is not to be recommended. It does not elevate character, it does not develop any good quality in any good way; the result is the result of a chance. Perhaps formation of character depends more upon the style of our amusements than we are at first aware of. Even a child is known by his doings, and the child or youth who finds pastime in low or wanton pursuits is not likely to mature into a noble and refined manhood. Does it not then seem necessary that our sports, even from the cradle, should be pure, for the seeds of public amusement are sown in the nursery, set out in the home and nurtured in the world. From history we learn that the influence of the Olympic games upon the character of the Greeks was very beneficial. On the other hand the fondness for theatrical representations was, no doubt, one of the principal causes of the degeneracy, corruption, and decline of the Athenian republic.

There are good out-of-door games for all seasons, and out-of-door exercise is always to be commended, calling forth development of muscle, and all requiring more or less intelligence to pursue them with success. But as many indoor games are lamentably stupid and deficient in any intellectual exercise, and as it is the object of this paper to uphold proper amusement, we will try to supply this lack by suggesting a few interesting home amusements.

"Discover my Thought" needs a good knowledge of words, and when the word is cleverly selected it is often difficult to guess. P. (the propounder) says, "I am thinking of a word which rhymes with 'few;' what is it?" The company then guess. A. asks, "Is it in a church?" P. "It is not pew." C. "Is it a guide?" P. "It is not clew." E. may ask, "Is it a woman?" P. "it is not shrew." C. says, "Is it an animal?" P. "*It is shrew.*" "Historical Pictures." Provide each one with paper and pencil and let him or her try to represent thereon some well known incident in history or fiction. These attempts are seldom lifelike, but as the object is more to excite laughter than admiration, no one need fear to try. The papers are then held up in turn for the company to decide what they are intended to represent. "The execution of Mary Queen of Scots," "The Dove returning to the Ark," or what you will, and it is quite surprising how much fun and frolic can be brought out of each exhibition of talent. Another game, "Words," is not only entertaining but decidedly useful as a royal road to spelling. Provide each one with pencil and paper. Select a word of moderate length containing a number of vowels. Then each one sees how many different words may be made out of it. The words thus derived may not be names of places, nor participles of verbs, nor plurals, and the word must not be of less than four letters. Five minutes is the time allowed. Then whoever has the greatest number of words reads them aloud. If a word is read that others also have, that word goes for nothing and is struck from all papers. After the papers are thus gone over, whoever is left in possession of the greatest number of words is winner. This game is not only highly entertaining, from the spirit of rivalry it excites, but almost a branch of education. Another spelling game of interest: No. 1 begins by saying aloud any letter he or she chooses, for instance, P. No. 2 adds another, perhaps A; now No. 3 must be careful, for if he adds T or N he will make a complete word, and the rule is whoever completes a word loses a life. Three lives are allowed each person, and when all are lost the person is out of the game. Proper names are excluded. "Buzz" is interesting The company alternately count, but instead of 7 or any multiple of 7, buzz is substituted thus: 1, 2, 3, 4, 5, 6, buzz, 8, 9, 10, 11, 12, 13, buzz, &c.; whoever misses is ruled out. "Yes and No." The object of this game is to find out what any one person in the company is thinking of in 20 questions. Having selected his subject to every question he replies merely "Yes" or "No." The subject to be guessed must be well known by hearsay, books or otherwise, to every person present—such as Cinderella's Glass Slipper, "Noah's Ark, &c. "What is it like, and Why?" is quite puzzling. One leaves the room, those who remain select a word with various meanings. The exile is recalled and asks the question, "What is it like, and why?" to each one. For instance, if the word "Ball" is chosen. To the question one may reply—"It is like an orange because it is round." Another may say, "It is like a railway station, because there are many trains there," &c. If unable to discover the word after asking once round, it is permissible to ask round again—and from whosever answer the word is discovered that person leaves the room. A game I am very fond of we call "Poetry." One repeats a line, verse, or stanza of poetry, and whatever word is last mentioned, that word must be repeated in the next selection. For example, I may begin, "There is not in the wide world a valley so sweet as that vale.—" As vale is the last word someone else will perhaps think of and repeat, "Oh, who hath not heard of the vale of Cashmere, with its roses—." Roses being the last word, &c. For mental improvement and enjoyment, though, nothing can excel Literary Societies when properly conducted. They might be quite limited and private, but systematic arrangement is imperative. Meet, say once a fortnight, at different houses, and let each member take part when called on. One person might be selected to read anonymous essays contributed by members; appoint one who will be competent to criticise these essays searchingly yet kindly. One or two intellectual games might vary the programme. Have simple refreshments. I knew a family of ten who every Friday evening had a little home entertainment where all took part, some reciting, some playing or singing, or sometimes a debate was got up or a composition was read, sometimes a selection from some comic author was read, mother and father at all times being critics, and most enjoyable evenings they were, the interest never flagging. A treat of cake, nuts or candy was provided for the occasion. Those boys are men now, and all grew up to be fine public speakers and self-reliant men. We find from Plutarch that the Greek girls were fond of amusing themselves by propos'g riddles for their companions to unravel. But if a little more frolic is wanted, "acting words" will suit the merriest. Divide in two companies, one-half leave the room, the remainder select a word, then, opening the door, tell the banished ones what the selected word rhymes with. For instance, "sat" may be chosen; we say it rhymes with "mat." After consulting together, the exiled members think it may be "cat," so all enter the room, and, when well in, take different positions and begin to "mew." This being wrong, they are clapped out, to try again and again till the right word is found. Then the companies change places.

