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THE

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THE ONTARIO TEACHER:

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JANUARY, 1876.

No. 1.

ILLITERACY IN THE UNITED STATES AND CANADA.

The Hon. James Monroe, of Oberlin, read an interesting paper on "National Government and National Education," before the Ohio Teachers Association last month, from which we purpose making a few extracts. In discussing the subject of "illiteracy" he gives the following figures from the census of 1870, which we quote in full:—

"By the last census, the number of persons over ten years of age in the United States who can no. write, is 5,658,000. The number of those who can not read is put at more than a million less; but the higher number is undoubtedly nearer the true measure of the illiteracy of the country. For obvious reasons, heads of families are not disposed to report to the census-taker more ignorance in the family than really exists. It may be safely assumed that they would sometimes be tempted to report less. Hence, the opinion has been held by eminent statisticians, that to obtain the true number of the illiterate in any state, thirty per cent. should be added to the number found in the census tables. It is also well

known that men admit inability to write more readily than inability to read. We are quite safe then in taking 5,658,000 as the real number of the illiterate in the United States. This, upon careful estimate, will be found to be something more than one-fifth of all our population above ten years of age. Of the whole number of illiterate, 2,790,000 are colored—being the largest single element. The number of native white illiterate is nearly three-fourths as large as this—amounting to about 2,087,000. Should we, at any time, be tempted to become boastful in regard to our intelligence, we have only to remember the more than two millions of illiterate of our native white race. Our orators sometimes speak of the danger which threatens our institutions from the influx of "ignorant foreigners." It may be well to remind these gentlemen, that our foreign born illiterate are only 778,000—a number only a little more than one-third as large as our native born white of the same class, and a little more than one-fourth of the number of illiter-

ate whites. Our total white illiterate is 2,852,000—a number larger than the total colored by 62,000. There is another view of facts which is of deep interest. Of our illiterate, 1,943,000 are between the ages of ten and twenty-one years. Of these, about half are below fifteen and about half above that age. For the latter something might perhaps still be done; for the former, much, if prompt and efficient measures could be taken to instruct them. Again, of our illiterate, 1,619,000 are male adults. Of these, it is estimated that one million and a half are legal voters. This is nearly one-fourth of the whole number of persons who voted at the presidential election of 1872, and is believed to be more than one-fifth of all the voters in the United States when the census was taken. It can not be doubted, 'hat, at least, one-fifth of all who will vote at the presidential election next year, will be persons unable to read or write."

In commenting on these figures he makes the following pertinent remarks :—

"Ignorance is not only a great evil in itself, but it is the fruitful mother of many evils. There is not one of the great evils of society, and the state which good men deplore, that ignorance is not prolific in producing. It would be interesting to inquire, did time permit, how far these disorders in our country which have been so much discussed of late, may be traced back to the want of education among the people, as their source. It is plain, that to this cause, directly or indirectly, they are largely due. As slavery formerly, so ignorance now, is the skeleton in our national closet—the one subject which we least like, but most need, to discuss. You certainly do not wish time occupied, on an occasion like this, in asking the clergyman, the physician, the lawyer, the judge, the statistician, the historian, the philosopher, and the statesman, for their united testimony as to what ignorance is in its relations to society—to government—to Republican government. We know that

the ignorant man is more apt to be a poor soldier in time of war—a poor neighbor, a poor member of society in time of peace—that he is more likely to be idle, disorderly, vicious, criminal, a pauper. How ready a tool is the ignorant man to the hands of designing men! I have called attention to the fact, that between one-fifth and one-quarter of all the voters in this Republic are unable to read and write. The fact is fraught with danger to the very life of the nation. These illiterate men are numerous enough to hold the balance of power, in some great national exigency, between right and wrong—between the forces of light and darkness. At some moment of great excitement, a cunning appeal to passion, to prejudice, to selfish instinct, to terror, might impel this strong, blind Samson to pull down the temple of our liberty upon himself and upon us. Is it wise to leave him longer grinding in his prison? Is it not time to bring him forth, restore his sight—for, thank God, we have not yet quite put out his eyes—and set his broad shoulder as a pillar under the fair fabric of civil order, rather than leave him to pluck it down?"

The question of the connection between ignorance and crime is now no longer a matter of dispute. True, there are some who do not attribute to education the value, as a factor in the moral regeneration of society, which we have claimed for it in these columns. Although we believe the figures furnished by the statistics of crime and illiteracy fully sustain our argument, yet in a limited sense we must admit there is some force in the remarks of Herbert Spencer on this subject, who takes the ground that education is not a preventive of crime. We quote his own words :

"With all respect to the many high authorities holding it, the truth of this belief may be disputed. We have no evidence that education, as commonly understood, is a preventive of crime. These per-

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petually reiterated newspaper paragraphs, in which the ratios of instructed to uninstructed convicts are so triumphantly stated, prove just nothing. Before any inference can be drawn, it must be shown that these instructed and uninstructed convicts come from two *equal* sections of society, alike 'in all other respects' but that of knowledge—similar in rank and occupation, having similar advantages, laboring under similar temptations. But this is not only not the truth; it is nothing like the truth. The many ignorant criminals belong to a most unfavorably circumstanced class; whilst the few educated ones are from a class comparatively favored. As things stand it would be equally logical to infer that crime arises from going without animal food, or from living in badly-ventilated rooms, or from wearing dirty shirts; for, were the inmates of a jail to be catechised, it would doubtless be found that the majority of them had been placed in those conditions. Ignorance and crime are not cause and effect; they are coincident results of the same cause. To be wholly untaught is to have moved amongst those whose incentives to wrong-doing are strongest; to be partially taught is to have been one of a class subject to less urgent temptations; to be well taught is to have lived almost beyond the reach of the usual motives for transgression. Ignorance, therefore (at least in the statistics referred to), simply indicates the presence of crime-producing influences, and can no more be called the cause of crime than the falling of the barometer can be called the cause of rain."

But while admitting that ignorance is only a factor in the great aggregate of crime producing causes, we cannot agree with Mr. Spencer when he asks:

"What imaginable connection is there between the learning that certain clusters of marks on paper stand for certain words, and the getting a higher sense of duty? What possible effect can acquirement of facility

in making written signs of sounds, have in strengthening the desire to do right? How does the knowledge of the multiplication table, or quickness in adding or dividing, so increase the sympathies as to restrain the tendency to trespass against fellow-creatures? In what way can the attainment of accuracy in spelling and parsing, etc., make the sentiment of justice more powerful than it was; or why from stores of geographical information, perseveringly gained, is their likely to come increased regard for truth?"

If Mr. Spencer's reasoning is right, then our whole system of Education is built upon a false foundation. The Legislature imposes taxes upon the property of all classes alike, whether directly interested in the school or not. And why? Because it is assumed that by the education of society those forces are evoked which tend to the improvement of the country, and the pecuniary as well as the social advantages of all classes indirectly.

But is it true that the ordinary school curriculum does not evolve any of those forces which, with perfect propriety, might not be called *moral forces*? Is their no connection between the discipline of mind necessary to the acquisition of such meagre knowledge as that to which Mr. Spencer refers, and that discipline of character essential to good citizenship? Who would not say that the boy, who during a term of years was subjected to the discipline of even an average school, and who was obliged to submit his will to the superior will of his teacher, had not formed those habits of obedience to law and order which placed him far above the boy who roamed through "lanes and hedges," unkempt, uncared for and undisciplined? It is quite possible that by any rule of logic you cannot establish a direct connection between the "multiplication table" and moral habits; but it is overlooking the true condition of affairs altogether, to assume that merely memorizing the multiplication table

is the only force evolved. What about all the other associations of the school-room—associations which are legitimately factors in the great work of education? On this point, Mr. Munroe in the address from which we are quoting says very aptly :—

“The existence of a school in this age necessarily implies a certain amount of moral instruction and discipline. Immorality in the pupil conflicts with the discipline of the school; but if the school is worthy of the name, discipline must be enforced. The teacher can not permit the pupil to impose on himself by falsehoods, nor to practice violence and oppression among themselves. Some pupils may be sadly depraved. He can not permit these to tempt others into wickedness. And thus, merely by virtue of being a teacher, he must administer a discipline of righteousness. No man who has self-respect, whatever his theories may be, can engage in the work of teaching without exerting his whole influence with his pupils on the side of the moral virtues. There is social order in the school-room with its laws. Nature and society meet there, imposing suitable penalties.”

The amount of illiteracy existing in Canada is certainly a source of no small anxiety to every lover of social order. The figures furnished by the Census Commissioners are not as full or complete as those quoted by Mr. Munroe in the former part of this article, but they are very suggestive. It will be observed that the census of the United States gives the number of those who cannot read or write over ten years of age. The census of Canada takes 20 years of age as the basis of enumeration. The distribution of illiterates for the four Provinces is as follows :—

Ontario, unable to read.....	57,379
Quebec, “ “	192,862
New Brunswick, unable to read	19,002
Nova Scotia “ “	31,332
<hr/>	
Total.....	300,575

Ontario, unable to write.....	93,220
Quebec, “ “	244,713
New Brunswick, unable to write	27,679
Nova Scotia, “ “	46,522
<hr/>	
Total.....	412,134

Were the basis of enumeration the same in the two countries, comparisons might be made regarding the relative percentages from which we venture to say Canada need not shrink. As it is, however, we can only refer to the relative standing of the different Provinces and leave our readers to make such reflections as they may feel disposed from the facts submitted. The total population of Ontario in 1870 was 1,620,851; the percentage unable to read was 3½; unable to write, nearly 6. Population of Quebec, 1,191,516; percentage unable to read, 17; do. unable to write, 23. The population of New Brunswick was 285,594; percentage unable to read, 7; do. unable to write, 9. Population of Nova Scotia, 387,800; percentage unable to read, 8; unable to write, 12. From these figures it is clearly to be seen that Ontario stands highest of the four Provinces of the Dominion, when the last census was taken. We regret we cannot get the statistics of crime, in order to make our comparisons complete. The following for Ontario and Quebec is all that we have at hand. To render them easy for purposes of comparison, we submit them in tabulated form :—

	ONTARIO.	QUEBEC.
Percentage unable to read..	3½	17
“ “ write..	6	23
Percentage of criminals } reckoned on the whole } population,	4½	4

By further reference to the criminal statistics of the two Provinces, it appears that while the class known as those “unable to read or write represent less than four per cent. of the entire population, the same class represents a trifle over 40 per cent. of the criminals in our jails; the only inference

from which would be that as you reduce the *illiterates* numerically, you reduce the criminal classes numerically. In Quebec the "unable to read or write" represent 20 per cent. of the whole population and 50 per cent. of the criminals.

These facts are certainly worthy of consideration. It cannot be, it *must* not be, that the great moral interests of this country are to be overlooked in our haste to develop its financial resources and to open up its vast forests to the emigrant. The social forces which really determine our power must be considered. It is not enough that we add Province to Province, and go on consolidating political power. It is not enough that we build railways and connect with bands of iron the distant parts of our

great Confederacy. The true basis of national power, and the true bond of union between the various parts of a nation, are more subtle and more durable than those ordinarily recognized by political economists, and legislated for by Ministers of Finance. What avails it, if wealth should increase and political boundaries should be extended, while vice revels in our streets, and ignorance is undermining the foundations of the State. Let us grapple with this evil—let every teacher who reads our columns bestir himself to diffuse to the utmost of his ability a spirit of refinement and progress, and thus check in the most effectual manner those evils for which our Public Schools are admitted on all hands to be a most effectual corrective.

A PLEA FOR THE INTRODUCTION OF PHONETIC ORTHOGRAPHY INTO COMMON SCHOOLS.

READ BEFORE THE SEAFORTH TEACHERS' INSTITUTE BY MR. T. J. GODFREY, TEACHER,
SEAFORTH.

When one considers the immense advantage of the Phonetic, over the common, but very laborious and arbitrary, orthography, he cannot fail to wonder how a person of any advanced, or liberal, ideas could sanction the use in our schools of such an alphabet as that which is, at the present day, the basis of our orthography. Let any person not prejudiced in favor of our present alphabet contrast the two systems, and I will venture to say not one in a hundred will be found willing to continue the use of our common alphabet any longer. The only reason why it is continued now, is, in my opinion, that the phonetic system has not been properly introduced to the public,—its immense advantages have not been properly displayed—and they have not, therefore, had an opportunity of consider-

ing its merits. If it were fairly brought out before the people, public opinion would undoubtedly be in its favor. There are a number of individuals in its favor at present, but none of them have money, time, or influence enough to introduce it. The rich are as a general rule against the change, because they have money enough to educate their children by the common method, they do not therefore feel the necessity of the change; it is the poor who feel the necessity of the change; it is the poor who feel the need of it and to whom it would do most good. What we want, to test the system fairly, is its authorization by the Council of Public Instruction; when that is done the system will sweep the country like a message of light, unfolding its blessings to the thousands who are now in com-

plete ignorance. To secure an education will then be an easy matter to a child, and a pleasure to adults, because they will with a few hours study become fluent readers, able to pronounce any word in the language with correctness at first sight. No adult will then be found who will not be willing to make himself a passable reader and writer, by a few hours study; whereas adults are now discouraged by the magnitude of the task, and it is no wonder, for it is a stupendous undertaking. Respecting our alphabet Cassel's Popular Educator says: "We have, at the present day, a mode of spelling so far removed from any apparent attempt to represent the sounds of speech, that we would scarcely have guessed there had ever been any intention of doing so had we not known its history. The English language, although arrived at a high pitch of refinement, is in its dress almost in the primitive ideographic stage. Its words are symbols of ideas rather than of sounds, and it is only after severe, long, and harassing practice that we can be sure of associating the right sound with the right sign." Mr. Ellis, in his Plea for Phonetic Spelling, says: "The present alphabet, considered as the ground-work of a system of orthography in which the Phonetic System prevails, is an entire failure. We violate every principle of a sound alphabetic system more outrageously than any other nation whatever. Our characters do not correspond to our articulation, and our spelling of words cannot be matched for irregularity and whimsical caprice!" Sheridan says: "Such is the state of our written language, that the darkest hieroglyphics, or the most difficult ciphers ever invented by the art of man, were not better calculated to conceal the sentiments of those who use them, from all who do not have the key, than the state of our spelling is to conceal the true pronunciation of our words from all except a few well educated individuals."

To this disregard of the principles of a true orthography, and the consequent difficulties of acquiring a correct knowledge of spelling and pronunciation, may be referred the fact that millions speak the English language who cannot read or write it. In English, as now written, there is in general so imperfect a correspondence between the sounds of a word and the sounds of the several letters that are written to represent it, that the spelling of each individual word has to be learned by itself. Learning to read and write English is therefore nothing less than a continuous rote work of the driest kind. It requires a life-time to make a speller of a person, and during all that time it requires the most unceasing watchfulness and the strictest attention. It is, indeed, no wonder that a great deal of importance is attached to spelling, for verily you *can* judge of the attainments of another by his spelling. A man who is a good speller is generally a good scholar otherwise, for while he is learning spelling he has sufficient time to acquire the other small (in comparison) things which fit him for any vocation. While a man is learning orthography he has sufficient time to master any of the other studies, and did he devote himself as carefully, for the same time, he could master any three of them thoroughly. It would be much easier to make a good grammarian and arithmetician out of any adult than to make him even a passable speller, to say nothing of making him proficient in the art. Those assertions are bold ones, but they are demonstrated by common experience. Compare arithmeticians and spellers together, and where you find one speller you will find four arithmeticians, and in other things the ratio is equally great. This state of affairs is not to be wondered at, for the spelling of modern days is wonderful indeed. In these days of railways, telegraphs, and other great reforms, one would expect everything would be improved which is behind the age. But

no,—our alphabet is *iere*, as immovable as the Pyramids of Egypt! We still adhere to the old-fashioned, arbitrary spelling of one to two hundred years ago, with as much tenacity as if our very existence depended on our spelling of words as outrageously as possible. Why we should do so is more than I can tell. I see no more reason for retaining our present spelling than I do for retaining old stage coaches in preference to modern railway coaches,—and I have hunted in vain for one. On the contrary, I see many strong reasons for abandoning our present spelling and alphabet, and introducing a system of spelling, and an alphabet, based upon sound, scientific principles. A perfect alphabet requires—

First.—*A single sign for every elementary sound of the voice.*

Second.—*The sound should have more than one sign.*

Third.—*No sign should have more than one sound.*

The first of these conditions will prevent a deficient or redundant notation; the remaining conditions will prevent confusion, uncertainty and inconsistency. Let us glance at our present alphabet and see how it agrees with the above requirements; and when viewed by these tests the English alphabet is indeed a bad one, because it can be easily demonstrated that it violates every one of the principles—not only violates them, but does not agree with them in any single condition.

First. *It is deficient*, because it consists of only twenty-six letters to represent the forty-two elementary sounds in English. The letter *a* is made to represent 6 different sounds; the letter *e* 6; the letter *i* 5; *o* has 8 sounds; *u* has 7; *w* has 3; *y* has 6; *b* has 1, *c* has 3; *d* has 1; *f* has 2; *g* has 2; *h, j, k, l, m, n,* and *p,* have one each; *q* has 2; *r* has 1; *s* has 2; *t* and *v* each 1; *x* has 3, and *z* has 2. It has no single sign to represent the elementary sounds of *sh*

in *shall, s* in *pleasure, th* in *think, th* in *they, ch* in *church, or ing* in *sing*. It will thus be seen that it does not furnish any approach to a sufficient number of letters, and thus it violates the first condition; and because no sign should have more than one sound it violates the third condition, since some of the letters have several sounds.

Second. *It is redundant*. The letter *c* in *can* = *k*, in *city* it = *s*, in *ocean* it = *sh*; *q* in *queen* = *kw*, in *croquet* it = *k*; *x* has the sound of *ks* in *exercise*, of *g* in *exert* and *z* in *Xenophon*. The alphabet is thus redundant—it does not meet the second condition.

Third. *It is uncertain*. Since some of the letters have more than one sound we can never be sure of which sound it should have in any given word, because we have no *sure* rules for our guidance.

Fourth. *It is monstrously inconsistent*. We have a good illustration in the couplet,
“Though tough cough and the hiccough ploughme
through,

My course o'er life's dark lough I will pursue,”
in which the combination of letters *ough* is pronounced in no less than *seven* different ways! Again *A-g-u-e* = *ague*, but *p-l-a-g-u-e* = *plague*; *B* makes *road, broad*; *c* makes *limb, climb*; *d* makes *crow, crowd*; *e* turns *yes* into *eyes*; *f* turns *lower* into *flower*; *g* makes *one, gone*; *h* turns *eight* into *height*; *k* makes *now, know*; *p* turns *rover* into *prover*; *s* changes *hall* into *shall*; *t* turns *here* into *there*; and *y* turns *ours* into *yours*. If you spell *though, t-h-o-u-g-h*, *sleigh* with *s-l-e-i-g-h*, and *beaux, b-e-a-u-x*, then consistency requires you to spell *potatoes* thus, *p-o-u-g-h-t-e-i-g-h-t-e-a-u-x*! Enough on that.

Fifth. *It is erroneous*, because it has letters representing sounds which do not really exist, as separate elements, but are combinations of other elements, *e, g, q, in queen*.

Sixth. *It is not scientific*, because it is deficient, redundant, has too many signs to a sound, and too many sounds to a sign.

Spelling with such an alphabet must be arbitrary and whimsical, indeed. By no possible way can a learner be taught when he sees the combinations of letters, *u-o-w*, *p-l-o-u-g-h*, *p-u-i-s-s-e*, *y-a-c-h-t*, to make out the sound or spoken words which these groups of letters actually represent. The orthography of English can be acquired by practice only. There are no *rules*, in the strict sense of that word, for spelling. We shall now examine the evils of the common orthography, and we find eight objections against it, any one of which is sufficient to condemn it in the eyes of all who have the public good at heart.

The first objection is, *Much time is required to learn reading and spelling, by its use, which would be saved by a correct method of representing the sounds of the language.* A vast amount of drilling in reading and spelling is now required before the pupil can read with tolerable accuracy, to say nothing of facility.

Second. *It enhances the cost of an education vastly, by higher priced books, &c.* The money required to educate one million now would educate three millions with a phonetic alphabet !

Third. *It hinders the child's progress.* The natural effects of learning a deceptive, inconsistent, absurd method of representing language, is, to a degree, to blunt the child's sense of truth, consistency and rationality.

Fourth. *It engenders in the minds of thousands a distaste for study.* To this may be traced very much of the ignorance of reading and writing now so prevalent in Great Britain and America.

Fifth. *It takes so much time to learn, that in the ordinary school years of a child he has no time left to acquire anything else,* spelling and reading occupy the greater portion of his school days.

Sixth. *Differences in spelling and pronunciation will continue as long as we employ our present alphabet.*

Seventh. *Our spoken language is hindered, if not absolutely prevented, from becoming the universal medium of communication.*

Eighth. It results in a general and profound ignorance of the elements of a language which is in hourly use by millions.