Blind-man's-buff, in a ring, is hardly as rough but equally as merry as the more ancient method. All sit in a ring; each one takes a number; one person stands blinded in the centre, and whatever two numbers he calls out, those two must exchange places. For instance, "blind man" calls 3 and 12;

3 and 12 must at once rise and change seats, as best they can, without "blind man" catching them. We have yet left reading untouched. Without question, nothing can be productive of more amusement and entertainment than reading. Books are companions; let us select carefully, and they will prove themselves also friends. The family newspaper is a welcome guest, and only a paper of high moral tone should be spread before our children. Our homes should be provided with good literature, and seasonable times allowed ourselves and our children for this relaxation and enjoyment. How it rests one, after the toil and worry of the day, to forget for a time care and anxiety in the beguiling pages of a good story! Reading takes us out of ourselves, expands the mind, gives us new ideas, cheers us and helps us in many ways. If our homes, then, are provided with good literature, our children are provided with good friends.

Again, I would impress the idea that the young life craves fun, frolic and diversion—craves it, and furthermore will have it. Then if we would make our firesides charmed circles, so that home will really be "the dearest spot on earth;" if we would not too soon hurry the nestlings out of the nest, let us have music and books, entertainment and brightness in the house, and other sources of doubtful amusement will present diminished attractions.—*W. E. Rowlands in the Montreal Daily Witness.*

READING.

READING, in the public schools of Boston, is receiving less attention than formerly, and less attention than its importance demands. Pupils probably read more, at the present day, than twenty years ago; but they read with less care from their teachers, and with a different purpose. This may not be an "unmixed" evil, but it deserves a careful consideration by teachers who desire to be progressive.

Reading has two objects, viz., to acquire, and to convey thought. The first will be attained when the words of the book are really a part of the pupil's vocabulary; that is, when he understands them so fully that he can, without effort, get the thought which they are intended to convey. The second object will be attained with greater difficulty, because it involves the first and more. The pupil must not only fully understand, but he must have the ability to convey to others the thought of the writer. This implies a well-trained voice, as well as some maturity of mind.

The teacher's attention, then, should be directed to three things,—viz., increasing the child's vocabulary; training his voice; and, by explanation or illustration, adding to his general intelligence. These three are so interwoven that it is impossible for the teacher to separate them in his school-work. The child is growing in intelligence every day, whether he goes to school or not; and it is the duty of the teacher to assist this growth in every possible way that may be of real benefit. The child's vocabulary should keep pace with this growth in intelligence; and the assistance of a good teacher will be invaluable to him.

Every child has a vocabulary which he picks up at home, on the street, in school, everywhere he goes. The words he uses are well understood, and when he can spell them correctly, they may be said to be fully his own, because he can use them orally or in writing, at his pleasure. Frequent writing exercises,—such as letters and reproductions of stories and historical sketches,—are aids to this result. But there are many other words that are not fully his own. He meets them in the story-book he reads: in the newspapers, if he reads them; and certainly in the conversation of his elders. These words are partly his because he can understand them; but he avoids them in his conversation, and especially in writing. These words should receive the especial attention of the teacher. So far as possible, he should make a list of them, and, by causing them to be used in different relations, aid the pupil in understanding them. This is the manner in which we acquire the proper use of words, rather than by any abstract definitions. Dictation exercises, and familiar conversations connected with the daily reading, are valuable aids in securing this object.

The teacher of each succeeding grade will, of course, have a wider field of labour. The child's own vocabulary increases, and new words are constantly entering what may be termed "his field of vision." These partially familiar words must be brought so near and examined so closely and carefully that that they may take their places as familiar objects for daily use.

Language work of this kind directly increases the general intelligence of the child, and thus renders it impossible for him to read understandingly such books as may fall into his hands.