Why retain such an alphabet any longer? What are the arguments in favor of retaining it? As I have already stated, I do not know one, nor can I find one given by any author that will bear investigation. Should an alphabet of such character any longer find a place in our schools or colleges in the nineteenth century—the era of reformatations? Why not rid ourselves of such a cumbrous alphabet in the manner we are now ridding ourselves of other antiquated and slow things, which are drawbacks to our progress? By all means let us abandon it. “But,” says one, “suppose we do abandon it, what kind of an alphabet will you give us in its stead? Will it be free from any or all of the objections urged against our present one? Will its advantages be sufficient to counterbalance the attendant inconvenience and cost of the change?” To the above questions I would answer, that were our new alphabet free from any one of the objections urged against our present one, and not wiser in other respects, we would be well repaid by adopting it. We would have an alphabet based upon sound scientific principles, strictly phonetic in character, with a sign for *every* elementary sound of the voice; no sound would have more than one sign, and no sign would have more than one sound. Such a one would have the following advantages:—

First. An education will be acquired in about one-tenth of the ordinary time.

Second. Learning will be a pleasure instead of a drudgery.

Third. It will save millions in the cost of books, &c.

Fourth. It will save those who have much writing and reading to do a vast proportion

of the time now needlessly employed in these exercises.

Fifth. It will pave the way for our magnificent language, so excellent in other respects, becoming the universal language.

Sixth. It will render the pronunciation of English the same wherever it is spoken, and thus prevent dialects and provincialisms.

Seventh. It will make pronouncing dictionaries unnecessary.

Eighth. By it the pronunciation of every word will be accurately determined at first sight.

Ninth. By its use an education will cost less, and thus the means of obtaining one will be given to the thousands who would otherwise live their life in ignorance.

Tenth. It will virtually lengthen the school days of the child and the life of the man, by saving time.

Eleventh. It will be neither inconsistent, redundant, defective, nor erroneous.

Twelfth. It will aid foreigners in the acquisition of our language.

Thirteenth. It will prove a ready means of educating illiterate adults. They will be able to acquire the art of reading, with a few hours study, and by this means they will be incited to study to master it at least.

Fourteenth. There will be no necessity for learning spelling, because after the alphabet has been thoroughly learned, the pronunciation of a word will immediately and accurately suggest the spelling. An alphabet having all the above advantages would surely be a boon of incalculable advantage to us; still we adhere to the old one, which, like other ancient things, was useful in its day, but that day has undoubtedly passed away; and we want an alphabet fulfilling the above conditions to take the place of one open to so many objections. We must have a reform in our alphabet as well as in other things. Why should we retain our present alphabet?

And what are the arguments against the introduction of a phonetic one? Will they sufficiently outweigh the best of arguments in its favor? Let me see.

First. In a phonetic alphabet the eye will confound such words as *know* and *no*, *sea* and *see*, *sighs* and *size*, *puisne* and *puny*, when written separately as in a vocabulary. This is the only objection worthy of the name, but it cannot be supposed that such words would present more ambiguity, in contextual usage, than they now do in utterance, subject to the same confusion to the ear. We cannot see that words thus written would be any more obscure to the eye, than do words which profess two or more distinct meanings as *bar*, *battery*, *beetle*, *board*, *factor*, and many other words that have a number of meanings. These words are used without any fear of ambiguity, for the reason that the context will always enable us to tell with unfailing accuracy which meaning is intended.

Second. It is said, by opponents of the scheme, that it will obscure the etymological history now discoverable in the orthography of a word. The best answer to this is, that the traces of etymology preserved in the present spelling are so imperfect, and inconsistent, as to be of little value compared with the embarrassments they occasion in other respects. Besides, suppose the objections were good, must children to the end of time be subjected to the waste of millions of years and dollars in learning our present barbarous orthography—an orthography for its anomaly—for the simple reason of saving etymologists from the slight trouble of an additional step, a little additional trouble in their researches respecting the origin of words? Surely, no man of common sense will say, that for the sake of saving a few college professors, who design to retain our present orthography, the slight additional trouble the change will impose upon them, millions of children must learn such a monstrous orthography, or go through life as.

ignorant as a heathen ! It is a fundamental law of humanity that a law which is a great benefit to a large proportion of mankind, and hurtful to none, shall become law, even though some are slightly inconvenienced thereby. The same principle should hold good in our alphabet. The few must yield to the many, millions must not be kept in ignorance in order that hundreds may indulge in one of the pleasures of science. The objection is, however, not a good one, for instead of hiding the etymological history of words, the phonetic would really help to untold it. It is from the sound of words that we get their derivation, not certainly from the spelling, because the spelling of any word is not, generally, much like the primitive word or root. After all, if the objection was good in any one point, which it is not, it would still be a greater benefit to mankind to forget etymology and possess a phonetic orthography, than to have a thorough acquaintance of etymology and labor under the evils of our common orthography. We have said sufficient against such a trivial objection.

Third. Books printed in common spelling would be unintelligible, and others would have to be printed phonetically or we would lose the benefit of present ones. To this we would answer, that present books would be as intelligible then as now, so that those who now enjoy them could do so still ; besides, the change would be so gradual, that no one would notice it. Common books would present no more difficulty than books of one and two hundred years ago do at present. That objection is useless.

Fourth. It will, by changing the form of words, change the language. Those who make this objection seem to think that the printed signs of words, not the sounds themselves, constitute the language. This is a preposterous objection ! The signs, not the sounds, the language (!) Every one must, or does, admit that it is the sounds which constitute the language, and not the

signs of the sounds. This objection has its refutation stamped on its face.

Fifth. It would be a pity to introduce a system which would annihilate one that has done so much good and lasted so long (!) Then it was a pity to exchange the old stage coach and post horse for the railway and telegraph !

Sixth. Different individuals would spell words differently, because they do not pronounce them, or analyze them, the same. This is no objection. The same authority which now settles the pronunciation would do so still, and if the words were not spelled so as to form the correct sound those using them would not be speaking correctly, and would have to do as we do now, when we are wrong—reconstruct their vocabulary.

Seventh. It is objected it would be necessary for some time to come, (until all books were reprinted in the new style), for those who learn to read and write to learn two systems of spelling, the common as well as the phonetic, but the trouble of learning to read both and write the phonetic would be less than learning to read and write in common orthography. The phonetic, after it had been learnt, would materially aid the acquisition of the common method.

Eighth. "It is not worth while learning it, for very few use it." This a silly objection. No great and good invention was ever simultaneously adopted by every one. Things must be done gradually. The few must use things before the multitude. Let this be introduced fairly, and it will very soon have sufficient adherents to make it not only worth learning, but also so valuable that every one will be compelled to learn it. To those who give such an objection we would answer : " Let it alone, the system was not made for you. If you cannot see the advantage of such a system, you are so far behind the age, that we would be only wasting our breath to argue with you. These are the arguments for and against the system. We challenge a contradiction of

any of them in any respect. There is not an objection, worth the name, against the system that has not been fully considered and satisfactorily disposed of. Not one of them could bear an investigation. The arguments in favor of it have not been argued in full, but any intelligent person will at once perceive that each may be proved. We don't wish any one to adopt the system if they have one doubt of what we give in its favor. Let them conscientiously examine the matter themselves, and they will be thoroughly convinced of the truth of every assertion we have made, both against the old and in favor of the new one. We leave it to any man, if modern spelling is not all that we have depicted! Spelling is something to be feared! How many men ever learn spelling? How many men never make a mistake in their pronunciation of words, both words they have often seen, and those that are new to them? The ancient Sphynx was a dullard in riddle making compared to the modern spelling master! Just think of the 90,000 riddles in spelling which the modern spelling master is prepared to shower down upon the unfortunate young urchins who are compelled to attempt a solution of them! Is it any wonder that so many never learn to spell? It would break the heart of a marble statue, or brazen image, to think of it. Woe unto the coming generation, that has such a herculean task before it! Think of solving 90,000 riddles, not one of which gives the faintest clue to any of the others! We

appeal to all teachers to do all in their power towards introducing a system of orthography which will overthrow our present barbarous system. Let each one of you think of the stupendous task you have mastered, the time it took you to do so, and the unremitting attention you were compelled to give to accomplish a task that might have been done in one-tenth, nay, in one-fifteenth of the time with ease and pleasure. Our present system is a disgrace to such an enlightened age. Our plea is pled. We stand before a jury of teachers. Our judges are educationalists, our audience the English speaking population of the world. Fathers, mothers, and schoolmasters of the world at large; ye who know the misery to both teachers and taught, which common spelling invariably ferments; elevators of our species, ye who know the awful amount of ignorance that prevails, and the inseparable connection which has been proved to exist between ignorance and crime; to you we appeal in full confidence of a ready and favorable hearing. Add your voice to that of the suffering people, that they may the more speedily attain that ease in acquiring the rudiments of knowledge which, now that they know the means of procuring, can only be delayed and not withheld. May we all live to see "this consummation devoutly to be wished."

Let us hope ere long to see the time arise,

By good men prayed for long,

When all mankind, grown just and wise,

Will use the right, and scorn what's wrong!

SELECTIONS.

EDUCATIONAL BACKBONE.

There is no grander thing in all the universe than a strong, decided, self-reliant, independent character. Strength of will, decision of purpose, independence of action and thought,—these form the lever that moves the world. Without these, all other traits are of little worth to their possessor or to the world about him. The weak man, no matter how good his purpose, is a cipher. He can not carry out his plans, nor can he inspire others with his feelings. He can neither resist temptation nor lead others away from it. The decided, strong man, and he only, can so act and impress himself upon his time as to effect any important thing for the race. We have plenty of weak, good men. We need more of those who dare stand up for their opinions, who in fact *have* opinions, and who can be swerved neither by threats nor cajolery from their true course—men, in other words, of backbone.

Backbone does not mean, as I understand it, unbending rigidity, or obstinacy, or pugnacity. Consider the structure of the literal backbone. It is strong, but it is also elastic; it may be rigid or it may be flexible; it has a wonderful power of adaptation to varying circumstances. Nothing can better symbolize the character of the men that are the need of the time. We want such men to come forth as the product of our public schools. To this end we need backbone in all things connected with education. They should be vigorous, decided, with a definite purpose, calculated to beget in pupils a habit of independent thought adapted to their age, condition, and development, and so elastic as to serve the varying needs of the place and the time. We want backbone in our methods of teaching, in our discipline, in our courses of study, and in our whole educational system. These four points will be especially referred to in this paper.

First, as to the methods of teaching. These are sometimes too rigid, cast in an

iron mould, the same for all, young or old, mature or immature. Some teachers present every subject, even in a primary school, in a hard, dry, logical way, that has in it no variability, neither shadow of turning. The recitation is simply an examination. No helping hand is offered, and if the pupil gets into deep water, he must help himself out. At a certain age and development of his pupils, more or less of this work is needful to cultivate self-reliance; but this is quite an advanced stage. The young and immature become discouraged and faint under it. The child, in its first feeble, tottering steps, must have an arm on which he can rely for aid.