While this work is going on, the teacher should not fail to give some attention to the training of the child's voice. To do this well the teacher himself must have been carefully trained. The human voice is too delicate an instrument to be entrusted to the hands of a novice. Wrong training is worse than no training; and the teacher who finds himself without the requisite knowledge for this department of his work should lose no time in fitting himself for one of his most important duties. Clear, full, musical tones, distinct articulation, correct pronunciation, and proper expression—these are cardinal points in reading aloud, and are gained only by intelligent and presistent training.

Without running the risk of spending too much time upon this one matter of reading, let us turn our attention, for a moment, to the kindred subject of "supplementary reading." This term, "supplementary reading," has come to have a technical meaning. With us it now means such books as are sent to the schools at stated intervals; first, to assist teachers in teaching "language;" second, to interest pupils in a class of books somewhat better than they would be likely to select for themselves; and third, to give information upon some departments of school work.—*New England Journal of Education.*

MUSIC IN SCHOOLS.

THE method of Mr. Holt's instruction is based upon the major scale as the unit in studying the pitch of sounds, which is made a study from the very commencement. This method is based upon the principles of the "new" education. He recognizes from the very commencement that all true education is based upon doing, not theorizing, and follows this out carefully through all his instructions. His first lesson is a drill upon the major scale as a whole, and is continued until these sounds are as familiar, in all their relations, as any of the simplest combinations in numbers. While this knowledge is being acquired, the children are made familiar with the different positions of these sounds on the staff and are able promptly to give the correct tone in any of those places or keys. At a close of a recent lecture, presenting an elucidation of the principles upon which he has been working, he gave a beautiful illustration of his explanations with a class of nine girls brought from Boston, showing that difficulties which have been regarded as impossible, are very simple when properly approached. The exercises showed that modulations from one key to another are as easily comprehended and sung by these little girls as the most simple scale intervals They were able with the most wonderful accuracy to move from one key to another in three-part harmony. Mr. Holt make's a careful study of tune and time separately before uniting these two elements. Measures are taught as groups of accents which are very clearly presented and named. Time language is used, which does away with the necessity of learning the fractional names of notes and rests, and makes the beating of time unnecessary. The pupils are taught to feel the rhythm by the use of this language. It will be seen at once that this wonderfully simplifies the teaching of music. It is a play with sounds, and hence the interest is kept to its highest point. The pupils are continued in practice and not subjected to a dry drill in the technicalities of the science.—*Pennsylvania School Journal.*

ELEMENTARY NATURAL SCIENCE.

It is a mistake to try to teach any science as a science in our elementary or secondary schools.

Natural science should be taught as one subject.

So far as possible the pupils should make their own apparatus and collect their own specimens.

I would introduce natural science teaching very early into the primary course with special reference to the cultivation of the powers of observation. The facts learned may be of little value, but in addition to the cultivation of the powers of observation may come language training. Nothing offers better facilities for it.

While I myself would first introduce the study of plants, I would by no means insist that my teachers should do so. I would only insist that after having had a fair time to qualify themselves for the work, they should take up something in the way of the study of nature and that that something should be made profitable to their pupils. I would insist that all primary and grammar school teachers do something in this line, and I would insist that it be studying nature and not books Later on, in the high school, I would use books. I would use as many as I could get. If I could I would have a dozen or more different ones upon each subject that the pupils could consult at will. I would teach topically and have the pupils use the books as reference books only. The time spent upon one topic might be a day or a month. I would continue it so long, and only so long, as I judged it to be the most profitable work for the class. I would not feel under any obligation to pursue a topic longer because I had not covered all the ground that the text-books did, nor to discontinue it because I had covered all that ground.

Very likely some one may ask what kind of an examination would your pupils pass? That would depend upon the nature of the examination. Generally they would not be able to pass a Regent's examination, but they would pass an examination that those who could pass the Regent's examination could not pass. If the object of teaching is to prepare pupils to pass examinations my ideas upon this subject of science teaching, and for that matter, upon teaching in general, are radically wrong, but if the object of school is to train pupils to see accurately, to reason correctly, to be thoughtful and self-helpful, then I have faith that my theory is right, however I may err in applying it.—*Superintendent Sherman Williams, Glen Falls, N. Y.*

"THE Concepts and Theories of Modern Physics," by Judge Stallo, has been published in French. European scientists have given this work much praise

CHILDREN'S VOICES.

CHILDREN'S voices are abused in most schools. Teachers in charge of classes, who do not understand the voice, like to have enthusiastic singing. There is credit to the teacher; it is a live class or school. The scholars are urged to more effort; loud, hearty singing is what is wanted and striven for. Power is the first requisite in the public estimation; to secure it, a cornet is brought into many a Sunday-school. Give us a good, rousing blast! Singers, to compete with it, must sing louder. The sensitive, quick, and willing ones respond as best they can, strong and hearty. "That's good!" says the teacher, "sing out!" Loud, coarse, vulgar shouting is understood to be music, and passes for the correct thing among many of the most estimable people. Now it is this coarse shouting that is fatal both to good music and the vocal organs.—*School-Music Journal.*

Educational Intelligence.

THE ST. THOMAS COLLEGIATE INSTITUTE.

AT a meeting of the managing committee of the St. Thomas board of Education, on the 6th inst., the following report, prepared by Principal Millar and Inspector McLean regarding the making of a change in the public school curriculum was adopted:

To the Managing Committee, Board of Education, St. Thomas:

Gentlemen,—Your committee appointed to consider if any change should be made in the curriculum of the public schools and the first form of the Collegiate Institute in St. Thomas beg leave to report, that they find it desirable to prescribe the following additional work for the public schools, that is to say: hygiene, reading, and the principles of reading, orthography and orthopy, English grammar, composition, literature, history, geography, arithmetic and mensuration, and book-keeping, unless objected to by parents or guardians. All the above to the limits provided in the regulations of the education department for first form work in the collegiate institute, subject to the following restrictions:—

1. The Fourth Reader throughout to be used as the text-book for reading, composition and literature.

2. That mensuration be confined to the areas and volumes of rectilinear figures.

Your committee do not at present advise any change in the curriculum of the first form in the collegiate institute, thinking it better to wait to see the change above recommended. All of which is respectfully submitted.

JNO. McLEAN.
JNO. MILLAR.

There has been an agitation for some time to have a change made, so that scholars desiring might obtain a better knowledge of practical subjects, without being compelled to take all the subjects in the fifth form, many of which are considered by parents of a practical turn more ornamental than useful. The Fifth Reader will not be used for the reason given by Inspector McLean, because a very little knowledge of the fourth is required to pass for the fifth form, and students can spend their time more profitably getting a thorough knowledge of its contents, than getting a cursory idea of the fifth in the time which is usually given to it. No subjects of the fifth form will be taught which do not tend to aid in the difficulties which have to be met by the business man and the mechanic. The limit prescribed for the first form in the collegiate institute corresponds with the fifth form course in the public schools. The object to be attained by this change in the curriculum is to provide a good, sound, practical English education for every boy and girl, sufficient to fit them for the duties of every-day life within the years which an ordinary mechanic or business man's son can afford to attend school. The idea is no doubt a good one, as there is many a young man who has not time to take up all the studies required in the first form of the high school, and yet require training in a number of the branches in the curriculum which are not at present taught in the public schools.—*St. Thomas Times.*

A PROPOSED "COLLEGE OF PRECEPTORS."

ON the second day of the meeting of the Ontario Teachers' Association, the attention of those present was taken up in discussing the advisability of establishing a College of Preceptors for Ontario. The subject was introduced by Mr Geo. Dickson, of Upper Canada College, in a paper setting forth the scheme in detail, which is briefly this:—

"The aims of the college should be to promote sound learning and to advance the interests of education by admitting to the teaching profession only those who are fitted for the work, to improve the position of the profession, and to protect the public from incompetent teachers.

"For one year after the incorporation of the society it is proposed to admit all persons actually engaged in teaching on payment of a registration fee. After the organization and incorporation of the society, no one will be admitted without passing the examination prescribed by the society. The members to be classified as follows: Associates, corresponding to third-class teachers; Licentiates, corresponding to second class teachers; Fellows, corresponding to first class teachers and to high school masters.

"The government of the society should be vested in a council elected by the fellows and licentiates.

"The society should have power to manage its own affairs, to enact by-laws for the admission and government of its members, to impose fines and penalties for the violation or non-fulfillment of duties prescribed, and to settle all matters of dispute arising among teachers.

"For the efficient working of the college penalties similar to those enforced by the College of Physicians and Surgeons, Ontario, should be enacted: For teaching without a license, for non-payment of dues, for other violations, such as unprofessional conduct, etc.

"The society should be an examining and not a teaching body. It should conduct, independently of the Education Department, both the profes-

sional and non-professional examinations for all grades of teachers' certificates and diplomas.

"As a fair equivalent for the work done by the Teachers' Society, the Province should support, in part, the system of normal and model schools now established; but they should confine their work to methods of teaching, school organization, school discipline, school law, together with such subjects of study as aid in the practical working of schools.

"The theory of education and the solution of educational problems should be left to the university, in which a chair of education should be founded and endowed.

"The Teachers' Society should hold the same relation to the state and to the educational institutions of the Province that the Law Society holds to the state and to the law courts of the Province."