But this method is becoming old-fashioned, and others, more modern, are more popular. There is the co-operative style, as it has been called, at the other extreme, in which the pupil is not trained to depend upon himself at all. He is called, arises, hesitates, and the teacher immediately goes through the work, the pupil looks on admiringly, nods approval, and is marked 10. Or else, when he hesitates, a dozen hands go up in class, and one gives a few words, another a few more, and so on; and if he approves he is marked 10, as before. It is really astonishing to look at the class reports of such teachers, and to see how many of their pupils have stood 10 throughout the year; and it is quite as astonishing to see how many of them fail in their examinations. The failure is explained as being the result of bashfulness or nervousness when examined; but it really is because there has been no backbone in their instruction. They have been nursed and propped up with pillows until their strength is gone; and so, when left to themselves, they show how flabby and nerveless and characterless their teaching has been.

Then there are teachers who have adopted what they dignify by the name of *topical* method. What they mean by the topical method is too frequently the mere repeating

verbatim by the pupil of the word of the text-book, without questions on the part of the teacher. Truly, this is an improved method. It enables the teacher to get on without preparation on his own account; for all he has to do is to look at his book, touch a spring and set some child a-going, and then let him run down. A baser slander was never uttered than when such work is called the topical method.

Then there are those who wish to train the reasoning faculties of the child. The pupil, no matter how young, must never learn a new process or a new fact until he can give the philosophy of what he has already learned. He must learn that $2 \times 3 = 6$ until he can tell the reason why $2 \times 2 = 4$. If these teachers could help it they would not allow a babe to learn to talk any faster than it could give the rules of syntax. These teachers are usually very fond of "mental arithmetic" for the primary pupils, because they can require a logical analysis for each step. I say nothing against mental arithmetic, if its work is given to the grade of children fitted for it; but in the way it is frequently taught I do decidedly object to it. A certain form of analysis is usually given in the text book for each kind of example. The child, no matter what his age or development, must learn the formula. Of course, with young pupils it unavoidably becomes nothing more than a formula—mere mechanical routine. No powers of reasoning are developed by such a process. It is a purely memoriter operation. Permit me to give a specimen out of hundreds of similar cases that I have observed:—

Teacher: "Seven times eight is one-half of how many times four?" Pupil (after repeating the question): "Seven times eight is fifty-six, and fifty-six is one-half of one hundred and twelve, and one hundred and twelve is twenty-eight times four. Therefore," &c. Teacher: "No; next." I ask the teacher if that was not right. She says that the answer was right, but that the pupil did not give the correct analysis. "But," I ask, "was not the analysis he gave a logical one?" "Well," she says, "I mark it a failure if it is not as the book gives it." She shows me the book, which gives this form, viz: "Seven times eight is one-half of as many times four as four is contained times in two times the product of seven times eight," etc.

Can there be any surer way to blunt and deaden all that is keen and bright about a boy than that?—any more certain method of crushing out every attempt at original and independent thought? It "out-Herods Herod." It is a veritable slaughter of the innocents.

Any of these methods destroy self-reliance, and substitute a servile dependence on the teacher or the text-book. Not that either teacher or text-book should be abandoned, by any means. We have heard men crying out, of late years, "Away with your text-books! No teacher will use a text-book." But there is a proper use of text-books. They should be studied diligently, and the teacher should show his pupils how to study them. There is a great mental discipline in such study. And after leaving school, the greater part of acquired knowledge must come through the medium of books; and if one has not been trained to their use, he cannot tread the avenues of thought beaten by other and greater minds before him. But all should be so done as to cultivate to the utmost the child's independence of thought and investigation.

Secondly, as to discipline. Here, too, we find the same extremes. One teacher rules by a law as inflexible as those of the Medes and Persians. He makes no allowance for difference of age or sex or temperament or home training. The single article of his creed is that discipline must be maintained. He has no smiles, no relaxation, no cordial greetings for his pupils, lest his authority may suffer. In his eyes a mistake is criminal, a laugh is flat treason. No sound disturbs the solemnity of that awful place. His school is orderly; but so is the penitentiary. Everything is silent, but it is the silence of the grave. It is all, as Mr. Mantalini would say, "one demd horrid grind." His pupils may fear him, but they hate him. He has no art or device by which to catch their sympathy, arouse their enthusiasm, inspire them with grand and noble purposes. He fails entirely of the highest prerogative of the true teacher—that of stamping his own impress and seal upon his pupils for all time. He sends them forth at last abject, spiritless creatures, or, if they have any rebound, disposed to transgress and defy any law, human or divine, except when restrained by fear.

This kind of school discipline, too, like

the rigid method of teaching, is passing away. With the more modern teacher all is love. He loves all his pupils, from the frowzy six-year-old boy to the big girls on the back seats. He gushes, he runs over with love. He sets up no standard of right, in any case, to which the ill-disposed or unruly must come. He coaxes and flatters his pupils, and is inclined to toady parents and the school board. He desires to succeed, and his effort is to govern, provided he can do it by love; if he can not, he lovingly submits to have the school govern him. Out upon such sickly, wishy washy, sentimental nonsense. That teacher is weak who desires any love from pupils not founded upon sincere respect for him as a man and a scholar, and a fearless executive of just and needful regulations. No true boy of spirit will feel anything but pity and contempt for such an invertebrate teacher as I have described.

There is no need of either of these extremes in government. The teacher can be just, without being morose; fearless in doing his duty, and yet kind and genial; strict in requiring obedience, and yet swift to do pleasant things for those under his charge.

Thirdly, with respect to courses of study. Not every school in a small town should copy the course adopted at Chicago or Boston, but should arrange it so as to be of the greatest advantage to the majority of the pupils who attend. And yet a good, thorough course should be adopted, not omitting some studies for general culture. And when a course is once adopted, no amount of influence should be permitted to cause teachers and school boards to graduate a pupil unless that pupil has studied and passed a thorough examination in every study laid down in that course. The very common practice of allowing pupils to pass grade who do not meet the demands of the class to which they are going—to thus slide along through the course, and go out at last with the certificate of graduation, is a most bare-faced fraud upon the public and the pupils themselves. It is an old saying

that "human nature is as lazy as it can be under the circumstances"; and if pupils come to believe that they can "pass" without effort, and that even if they do not quite come up to the requirement, they will be allowed to slip through, they will almost universally become idle and superficial; and these habits once formed, will cling to them through life. There is often much pressure brought to bear upon a teacher or examiner in many ways to permit this, and it needs backbone to resist it. Still, it is not always necessary to keep a pupil going over a study year after year, for which he has no taste or apparent capacity. If general history be in the course, for instance, and a pupil, bright perhaps in other things, does not seem able to master this, he may, after one or two trials, be permitted to drop it. But he should not be permitted to graduate, and thus have a certificate that he *has* mastered every study in the course. This common practice lowers the tone and reputation of the school and of its graduates, and is one of the chief reasons why people at large care so little about the diploma of a school as a certificate of scholarship. It is by no means necessary that a pupil should receive a diploma, but it is essential that he receive good, thorough instruction, should be well grounded in the elementary branches, should have good habits of study fixed upon him, should learn how to do honest, earnest, hard work in whatever station of life he may be.

Lastly, with regard to our general systems of education. I believe thoroughly in a state system of instruction, that shall be a living, vertebrate thing, with vital connection in every part, from the University down to the district school, controlled by the same will, informed by the same spirit, aiming at the same great purpose. It must not be so rigid as to shut out the majority of the children of the state from its benefits, nor so loose as not to present an opportunity for thorough instruction to those who desire it. It must yield to no demands of sect or party, and should be, as far as possible, removed from the domain of politics.—Prof. E. Barton Wood, in *Michigan Teacher*.

SCHOOL CRITICISM.

Criticisms are in place in two important recitations—reading and writing; and in the slate and paper exercises of all the others. They are also proper, in a general fashion, in the incidentals of the school; as the attitude, at seat and elsewhere; the language, in recitation and elsewhere; the deportment, everywhere. These six may be considered as the elements which constitute the field of school criticism.

In most instances, the recitation in reading or writing is much less profitable than it should be, simply because it is not a matter of attention. The faults to be noticed are not very numerous, and the art of reading or that of writing is in fact a simple thing. The errors in reading are usually but four or five: bad articulation; faulty rate; unnatural key; unphilosophical emphasis; ungraceful attitude;—and all these, except the first and fifth, will disappear by means of a single remedy. This remedy is the enlistment of the attention to the meaning of the selection read. It is marvelous to see how many reading-classes are promoted beyond their ability to comprehend. Where is the benefit in telling a child his emphasis is bad, when the meaning of the author is hidden from him? Emphasis has been tortured by elocutionists into a thing of art, when indeed it is as much a thing of nature as is the breath we draw. It is not a matter that requires much cultivation. Bad emphasis is a sure indication of bad attention to the point under consideration; or, what is worse, it indicates pernicious teaching. So, if the teacher would have his work prove effective, let him see that his reading-classes are correctly graded. The difficulty in this matter has been provided for already in the text-books. The Readers usually are well arranged in the published series—First, Second, Third, etc., following in proper order. But teachers, not satisfied with their happy relief from this great burden of responsibility, push Second and Third-Reader pupils forward to read in the Fourth and Fifth, and then complain that it does no good to point out the faults! The lesson assigned should be, first, such a selection of matter as the class can understand; secondly, so limited in quantity that every

point in it may receive attention. Pupils should never enter the Fourth Reader until they are able to comprehend, grammatically, the language of its lessons. The Fifth Reader is a collection of exercises full of rhetoric and logic; and the Sixth no common school has occasion to use.

Penmanship is best taught as a class exercise. In fact, it can not be *taught* in a school in any other way. The major part of the teacher's work consists in criticism; and unless he can reach more than one pupil with a valuable observation, his work is greatly attenuated. By having half the school at work on a given form at once, the teacher may glide softly and swiftly over the room, and in a moment know the prevalent error. How easily, then, may he call the attention and show the error on the board! Pupils are glad to correct their errors when they are made to see them. The errors are as few as those in reading. Attitude, shading, slant, spacing, accuracy, and smoothness of lines, etc.—these are all, and yet not one of them is mastered by a tenth of those who study penmanship! A poor writer may be a good critic, and may with the plentiful help furnished by the publishers, succeed in the teaching of this beautiful and useful art.

It is also comparatively easy to correct faulty slate and paper work. This work can all be done in full sentences, that commence with capitals and close with periods; and the letters, even of the primary pupils, may be written or printed neatly. A class bring the reading-lesson up on their slates. Is it difficult for the teacher to point out the crooks in the lines or the inequalities in the height of the letters? I have seen many slates covered with printed exercises, wherein the small *a* or *b* or *d* was turned wrong side foremost or wrong end up. These letters are invariably made of equal height at first, and no teacher should lose the excellent opportunity to awaken thought.