After different members had spoken on the subject, a resolution was adopted endorsing the principles of the scheme, and sending it down to local associations to report.

THE EDUCATIONAL SOCIETY OF ONTARIO.

AN adjourned meeting of those interested in the formation of a teachers' union was held in Toronto on the 11th inst. Mr. Robert Dawson, of Weston, presided, and Mr. D. H. Lent, of Richmond Hill, was secretary. About fifty teachers were present. It was decided to form an association to be known as "The Educational Society of Ontario," the membership to consist of those who are regularly qualified teachers. A branch will be established in each inspector's division having twenty members in the society. It was explained that the society would not be antagonistic to the proposed College of Preceptors, but rather supplementary in its aims.

THE Mitchell high school is to be extended at a cost of $2,250.

MRS. ELLERBY has just been engaged in Lyons public school.

MR. SAMUEL WARWICK has been engaged in S.S. No. 19, Malahide.

MR. FRANK DAY has been appointed head master of the Lanark public school.

THE corner stone of the new central school at Kingston was laid last week.

AYLMER public school board is having their school building thoroughly overhauled.

THE requirements of the Ridgetown public and high schools foot up to nearly $6,000.

J. R. STREET, B.A., of Palmyra, has been engaged by the Palmerston high school board.

MISS MARIE STRONG has succeeded her sister as musical teacher in Mount Forest high school.

A SCHOOL to be conducted on Kindergarten principles will be opened at Wingham on the 21st inst.

MR. MCLELLAN has been re-engaged for the fourth year at $575 in S.S. No. 1, Pelee Island school.

MR. F. SHERIN, B.A., late science master at Oshawa, has received a similar position in Mount Forest high school.

MR. J. MEAGHER, of the Bathurst grammar school, has received an appointment on the staff of the Fredericton collegiate school.

IN reply to an advertisement for a teacher to fill a vacancy at Galt, forty-five applications were received.

MR. A. M. BURCHILL has been re-engaged in S.S. No. 10, E. Wawanosh. This makes the fifth year in that section.

MR. BEAN was appointed, at the last meeting of the Peterborough board of education, mathematical master of the collegiate institute.

MRS. JOS. PEDLOW will take charge of the division of the Hagersville public school lately under the charge of Miss McKenzie, resigned.

MR. HOGARTH, fifth master, Strathroy, goes to Kincardine, and Mr. M. Parkinson, of Parkhill, accepts his position at a salary of $700 this year, and $750 next.

A NEW department of the fine arts has just been affiliated to the Picton Academy, under the care of Miss Annie McDonald, late from the Conservatory of Music, Boston.

AT the meeting of the St. Thomas managing committee of the school board recently Misses Hickox, Teetzel, and McColl were recommended as supplementary teachers to fill the positions of regular teachers who wished to attend the Provincial model school.

AT the last meeting of the Peterborough Board of Education Dr. Burnham moved, seconded by Mr. Sproule, that the Committee of Supervision be authorized to cause a new programme of studies for the public schools to be compiled and printed. The motion was carried.

MR. R. C. LITTLE, of Ridgetown Collegiate Institute, has been appointed to fill the vacancy caused by the resignation of Mr. A. Langford, in the London collegiate institute. Mr. Robertson, who previously received the appointment, had in the meantime engaged at Brampton.

THE trustees of S.S. No. 8, Grey, have re-engaged Mr. C. Bowerman as teacher for 1887. Although his time there does not expire until January next, the trustees knew they had a good teacher in Mr. Bowerman, and have been wise in securing him in time. The salary for 1887 is $440, being an advance of $50.

IN the Public School Section of the Ontario Teachers' Association, Mr. J. Campbell moved that Messrs. J. F. Kennedy, Lewis Brown, Munro, and the mover be appointed to consider the following questions, and report at the next meeting: 1. What subjects should be taught in our public schools? Should the number be increased or diminished, or remain as they are under present regulations? 2. Have our competitive or other examinations a tendency to produce a superficial education, commonly designated "a cram," or is it the best means of laying the foundation of a thorough and practical education? 3. What effect has the present system on the health of our pupils? If injurious, suggest a remedy.

IN the High School Section of the Ontario Teachers' Association the following motions were made: Moved by Mr. J. Henderson, seconded by Mr. McMillan, "That the work for honour junior matriculation in classics be made the same as that of the pass first year work in the same subjects." Mr. Merchant moved, seconded by Mr. Houston, "That a committee, consisting of Messrs. Miller, Embree, Dickson, McMurchy, Wetherell, Merchant and Dobson, be appointed to take into consideration the relation between the so-called pass and honour course of the university." Mr. J. W. Connor moved, seconded by Mr. A. McMurchy, "That the Senate of Toronto University be requested to apply to the classification of its candidates the same principle as that now applied to the classification of honour candidates in the fourth year."