This department of criticism is as extensive as the scholastic curriculum. To criticise a manuscript ably is a future accomplishment, to which the slate and paper exercises of the school should look. And again, in the highest rhetorical course, the

elements of the critic's duty are few. It is convenient to have a series of marks or characters—a sort of critic's Alphabet—whereby faults may be indicated. In rhetorical exercises—school compositions—the errors are about a half-dozen in number, and consist in spelling, capitals, grammar, facts, rhetorical figures, and words. For the correction of these faults good teachers make their perpetrators responsible. They simply mark a misspelled word, under the word thus: \bar{s} ; a word wherein a capital is incorrectly used or improperly omitted, thus: \bar{c} ; and so on, with the initials of the other four words, g , f , v , and w . Some teachers consider this as too much assistance to the student, and simply mark the line in which the error occurs. But in faulty manuscripts this plan is not sufficiently direct.

By the way, I have but little patience with a teacher who has nothing to do with the rhetorical exercises except to look on and listen. They afford an opportunity for a high degree of usefulness on the teacher's part. He should gather the essays in, and give them the benefit of his knowledge in the way of careful and rigid examination, marking them as above or in some other

convenient way, and often having them rewritten to test the effect of his suggestions. The mechanical execution of a letter, simple as it is, is not a bad subject for the study of a lady or gentleman; and the writing of a letter will be worth more as a composition than an essay on "Art Culture" or "The Milky Way."

The point is not to propose a plan, but to argue the value of throwing those who err upon their own resources. The most effective criticism is self-criticism. "To see ourselves as others see us" is the rarest human accomplishment. And the teacher who is well-nigh discouraged by the hopeless task of the school, grieving because the most conscientious endeavors of her life seem unavailing, may take heart and struggle on. For the faithful discharge of her known duties is all the public will demand, especially if the proper effort has been made to find them out; and if in her toils she has taught the erring pupils to take heed to their own ways, although she leaves them all "full of faults," she may be sure her work has not been in vain.—*Prof. Walter S. Smith, in Michigan Teacher.*

MAN NOT DEGENERATING.

There never was a delusion with less evidence for it, except a permanent impression among mankind, which is often the result, not of accumulated experience, but of an ever-renewing discontent with the actual state of things. There is not the slightest evidence anywhere that man was ever bigger, stronger, swifter, or more enduring under the same conditions of food and climate than he is now.

As to bigness, the evidence is positive. Modern Egyptians are as big as the mummies who were conquerors in their day, and modern Englishmen are bigger. There are not in existence a thousand coats of armor which an English regiment could put on. Very few moderns can use ancient swords, because the hilts are too small for their hands. Endless wealth and skill were expended in picking gladiators, and there is

no evidence that a man among them was as big or as strong as Shaw. No skeleton, no statue, no picture, indicates that men were ever bigger. The Jews of to-day are as large as they were in Egypt, or larger. The people of the Romagna have all the bearing and more than the size of the Roman soldiery. No feat is recorded as usual with Greek athletes which English acrobats could not perform now.

There is no naked savage tribe which naked Cornishmen or Yorkshiremen could not strangle. No race exists of which a thousand men similarly armed would defeat an English, or German, or Russian regiment of equal numbers. Nothing is recorded of our forefathers here in England which Englishmen could not do, unless it be some feats of archery, which were the result of a long training of the eye con-

tinued for generations. The most civilized and luxurious family that ever existed, the European royal caste, is physically as big, as healthy, and as powerful as any people of whom we have any account that science can accept. Thiers' Frenchman is Cæsar's Gaul in all bodily conditions, and with an increased power of keeping alive, which may be partly owing to improved conditions of living, but is probably owing still more to developed vitality. There is no evidence that even the feeble races are feebler than they became after their first acclimatization.

The Bengalee was what we know him twelve hundred years ago, and the Chinaman was represented on porcelain just as he is now, before the birth of Christ. No race ever multiplied like the Anglo-Saxon, which has had no advantage of climate, and till lately no particular advantage of food. Physical condition depends on physical conditions, and why should a race better fed, better clothed, and better housed than it ever was before, degenerate? Because it eats corn instead of berries? Compare the Californian and the Digger Indian. Because it wears clothes? The wearing of clothes, if burdensome—which the experience of army doctors in India as to the best costume for marching makes excessively doubtful, they declaring unanimously

that breechless men suffer from varicose veins, as men wearing trousers do not—must operate as a permanent physical training. You carry weight habitually. Because they keep indoors? Compare English professionals with Tasmanian savages, living in identically the same climate, but living out of doors.

The conditions of civilization not only do not prohibit Capt. Webb, who would have out-walked, out-swum, or strangled any German that Tacitus ever romanced about, but they enable him to live to 70 instead of dying at 45, as 2,000 years ago he, then probably a slave, bred for the arena, would have done.

That the human race, even under the best conditions, advances very little in physical capacities is true, but then it is true also that those conditions are fatal to the most powerful of the old improving forces, the survival of the fittest. Still an advance is perceptible in vital power, and we question whether a Greek swimmer would ever have crossed from Dover to Calais, just as strongly as we question whether the ancient world ever possessed a horse which would have achieved a place at Epsom. Why should men grow feeble in civilization any more than horses?—*London Spectator.*

CRAMMING.

I ask you who are now before me, every one of whom has gone through a school course, were you, or were you not, crammed at school? Was the food supplied such as you had a relish for, and such as you could and did digest? That is the question. I will answer for myself, though possibly my own experience may not precisely correspond to yours. I remember as if it was yesterday, though it is considerably more than half a century ago, that I was taught what was ridiculously called Geography, by being compelled, two or three times a week, to gulp down an inch of close black type from Goldsmith's Manual, and to regurgitate it whole, just as I swallowed it, in the presence of the master. Not a question

was asked, no reference to a map even hinted at, not a single idea gained from it. The consequence was, of course, that I never learned Geography at all. It was the same with other things. I was dosed with columns of spelling, with pages of words with "meanings" which had no meaning to me, and the Arithmetic was a dreary grind of mechanical operations which I performed by word of command, without having the least idea of what I was about. Have you ever been victimised in this style? Perhaps not to the same extent, but yet I know perfectly well that, with some notable exceptions, you have all passed through a discipline of the same kind. It is, in fact, as rare to find a man who does not declare

that he was crammed more or less at school, as it is to find a teacher who owns to being a crammer. This is surely a singular phenomenon! But I need not press my question home upon you. The evidence required to prove my case is only too abundant. Here are two or three specimens.

A child about 11 years of age, in one of our primary schools, was told by an Inspector to write down the "Duty towards God," which he had learnt from the Church Catechism. He wrote down, "My duty toads God is to bleed in him to fering and to loaf withold your arts withold my sold and with my sernth to whirchp and to give thinks to put my old trast in him to call upon him to onner his old name and his world and to save him truly all the days of my life's end," &c.

A little girl at school was once reading, in the presence of a visitor, a passage in which the word *did* occurred, and was asked what it meant. To the surprise of the questioner, she replied "Little cubs at play;" and on inquiry it was found that she had been crammed with columns of meanings, as they are called, and among them this, "*Dice*, litt^{le} cubes used in gaming."

Another curious instance presents itself. In one of the western islands of Scotland a visitor to a primary school was requested to examine a particular scholar on the capitals of Europe. The boy named one after another with perfect correctness. It occurred to the visitor to ask the boy the name of the island in which he lived. He could not answer; and when at last the examiner said, "Now tell me what a capital is?" No answer. "Is it a man, or a beast?" "It's a beast," replied the boy, quite decisively.

A very short time ago, Mr. Meiklejohn, as the Examiner appointed by the Endowed Schools Commission for Scotland, asked a class of boys in English literature to state what they knew of Bacon's writings. They wrote respectively,—"*Lord Bacon's principal work is the Incompendium Organum;*" "*Lord Bacon wrote the Ovum Organum;*" "*Lord Bacon wrote the Instrationara Magna;*" "*His great work is Imstrantio Magna;*" and other answers to questions in English literature were of the same kind. In all these cases, the actual condition of the stomach shows, as plainly as if we

had been present at the feeding, what sort of feeding it was.

But it may be said that such instances as I have quoted are only to be found in inferior schools. If, however, we turn for a moment to the public schools, whose merits are eulogized by persons of authority (the late Bishop of Winchester, for instance), we find specimens of the same kind. The public tutors and examiners of Oxford and Cambridge declared in 1863 (at the time of the Public Schools Commission) that the average of youths entering the Universities from Public Schools were "badly grounded," "in knowledge, absolute ignoramuses," "had everything to learn and little desire to learn anything," "had very unawakened minds and habits of mental indolence and inaccuracy," "were deplorably ignorant of English literature, English history, and English composition," &c., &c. What sort of feeding must that have been which produced these wretched results? Do they not unmistakably testify to the flagrant cramming, which had not only failed to nourish the system, but had ruined the digestive powers?

The position, then, I now take is, that much—I might say most—of the teaching that goes on in our ordinary schools is of the nature of cramming.

I maintain, 1st, That there are foods which children receive with gladness and are able to digest, and by natural feeding on which their mental stomachs may gain, in time, healthy tone and power that will make them strong enough to attack, and with an appetite too, the very crudities against which they at first revolt, and obtain nourishment from them; and 2ndly, That children have not only a natural craving for *knowledge*, but also for *work*, and that cramming checks this natural instinct, and condemns it to inaction. A system of feeding, then, which takes no account of the suitability of the food for digestion, and actually injures the digestive powers, must be condemned, as defeating the very end of its existence.

"Cramming is the unlawful appropriation, by the learner, of the results of other people's labors," and the teacher who aids and abets in the transaction, and in proportion as he does, is a crammer.

This large proposition, which brings into the category of crammers hosts of teachers

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who usually regard themselves as innocent of the crime of cramming, will, of course, at first hearing, be generally rejected. But let us see what it means. It means that definitions made for, and not by, the learner—made by the constructor out of facts which he knows, but the learner does not know—rules made for, and not by, the learner, out of principles which the maker has, but the learner has not, investigated—general propositions, of whatever kind, framed and particulars which the framer has, and the learner has not, manipulated—are the results of other people's labors, and, if appropriated by the learner without previous exercise of his own mind upon them, are unlawfully appropriated—crammed, in short; and the teacher who is an accomplice in the transaction is, *de facto*, a crammer.