"A CORRESPONDENT writes: The friends of Stanislaus Doucett will be grieved to learn of his sudden death at his home in Petit Rocher, Gloucester Co. Mr. Doucett was a student at the Normal School during the past winter, where he was a general favourite, not only with his classmates, but the instructors as well. Shortly after his arrival back to his parents in June, he was seized with inflammation of the lungs, from which he died, after a comparatively brief illness, on July 21st. Though of French birth, deceased was a good English scholar, having passed a successful and highly creditable examination for first-class license in June. His death is a severe loss to the profession to which he belonged." The above is taken from the Fredericton *Gleaner*, and will be read in Newcastle with sincere regret, where, as a scholar in the high school, Mr. Doucett had very many friends, as he was a general favourite among the scholars.

IN the Inspectors' Section of the Ontario Teachers' Association Inspector Morgan took up the question, "Should Schools be Graded as well as Certificates?" and sketched at the same time what seemed to him to be necessary improvements in the present system of entrance examinations and teachers' institutes. A very animated discussion let to the appointment of a committee, on motion of Mr. McIntosh, seconded by Mr. Campbell, to report on the Entrance Examination, especially considering the following matters:—1. The character of the recent examination. 2. The preparation of the questions, and the revision of answers. 3. County Boards of Examination. The following gentlemen were appointed on the committee: Messrs. Morgan (convener), Brebner, Tilley, Hughes and McIntosh. The report of this committee was adopted after considerable discussion. Among other points the following were adopted: 1, that the Entrance Examination should be retained; 2, that the general tendency of the papers was good; 3, that English literature was rather difficult; 4, that the history was decidedly too hard; 5, that the grammar was ambiguous and so too hard; 6, that the list of words on the orthography and orthoepy papers should never have been given; 7, that in future county boards, consisting of inspectors and high school masters, should have charge of the Entrance Examinations; 8, that the question should be kept strictly within the prescribed limits, viz., iv. class work; 9, that the questions should be clothed in simple language; 10, that the standard should be made as nearly uniform as possible; 11, that in the preparation of the questions two public school inspectors should be associated with the high school inspectors, so as to meet the double intention of the examination; 12, that the section should nominate these two members, subject to approval by the Hon. the Minister.

A NUMBER of the former students of St. John's College met together recently with the view of forming an alumni association. On motion of Rev. Mr. Little, seconded by Rev. W. A. Burman, Canon Mathewson was appointed chairman and Rev. T. C. Coggs secretary of the meeting. After all had expressed their views on the desirability of forming an association, the following committee was appointed to draft a constitution and to arrange for the first meeting of the association: Rev. Canon Matheson (convener), Rev. Machray, C. R. Little, A. W. Goulding, C. N. Jeffrey and Messrs. L. Clarke and Jas. McKay. It is understood that the first meeting will take place in October, when an interesting time is expected. The association will include not only alumni of the college, but all former students of the college and old boys of the college school.

Examination Papers.

BOARD OF EDUCATION, MANITOBA

(Protestant Section.)

Examination of Teachers, July 1886.

ALGEBRA—SECOND CLASS.

Examiner — GEORGE PATTERSON, M.A.

Time—three hours.

1. Give a definition of algebra. What are the terms of an algebraical expression? What are the factors?

Examples: $a^2-2ab+b^2$; a^4-b^4; x^3+y^3.

2. Show how to find the L.C.M. of two algebraical expressions, and thence of three or more.

Find the L.C.M. of $6x^4+x^3-x$, and $4x^3-6x^2-4x+3$.

3. State the rules for adding and multiplying fractions.

Simplify:

$$\frac{(1-x^2)(1-y^2)(1-z^2)-(x+yz)(y+zx)(z+xy)}{1-x^2-y^2-z^2-2xyz}.$$

and prove that

$$\left(\frac{b}{c}+\frac{c}{b}\right)^2+\left(\frac{c}{a}+\frac{a}{c}\right)^2+\left(\frac{a}{b}+\frac{b}{a}\right)^2 = 4+\left(\frac{b}{c}+\frac{c}{b}\right)\left(\frac{a}{c}+\frac{c}{a}\right)\left(\frac{a}{b}+\frac{b}{a}\right).$$

4. What operations useful in solving an equation may be performed on it without destroying the equality which it expresses? Give examples.

Solve:

$$\frac{2x-3}{3x-4}=\frac{4x-5}{6x-7};$$

also

$$4.8x-\frac{.72x-.05}{.5}=1.6x+8.9.$$

5. How soon after six o'clock are the hands of a clock opposite to one another again?

6. Solve the following equations:

(1) $13x+11y=4a$, $12x-6y=a$ by elimination.