For instance: Somebody or other, say Mr. Blank—a man, not a child—after well considering what is meant by "language," its "nature" and "use" and the relation of what is called Grammar to it, writes down: "Grammar is that art which treats of the nature and use of language." He looks with complacency at his work, considers it very simply and clearly expressed, and assumes that it is admirably suited for the first lesson in English Grammar. He therefore confidently offers it to a child, who is utterly ignorant of the abstractions "art," "nature," "use," "language," contained in it. But what, after all, does it really represent? It represents Mr. Blank's knowledge, thought, and experience; but it represents no knowledge, thought, or experience of the child. It is a result which he has had no share in gaining. It is matter, therefore, which his mind cannot possibly digest. The words are absolutely unintelligible. They do not stand for ideas to him at all. He can understand *apple, stone, house, flower, &c.*, and when he sees these words, they call up ideas more or less definite of the things they represent; but "art, nature of language, use of language," call up no ideas whatever. He may have heard the words, but he heard them merely as sounds, and they are sounds and nothing else now. The definition might almost have been written in Chinese. What, then, is to be done? It is obvious that the mind—the understanding—cannot be roused to action by sounds which mean nothing,

which suggest no ideas, which excite not the smallest interest, which provoke no appetite. Natural feeding, then, is out of the question. The teacher has, however, one unfailing resource. He knows that the child is a compound of the sensational and intelligent—that he has something in him of the parrot as well as of the rational man. He knows, moreover, that in this case it is of no avail to appeal to the rational man. He therefore sets altogether aside the distinction between the intelligent child and unintelligent parrot, and forces him to cram down into his memory the empty words which mean to him absolutely nothing; and if at some examination the child, when asked, "What is Grammar?" can answer, "That art which treats of the nature and use of language," he flatters himself that he has been successful in teaching Grammar, and probably gives himself out to the world as an educator. An educator, forsooth! He is nothing but an adept in the artificial production of stupidity!

Take another instance. The teacher holds up some object before the learner, and looking at it in his own hand, proceeds to describe it. It is, he says, "hard, cold to the touch, heavy, divided into such and such parts," &c. Having finished his comments, he puts it away. That teacher is a crammer; he is abetting in the act of unlawful appropriation; he is preventing the learner from gaining experience for himself, by handing over to him the results of his own experience, and stuffing him with them. He knows, because he has exhausted the action of his senses upon the object, that it is "hard," "heavy," &c.; but the learner does not know this. His knowledge is limited to what sight tells him. It proceeds no further; but he might have known by his personal experience, known of his own knowledge, all that the teacher tells him—might in fact, have fed himself; but the teacher chooses to feed, that is, cram him, and by so doing cramps his powers, and hinders mental digestion, and he goes off moreover with only a morsel or two of food, instead of a whole meal. No complete idea has been formed, he has simply apprehended, he has not been permitted to comprehend. The teacher has not seen that it is the learner's own self-activity, that constitutes his education; and that, to hand over to him results which he has not earned, is

to neutralise and enfeeble his powers—and in short, to abet him in appropriating other people's gains. (1)

Let us take another instance. A child is crammed with the multiplication table. He glibly repeats, six times five are thirty, six times seven are forty-two, &c. He perhaps does not know what *times* means. He often does know that six times seven is the same as seven times six. He knows six and seven, because he had experience of six nuts or seven marbles, but he does not know what forty-two means, because it probably transcends his experience. He has no idea in his mind corresponding to the word. It is a case of unlawful appropriation. If he had been required to make six heaps of seven nuts or peas, and then mingled the heaps, and counted the result out, he would have obtained this idea; and then he would have known forty-two, whereas it is now a mere sound, nothing but cram.

And so with other tables. Getting them up to repeat merely by rote, without an intelligent perception of their meaning as interpreted by facts, is of the nature of cramming—it is unlawful appropriation. A child masters the sing-song of twelve inches make one foot, three feet one yard, etc., having no ideas in his mind corresponding to the words; it is rammed or crammed down. But suppose he had put into his hands a yard measure, graduated with feet and inches, and counted the large divisions, and then afterwards the small ones, this would be feeding on fact-food, which would give him ideas, not on mere word-feed which he could not turn into ideas. He would be gaining knowledge for himself. And then, with the yard measure in his hand, he could find the length of the desks, forms, or the floor of the room, which would be practically applying his knowledge. And further still, having gained the idea of a foot, he might by his eyes, guess at the length of different sticks and rods, and then by actual

(1) I have often quoted Dr. Temple's remarks on this subject, but I quote them once more as apposite to my purpose. "All the best cultivation," he says, "of a child's mind is obtained by the child's own exertions, and the master's success may be measured by the degree in which he can bring his scholar to make such exertions, absolutely without aid." It is clear that the teacher, who, even with the best intentions, supercedes these exertions, violates a prime canon of teaching, and is so far a crammer.

measurement verify the judgments he had formed. All, then, would be natural feeding.

In the same way, by handling whole and divided cubes, he could learn by himself, and without cramming, that a three-inch cube contains twenty-seven inch cubes. In all these cases the same principle holds good. The child gains knowledge by observing for himself; and illustrates in his practice the laws of psychological action without telling or cramming.

But further, and more generally still. Whenever the teacher, in defiance not only of the child's nature but of the nature of things, neglects the true order of mental development, involves his pupil's mind in the misty and obscure remote, which is beyond the range of his personal experience, instead of exercising him in the clearly-defined area of the near, which is within the range of his personal experience; whenever the teacher hurries on the child with long strides, instead of allowing him to proceed by his own sure method of step by step, advancing only as he can advance; whenever the teacher, instead of guiding the learner from the known to the unknown, from the particular to the general, from the concrete to the abstract, from the centre to the circumference, inverts this procedure (as when he gives definitions and rules in advance of the facts and principles on which they are founded), he sins against the nature of things, and against the laws of mental development, and is essentially a crammer.

Then there is the moral aspect of the question. Cramming is a system of shams and delusions, which pretends to be what it is not, and is what it pretends not to be. It pretends to be advancing the cause of knowledge and truth; it actually screens ignorance and error; it gives mere words the place which is due to ideas founded on realities, and which alone constitute sound knowledge; and therefore creates the habit of being contented with the semblance instead of the substance—a habit which slowly but surely perverts the moral nature.

It can never be too often repeated that cramming and education are in direct antagonism; the success of the one is the defeat of the other. Education aims at developing all the learner's active powers, and making the best of their spontaneous and

independent exercise. Cramming crushes development; emasculates and enervates the active powers; makes the best only of word-memory, and checks spontaneity and independence. Education trains the child in the art of gaining knowledge for himself, teaches him how to learn, gives him the power of self-direction, and makes him a man. Cramming trains him in the act of purloining other people's property and exhibiting it as his own; gives him only the power of going as far as he is driven, and makes him a machine. Lastly, education trains the moral character, by leading the child to be what he appears, to know really what he professes to know, to keep to truth and fact. Cramming perverts the moral

character, by forcing him to appear what he is not, by giving him the semblance instead of the substance of knowledge, by substituting the illusions of words for the reality of things, and making him indifferent to fact and truth.

The rational memory has little chance against the rote-memory. It is characteristic, however, of the results of the rote-memory, that they vanish from the mind almost as soon as the object of the process is gained; while those of the rational memory, being converted *in sanguinem et succum*, remain as part of the system for ever, so that reason gains the mastery in the end.—*Professor F. Payne, in Quebec Journal of Education.*

MANNERS AND MORALS.

If we felt the same responsibility for the manners and morals of our pupils that we do for their intellectual improvement, we should find ourselves devising means for a more perfect and harmonious development. It is true that we are advancing; but even this is given under protest, and only because it is proved to be an aid to intellectual progress. We fail to realize that physical culture is good in itself, and that with equal mental power the man with a fine physique is more of a man than his dwarfed and puny brother.

Many excuse themselves for neglecting the moral culture of their pupils on the ground that this is the work of the ministry, and that in schools representing different creeds no *one* may be taught without offense. True, nothing of religious doctrine should be taught; but this by no means excuses us from the obligation we are under to cultivate a love for truth and justice, to enforce the law of kindness, to secure habitual obedience to right and duty.

It is urged by some that this moral training takes time, and there is none to spare. Nothing was ever more ridiculous than this plea. Is there time enough for grammar, but none for honesty? time for mathematics, but not for truth? Shall we devote hours to geography, and grudge minutes to tem-

perance? Shall we with scrupulous care insist upon exactness and elegance of speech, and neglect the thoughtful kindness which lends a charm to the homeliest phrase? Is there time to pore over battles and learn of kings, and none to awaken admiration for the patient performance of daily duty, or aspiration after lives of exalted virtue? We could well forego something of scholarship for the blessings of patriotism and virtue. But we are called to no such sacrifice; intellectual progress is advanced instead of retarded by attention to moral culture.

Many are led to neglect all effort by the feeling of disgust with which they recollect the ponderous and prosy lectures by which their young ears were bored. Such teaching should, indeed, be avoided; and any attempt at stated periods for moral instruction will be very likely to degenerate into formality and cant; but if we are filled with a sense of the importance of the subject and of our responsibility, the fitting opportunity will not be wanting. When the young hearts are softened by some wave of emotion, or quickened to enthusiasm by some inspiring example, then drop the good seed in the fallow ground; a word, a thought, will thrill the soul and echo through the halls of memory while life endures. We

have but to interpret Nature's voice, to which the child is ever an eager listener, and we shall find "sermons in stones," lectures in flying clouds; the opening flower, the singing bird, the falling snow will teach lessons of beauty, love and purity.

Success in all teaching depends much upon the personal character of the teacher, but this is especially true of lessons in morals and manners. Our lives will be a constant commentary upon our words, which the young eyes will be quick to read. We stand before our pupils for what we really are; no glozing, no deceit, is possible here. I know of no inducement so strong to purge our lives and make them clean, as the consciousness of the power which, if we are what we ought to be, we shall exert over the pupils in our charge. "I would as soon see to the angel Gabriel as to her!" said a boy of his teacher; and the expression illustrates exactly the point I wish to make. If we govern our lives aright, and so govern our pupils as to gain their love and esteem, our influence is boundless.

The law of kindness must be not only on our tongues, but in our hearts, and this will be the basis of all our teaching of good manners. The quick sympathy of children is proverbial; and, if we seize upon this in early youth, and through its influence mould the life, the value of the habits of politeness thus formed will be inestimable.

Those who have not tried the experiment will be astonished to find how many of the most disagreeable and annoying faults of the school-room may be cured by the simple remark, "It is not polite." The rules of good breeding should be constantly enforced, not by long harangues, and certainly not by sharp reproof, but by the charm of their own loveliness. Children are not slow to see or to feel, and nothing is more quickly appreciated, or more universally envied, than the excellence of refined and cultivated manners. There is no point upon which children are more sensitive—so anxious not to be found wanting; a hint that such conduct is not polite will reach many a boy on whom persuasion and penalty would have had no effect.

Care should be taken to avoid formal rules, which, however correct, seem to children rudely nurtured, frivolous and useless; but by judicious watchfulness—a word of approbation, a smile simply, or a

look of surprise when the law of politeness has been violated—the tone of the school may be so raised and such a sentiment created that the roughest will be powerless to resist it. Every child will feel the unconscious criticism of his schoolmates, and each will emulate the other in his efforts to excel. It should never be forgotten that the power of the teacher over such a school is very great, and we are under the most sacred obligations to use it with judgment and justice. Nothing can inflict a severer wound upon a proud boy than publicly to accuse him of being ill-bred.