(2) $ax+by=c$, $mx-ny=d$ by substitution.

(3) $8x-21y=33$, $6x+35y=177$ by comparison.

7. Show how to extract the cube root of a compound quantity.

Find the cube root of $8x^6-36cx^5+102c^2x^4-171c^3x^3+204c^4x^2-144c^5x+64c^6$, also of 167.284151.

8. What is a surd? Give examples.

Show that the square root of a rational quantity cannot be partly rational and partly a quadratic surd. If $x+\sqrt{y}=a+\sqrt{b}$, when x and a are rational, and $\sqrt{y}$, $\sqrt{b}$ are surds, then $x=a$, $y=b$.

9. Solve the equations:

(1) $\frac{x-6}{x-12}=\frac{x-12}{x-6}$.

(2) $x^2-2x=7x+52=0$.

10. A locomotive takes 14 hours to go from A to B. Another covers 70 miles more in the same time. If the second takes 40 minutes less than the first to go 100 miles, find the distance between A and B.

ARITHMETIC.

SECOND CLASS.

Examiner—D. MCINTYRE.

Time—three hours.

1. An insurance company took a risk at 2¼% and reinsured ⅔ of the risk in a second company at 2½%. The premium received was $72 more than was paid; what was the amount of the risk?

2. Write out a 3 months' note of which the proceeds, if be discounted at a bank at 7% on the day of making, will be $501.69.

3. A clothier gains 25% by selling cloth at $5 per yard, but a bale of 80 yards being damaged he has to reduce the price 10%; what now is his profit on the bale and his gain per cent.?

4. A tradesman pretends to charge 10% on the wholesale price, but he has adulterated his goods with 50% of a poorer kind which cost only ⅔ of the price. What is his real rate of profit?

5. At what rate per cent will $3000 produce $250 interest in 1 year, 2 months, 24 days?

6. Required the equated time for the payment of $700 due in six months, $800 due in 9 months, and $600 due in 10 months.

7. If 12 men build a wall 60 feet long, 4 feet thick and 20 feet high in 24 days, working 12 hours a day, how many men will it take to build a wall 100 feet long, 3 feet thick and 12 feet high in 18 days working 8 hours a day?

8. If the net earnings of a company with a capital of $250,000 are $17,000, and $7,000 are reserved for expenses, what rate of dividend can be declared, and what is the dividend on 35 shares par value 100?

9. If I sell out $1,000 of 3 per cent. stock at 88, and buy 5 per cent. stock at 110, what alteration do I make in my income?

10. I imported 10 cases of shawls averaging 216 lbs. a case, invoiced at 24884.10 francs, the duty being 50 cents per lb. and 35% *ad valorem*. The invoice was paid with a bill of exchange, bought at 5.16 francs to the dollar; what was the duty, and what did the shawls cost after paying other charges to the amount of $75.80?

11. Brown and Smith engage in trade. Brown had in the business $1,000 from 1st Jan. till April 1st, when he withdrew $550. July 1st he added $700. Smith had in trade $3,000 from Feb. 1st to Oct. 1st, when he added $300. Nov. 1st he withdrew $900. The net gain during the year was $3,500. What was the share of each?

12. Find the cube root of 731.432701.

GRAMMAR.

SECOND CLASS.

Examiners — REV. PROF. HART, M.A., B.D., REV. CANON MATHESON, M.A.

Time—three hours.

(A)

I do remember when the fight *was done*,
When I was dry with rage and extreme toil,
Breathless and faint, leaning upon my sword,
Came *there* a certain *lord*, neat, trimly dressed;
Fresh as a *bridegroom*, and his chin, new reaped,
Showed like a stubble land at harvest home.
He was perfumed like a milliner;
And 'twixt his finger and his thumb he held
A pouncet-box, which ever and anon
He gave his nose, and took 't away again;
Who, therewith angry, when it next came there,
Took it in snuff.

—*Shakespeare.*

(B) Ah! *that at least, confirmed* in this sad persuasion, I might have tasted the heart-rending pleasure of *bestowing* upon my departing child the last earthly endearments! but tranquilly composed, and softly *slumbering* as he *looked*, I feared to disturb a repose on *which* I founded my *only* remaining hopes.

1. (*a*) Write the propositions in *(A)* and state their kind and relation.

(*b*) Give a detailed analysis of the propositions in *(B)*.

2. Parse the italicized words in *(A)* and *(B)*.

3. Decline the phrases: this ox, that priestess; give the plurals of the nouns: cherub, chimney, volcano, yeoman, navy, Lord-Advocate, sheep, herring; and the principal parts of the verbs: thrive, shape, stick, sling, thrust, run.

4. Distinguish between gender and sex. Point out and illustrate, the various methods by which gender is expressed in English.

5. Classify as parts of speech: naught, belike, self-same, due, worth, methinks, lief, own, away, mine, afloat.

6. Define word, phrase, clause, sentence. Construct a short sentence containing an example of each.

7. Give rules for the use of shall and will in (*a*) affirmative, (*b*) interrogative sentences.

8. Correct or justify, with reasons, the following:

(*a*) Ye shall know them by their fruit,

(*b*) Yes, my son, I shall point out the way,
And my soul shall guard yours in the ascent.

(*c*) He will make a better lawyer than a doctor.

(*d*) Without you were on the lookout for the view you might miss it.

9. Derive: curfew, vinegar, sir, madam, biscuit, verdict, economy.

PAPERS SET AT THE MATRICULATION EXAMINATION OF THE UNIVERSITY OF LONDON IN JUNE, 1886.

CHEMISTRY.

Examiners—PROF. J. EMERSON REYNOLDS, M.D., F.R.S.; PROF. T. E. THORPE, PH.D., F.R.S.

1. Name any bodies formed by the action of sulphuric acid, concentrated and dilute, hot and cold, upon the following substances: sodium chloride, zinc, copper, nitre, and oxalic acid. Give equations in each case.

2. Calculate the weight of ammonium nitrate which must be decomposed in order to afford one litre of nitrous oxide gas, measured at 15 C. and under 740 m.m. pressure.

3. Describe the modes of origin and properties of sulphur dioxide. How could you demonstrate the volumetric composition of the gas?

4. How many volumes of air are required for the complete combustion of *(a)* one volume of marsh gas, and *(b)* of one volume of olefiant gas? Specify the composition by volume of the products in each case.

5. By what tests or chemical reactions could you distinguish carbonate of lime from fluor-spar.

6. Give a short account of the forms of silica met with in nature, and point out the chief characters by which crystallised silica and diamond can be distinguished.

ENGLISH HISTORY AND MODERN GEOGRAPHY.

Examiners.—Henry Craik, Esq., LL.D., M.A.; Prof. John W. Hales, M.A.

[N.B.—Not more than *ten* questions are to be attempted, of which at least *two*, and not more than *four* must be questions in geography.]

HISTORY.

1. State what you know of any four of the following: Penda, Cuthbert, Caedmon, Bede, Athelstan, Offa, Dunstan, Archbishop Theodore, Alcwine; and explain the following terms: Eorl, Ealdorman, Thegn, Reeve Folkland.

2. Give a short account of the Danish invasions in the ninth and tenth centuries, and state where the chief Danish settlements were made.

3. Examine the claims of Stephen and of Matilda to the throne, and describe the effect of their struggle upon the condition of the country.

4. Describe the struggle between John and the Barons, and show how its progress was effected by the relations between John and the King of France.

5. Give an account of the relations between England and Scotland from the accession of Edward I. to the Battle of Bannockburn.

6. What do you understand by the parties of Old and New Learning in the earlier part of the sixteenth century? Name some of the leading adherents of each.

7. Describe the career of the Protector Somerset from the death of Henry VIII. to his own fall.

8. State what you know of the Scottish and Irish rebellions under Charles I., and their effect upon the Civil War.

9. Name the members of the Cabal Ministry, and state what led to its fall.

10. "William III. acted as his own Foreign Minister." Explain and illustrate this.

11. Say what you know of Bishop Burnet, Sir William Temple, John Locke, Algernon Sidney, the first Earl of Shaftesbury, the Duke of Schomberg, General Sarsfield, and the part played by each in the public affairs of their time.

GEOGRAPHY.

12. Name the provinces of Ireland, stating the chief towns in each, and the approximate population of each town.

13. What are the chief centres of the coal, iron, and cotton industries of England? Give any circumstances which account for the development of each.

14. Draw a map either of Yorkshire, Lancashire, or Abeerdeenshire, showing the principal towns and rivers in each, and the counties by which each is bordered.

15. Compare the extent of seaboard in Britain, France, Germany, and Italy, respectively.

16. State the chief directions of English colonial enterprise during the present century.

17. Draw a map of the Mediterranean Sea, showing the situation of the countries which it touches, and marking the position of the Islands. Name the Power to which each of these islands is subject.

Time—three hours.

CIRCULAR TO PUBLIC SCHOOL INSPECTORS.

Education Department, Ontario,
Toronto, May 1st, 1886.

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

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

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

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

Yours truly,

GEO. W. ROSS.
Minister of Education.