The connection between morals and manners is closer than we think. The habit of deference in outward action to the rights and feeling of others will assuredly have its influence upon character, and teach a higher regard for the golden rule. Profanity and vulgarity may often be more easily corrected on the ground that they are coarse and rude, than merely because they are wrong. There is a kind of charm about doing what is *wrong*, but none are emulous of being *low*. The habit of laughing at mistakes, so common and so hard to correct, I have never failed to break up by simply showing that it was not doing as we would be done by. Is it morals or manners that correct the fault?

Too much attention cannot be given to the school-room and its appointments; neatness and beauty beget refinement and gentleness. The influence of his surroundings upon the morals and manners of the child is incalculable, and I believe the motto, "I am accustomed to do what I undertake," on a certain school-room wall, did more to benefit the children gathered there, than a whole term of instruction. It had its history, and every child knew it, and many a time a single glance at that talisman would put hope and heart into the weary, discouraged toiler.

The power of poetry should never be overlooked by the teacher. What strength for a life of toil and endeavor, if at some moment when he was just despairing at the rugged way, there were breathed to him

"Oh, fear not in a world like this,
And thou shalt know ere long,
Know how sublime a thing it is
To suffer and be strong."

In no way may pure thoughts and noble

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aspirations be more readily brought home to the heart than through the medium of song. Our literature is full of ennobling thoughts, expressed in language so sweet and simple that the veriest child can comprehend it, and such poems early implanted in the memory cannot but keep the soul from sin. "Fill the measure full of wheat and there will be no room for chaff," I heard a mother quote as her reason for teaching her child a beautiful poem; and any teacher who will make the experiment will receive for his labor "an exceeding great reward."

Music is a potent charm to drive away evil spirits. I remember in my childhood, when we became pettish and quarrelsome, our mother would call on us for a song, and by the time it was over the clouds would be dispelled and sunshine return again. Many a rock of offence in the school-room may by this simple means be avoided, and not only a weary, restless hour be charmed away, but the moral tone of the school raised because the right spirit instead of the wrong has prevailed.

If we would exert an influence over our pupils, we must uphold a healthy, hearty morality, not the sickly sentimentalism which is so often called by that name, and which finds its fitting representation in what John Fiske calls "short-coffin books," "all about some little John or Jane who was very good and died when five years old." This kind of teaching will have little effect upon healthy American boys of to-day, and to those whom it does influence it will do harm instead of good. It encourages the kind of morbid milk-and-water conscientiousness often seen in sickly girls, and too often commended as superior virtue, while in reality it is only an unhealthy longing after approbation. True morality does not parade itself, is not always "afraid it has done wrong;" it is frank, hearty, open, earnest. Give a boy morals of the *manly* sort and he will cleave to them. I heard a teacher not long ago applaud a lad who, after trying in vain to prevent a fellow larger than himself from teasing and tormenting a little boy, having stood it as long as he could, at last rolled up his sleeves and gave the bully the drubbing he deserved; and I felt that when that teacher condemned fighting it would not be without effect.

Let the child feel that morality means

strength and self-control, courage to defend the weak and to stand alone for right, unflinching devotion, stainless honor, transparent truth. We must not seek to keep him always in leading strings, to lay down absolute rules for his conduct under all circumstances; the proud child will be restive under such restraint; but we should rather train him to clear conceptions of right and wrong, to the habit of obedience to duty; we should rather set before him high standards, and give him the benefit of right examples, and then let him "work out his own salvation."

I cannot here forbear saying that I believe many children have been driven into wrong courses by the over anxiety and injudicious severity of parents and teachers. Keep the child close to you in sympathy, let him not feel afraid to tell you when he has done wrong; be always ready to encourage, but not too prompt to condemn; and though he may not always do as you would have wished, you may be sure that with such a hold upon him he will not go far astray; and it is better that he should sometimes err, depending on himself, than go tamely on in the right path, leaning always upon the opinions and judgment of others.

The whole secret of success lies in this sympathy with the child. We must look at his motives, his actions, his temptations from his stand-point, see him as he sees himself. We shall find crude ideas, bad habits, turbulent passions; but underlying all, if our love has really laid bare the heart, we shall not fail to find a *desire* to be good and true. Upon this we must build, trusting to it, never doubting it.

If there is one sure rule to win a bad boy to virtue it is this, "Have faith in him, and *keep your faith*"—not the blind credulity that overlooks all faults, but that loving confidence which sees behind the outward act and is ready to respond "even till seventy times seven" to every genuine effort to do right. We must give him time, wait for his bad habits to yield, rejoice with him over each victory, and be ready with our word of encouragement at each defeat. Many a child has given up the struggle in despair because there was no one to see that though he failed he yet had *tried*. A harsh reproof falling on such a soul is like a blighting frost in spring-time.

It is hard oftentimes to be patient and to hope on, but then reward and encouragement come where we had least looked for cheer. "It was because I knew you expected me to do it," said a boy whose repeated failures had often tempted me to give him up entirely; and now his face was all radiant with the hard-won victory over himself, which was to give me also strength for the future, and with tears of joy I then

resolved that I would never, never despair.

This work is not an easy one, and we may if we choose, neglect it and go on content, teaching our "Reading and 'Riting and 'Rithmetic," but we should at least *know* what we do, *feel* what opportunities for good we are flinging from us, and we should remember also that

"—No one can do our work
That we shall leave undone."

HISTORY.

History, *his-to-ry*, (*historia*, from the verb *historio*, I enquire,) means literally an account of facts. It is a word first used by Herodotus, who calls his work by the title "Historia," and there can be but little doubt that this ancient writer fixed the sense in which the word has since been applied; that is, as meaning the science which treats of man in all his social relations—religious, moral, commercial, political, or literary—as far as these are the result of general influences extending to large masses of men. Embracing both the past and the present, history consequently considers everything which acts upon men,—regarding them in the light of members of a society. It should clearly represent the relations in which man exists towards his brother men, and should detail the influences to which he is subjected, the motives by which he is actuated, and the influences drawn from the same, with clearness and truth. According to some commentaries, history may be either considered in the light of an intellectual exercise in the department of human knowledge or science, or as a form of literary composition. Bacon reckoned it to be the chief component part of learning, and studied it in its relations to memory, while he placed philosophy and poetry below it, as appealing only to the understanding and imagination. It is therefore the business of history to record or remember the events, past and present, of the world, and to place them down in such a way that they can have the best hold in the memory, by appealing to other facts for their support and corrobora-

tion. This is the true definition of the word used by Herodotus, although it has been analogically used to express other branches of investigation; as in the term Natural History, still in use; and some of the ancient writers defined the general use of the word by their adaptation of it; as Aristotle's "History of animals," and Theophrastus's "History of plants." Dr. Arnold, in his "Lectures on History," remarks on the widely different interpretations of the word, and also explains its correct meaning. "The general idea of history," says he, "seems to me to be that it is the biography of a society; it does not appear to me to be history at all, but simply biography, unless it finds in the persons who are its subject, something of a common purpose, the accomplishment of which is the object of their common life. History is to the common life of many, what biography is to the life of an individual. Take, for instance, any common family, and its members are so scattered from one another, and are engaged in such different pursuits, that, although it is possible to write the biography of each individual, yet there can be no such thing, properly speaking, as the history of the family. But suppose all the members of the family to be thrown together in one place, amidst strangers or savages, then these immediately enter a common life,—a unity of action, interest, and purpose, distinct from others around them, which renders them at once a fit subject for history." The history or life of a nation may be either rendered in parts, or as a whole. The most complete work is that which starts at

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the birth of a kingdom, or nation, and carries the reader upwards in its course amid its various ramifications, changes, and aspects, and finally leaves him when he has obtained a thorough insight into its life, past, present, and possibly future state. For instance, a complete history of France would have to commence with Roman Gaul, and would have to trace the life of England, and all contemporary kingdoms, at the same time as it gave the history of France *per se*, in order to enable the student to get a comprehensive glance at the extension of the kingdom, and the different influences which bore on it during its life and existence. A true historian must not merely satisfy himself in chronicling facts, for such a source would only reduce history to the level of chronological annals. Truth must be his greatest object, and justice his guide. When studying monarchy, if liberal in politics, he should not let republicanism actuate him; all bias of party must be waived in writing history correctly. Our most ancient civil history is found in the Old Testament; but its objects are confined, as it is written more as a chronicle of the facts of the Jewish race, than a general description of other nations, who were also connected with them, in relations of amity or war. Herodotus is the father of ancient history, as he is often rightly called; and to him we are indebted for the first work really deserving this title. The poems of Homer are sometimes regarded as an early history of Greece, but as his words were not written down when composed at first, it would be impossible to consider Homer in a true historic light, as they have only been handed down to us by word of mouth, and are liable to error. Thucy-

dides and Xenophon are the writers who have bequeathed us the deeds of the Grecian commonwealth. Livy is the historian of Rome; Justin the compiler of a brief attempt at general history. The works of Cicero, Sallust, Tacitus and Cæsar, also illustrate one of the most important eras in Roman history. After the downfall of that empire, a long series of revolutions took place in the rule of the world, and Europe became parcelled out in various dynasties and powers, giving rise to an increasing need of historical commentations. Of English historians, the venerable Bede is one of the first, and his writings give us the clearest view of the Saxon period. After the revival of letters, history became one of the greatest of literary works, and as such it is esteemed and valued at the present day. To follow its course in modern times would be a work of impossibility, within the limits of the present article. Philosophical history is that in which the mere narration of facts is considered as subordinate to the elucidation of general truths and influence; and, consequently, it often lapses into the broaching of a general theory. Of philosophical historians, Gibbon on the "Decline of the Roman Empire" may be considered as entitled to the chief place; and Lord Macaulay's "History of England" is another instance of how grandly history has risen since first considered in the light of a science, united with literary composition. Whatever be the subject, whatever the political bias of the author, the value of the history will be in proportion to the general depth, greatness, and nobility of the historian's own nature as a whole.—*Beeton's Art, Science, and Literature.*

EDUCATIONAL INTELLIGENCE.

CANADA.

—A new High School building was formally opened in Oakwood on the 7th Dec.

—A new High School building has been erected in Arnprior, at a cost of \$6,362.

—Out of twenty-eight candidates for

admission into the Mitchell High School, thirteen were successful.

—Berlin has just completed a new High School building at an expense of \$8,000. The average attendance at all the schools exceeds 600.

—The County Council of Haldimand will soon be called on to appoint a successor to Mr. R. Harcourt, the P. S. Inspector of the county.

—Dr. Law, of Pakenham, has been appointed head-master of the Brockville High and Public Schools for the ensuing year, at a salary of \$1,000.

—Four Ontario High School masters were applicants for a recently advertised High School mastership in Victoria, British Columbia. The appointment was conferred on the Rev. A. B. Nicholson, B. A., of Toronto.

—New High and Public School buildings will be required immediately in the village of Markham. The *Economist* recommends the erection of a single structure which will accommodate both, as well as the Masonic and Oddfellows' lodges.

—The P. S. Inspector of Sarnia reports the total number of registered pupils during November to be 628, of whom 326 are boys. The average attendance for the same month was 502, or about 82 per cent. There were 70 registered High School pupils, with an average attendance of 65.

—The head-master of the Oshawa High School has been brought before the Board of Trustees on a charge of undue severity in the infliction of punishment. The Board dismissed the complaint, and urged upon parents the necessity of co-operating with the masters with a view to securing the requisite obedience to the rules of the school.

—The examination of the pupils of S. S. No. 2, Hay, took place on the 21st December last. There were between 50 and 60 visitors present, a large number of them being parents in the section. The examination was conducted by Messrs. Shirrey, Hobkirk, Currie, and Rev. W. H. Gane, and pronounced successful, in the fullest sense of the word. Great credit is due the teachers, Mr. H. E. Huston and Miss Huston, for the highly creditable condition in which the school was found. The exercises of the day were closed by readings, recitations, and singing by the pupils, and addresses by several gentlemen present.

—The Educational Association for the county of Dundas has drawn up an elaborate set of rules for the holding of township competitive examinations under its aus-

pices. The candidates may belong to either the second, third, fourth, or fifth classes of the present programme, the maximum age for the second class being 10, for the third 12, for the fourth 14, for the fifth 16. Only resident pupils of the county who have not passed the examinations for teachers can compete; no more than two shall be taken from each of the above classes, and these must have attended school at least forty days during the six months previous to the examination, which is to be in writing. Devoting extra time to the preparation of candidates for examination is pronounced to be the spirit of the regulations.

—As the classes in the Ottawa Normal School are not filled, additional students will be received after the Christmas vacation. Candidates will be required to be sufficiently proficient to take up the work of the respective classes at the stage that will at that time be reached by the present students. Candidates who hold first or second-class Provincial certificates may be admitted without examination. All others will be examined on the subjects of the course of study in the junior section of the second division, as set forth in the Prospectus, which may be had on application to the Principal at Ottawa, or to the Education Office, Toronto. Applicants for admission will present themselves on the 12th or 13th of January, or they cannot be received. The Normal School at Toronto being full (and greatly overcrowded), no admissions can take place in January.—*Journal of Education*.

HURON TEACHERS' ASSOCIATION.—The semi-annual meeting of this Association was held in Clinton, on the 3rd and 4th December, according to announcement. Meeting was opened by the President at 2 p.m., on Friday. Minutes of June meeting read and approved. Among other routine business a communication from Waterloo Co. Teachers' Association was read. It stated that a resolution to the following effect had been passed by them, viz: That a new text book on Natural Philosophy is much needed, and that T. Kirkland, M.A., be requested to prepare it. And also requested that this Association take action in connection therewith. Taking into consideration the state of affairs at present, the meeting decided to take

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no action on the subject. The President, Mr. Miller, I. P. S., then delivered his opening address, in which he made some very excellent suggestions, pertaining to the future working of the Association. Mr. H. I. Strang, B.A., then took up the subject of "Difficulties in Analysis and Parsing," which he handled in his usual clear and concise manner. Mr. Miller, Delegate to the Ontario Teachers' Association, then gave a very full and interesting report of the business meetings of the different sections of that association, and also synopsis of address delivered during its sessions. A unanimous vote of thanks was tendered to Mr. Miller for his valuable report. A resolution was unanimously carried, requesting the Secretary of this Association to correspond with the Representative of the Public School Teachers in the Council of Public Instruction—Professor Goldwin Smith—with respect to the advisability of allowing Teachers at least one day each half-year for the purpose of attending Educational Institutes and Associations. The evening session began at 7:30, when Mr. G. Sheppard illustrated his method of teaching Natural History, with a class; after which Mr. Miller read a lengthy paper on his experience in Parry Sound and Algoma Districts, which was well received. On Saturday the meeting opened at 9 a.m. A resolution was adopted changing the time of the meetings of the Association from June and December, to February and September, and that the February one be the annual meeting. Answers to Question Drawer on Grammar were then taken up for a short time; after which Mr. Halls gave an excellent address on the proper method of teaching composition. Mr. G. Baird, jr., took up the subject of Penmanship, showing himself to be an adept in that subject, and thoroughly able to communicate the principles of the art to others. The thanks of the Association were given to Mr. Miller for his address of the preceding evening, after which the Association adjourned to meet in February, 1876.

—The South Hastings Teachers' Institute met in Pinnacle Street School, Belleville, on Saturday, 18th Dec., at 10 o'clock, when the following subjects were respectively taken up. Difficulties in Analysis, by the Inspector; Fractions, by Mr. W. J. Osborne; Reading, by Prof. Dawson; and Natural History,

by Prof. Bell. All these subjects were handled in a manner, highly creditable to the several gentlemen, showing a thorough acquaintance on their part with the art of demonstrating and illustrating whatever they undertake to teach. Prof. Bell's discourse on Natural History, which touched upon all its various subdivisions, and especially Zoology, was able, concise, and instructive, and was listened to with earnest attention by the teachers. Mr. Johnson was then asked to vacate the chair, and Mr. J. W. Redick was called upon to occupy it. He said he understood it was the intention of the teachers to present their worthy Inspector with a substantial token of their appreciation of his services in the advancement of the art of teaching and education in this division, and with an address embodying their sentiments toward him, which he would call upon Mr. Irwin to read, and Mr. Osborne to make the presentation, which consisted of a handsome gold watch, and chain.

The following address was then read, and the presentation made:—

To JOHN JOHNSTON, ESQ., Inspector of Public Schools:—

We, the teachers of South Hastings, having regard to your industry and zeal in the cause of Education, especially in the untiring efforts you have put forth to elevate teaching as a profession, and also in reducing the science of teaching to a uniformity hitherto looked upon as impracticable, consider you worthy of some acknowledgment at our hands, as an indication of our appreciation of your valuable services.

Your work, Dear Sir, in the cause of Education in this County, cannot be properly understood by the thousands of children, and hundreds of parents and guardians, who are benefited thereby. It is only in the future that your zeal and labors in the interests of all, pupils, parents, and teachers, and the good results flowing from your efforts, will be properly understood and valued.

We, as teachers actively engaged in the work of instructing the young, already realize the great benefits which your labors have conferred upon the cause of education. You have succeeded in establishing order and uniformity in the system of teaching throughout this County, and as a consequence removed many of the difficulties

which beset teachers heretofore, and which frequently cause them to change their sphere of labor. The establishment of our Teachers' Institute, and its present prosperous condition, are mainly due to your assiduous attention and punctuality at the monthly sessions. In addition, your personal popularity with the teachers, whose esteem you have won by urbanity and kindness in the discharge of the difficult duties imposed upon you, in your official capacity as Inspector of Public Schools, may properly be considered the chief cause of this prosperity and unanimity amongst the teachers of this Institute. Through your efforts the teachers have an opportunity at our monthly meetings of comparing and discussing the various plans adopted in teaching, and thus of mentally improving each other.

In presenting you with this gold watch and chain as a slight indication of the esteem in which you are held by the teachers of South Hastings as a body, we sincerely and unitedly wish you a long, useful, and happy life, and while you continue to labor in this the highest and best of all earthly works, we also pray that health may be given you to enable you to persevere in the good work, which you have been instrumental in building for the advancement of education and the elevation of the profession of teaching in this County, to a yet higher standard than it has attained.

The address was beautifully engrossed by S. G. Beatty, Ontario Commercial College, and was signed on behalf of the Teachers, by the Secretary. Mr. Johnston made a touching and eloquent reply, expressing his gratitude for the magnificent present, and assuring the teachers that he would ever hold them in grateful remembrance, and that their gift would always be a bright reminder of their kindness to him. The following officers were then elected for the ensuing year:—

President.—John Johnston.

Vice President.—Miss Templeton.

Recording Secretary.—C. H. Sangster.

Corresponding Secretary.—S.A. Gardner.

Treasurer.—J. Irwin.

Councillors.—Sidney, W. J. Osborne ; Thurlow, E. Cook ; Hungerford, A. H. Gilbert ; Tyendingaga, W. Emerson ; Belleville, J. W. Redick ; Trenton, W. S. Howell.

—The Council of Public Instruction met pursuant to notice at the Education Office, 2nd November, 1875, at 3 o'clock p.m., and His Grace the Most Rev. J. J. Lynch, D.D., as senior member of the Council, was appointed to take the Chair:

Present:—The Chairman *pro tempore*.
The Chief Superintendent of Education.
The Right Rev. T. B. Fuller, D.D.
The Rev. S. S. Nelles, D.D.
The Rev. Bishop Carman, D. D.
Goldwin Smith, Esq., M.A.
David Mills, Esq., LL.B., M.P.
Daniel Wilson, Esq., LL.D.
Ramsay Wright, Esq., M.A.

The Council adjourned to half-past seven p.m., when the following resolution was adopted:—

Resolved—That in view of the fact that four vacancies in the Council have not been filled, it is inexpedient to proceed to business, and that the Council do now adjourn.

Adjourned.

The Interim Committee met, pursuant to notice, at the Education Office, 13th Nov., 1875, at ten o'clock, a.m. His Grace the Most Reverend J. J. Lynch, D.D., in the Chair.

Present:—The Chairman *pro tempore*.

The Deputy Superintendent of Education.

Ramsay Wright, Esq., M.A.

A number of communications were laid before the Committee, among which were the following:

From the Registrar of University College, Toronto, reporting the election of Prof. R. Wright, M.A., as a member of the Council of Public Instruction, in place of Professor Cherriman, resigned.

From the Scrutineers, reporting the election of Professor Daniel Wilson, LL.D., by the High School Masters, and of David Mills, Esq., M.P., by the Public School Inspectors.

From the Central Committee of Examiners, recommending certain candidates for Second Class Grade A certificates, and the candidates' applications.

From the same, with a recommendation on examinations in History for First Class candidates—“That selected portions of the works of eminent historians, in which im-

important periods are treated in detail, should be prescribed, and that candidates should be expected to master these thoroughly."

Ordered—That the recommendation of the Central Committee on the examination in the subject of History, for First Class certificates, be approved, an examination in the Elements of General History having been already passed by the candidates at their competition for Second Class certificates; the new scheme to come into operation in 1877. The Committee to be requested to recommend to the Council the authors and portions of their works on which it is proposed that the candidates shall be examined.

Ordered—That the following candidates for First Class certificates at the July examination, recommended by the Central Committee for Second Class Grade A, be awarded such certificates accordingly:—

William Carroll, James A. Duncan, Miles Ferguson, Wm. John Hallett, Samuel Hicks, Wm. Johnson, Nicholas Kellett, Rev. Hugh Lamont, Alexander McTavish, Henry Richardson, Templeton C. Robinson, Geo. Sharman, James Slater, James Wilson, Esther E. Montgomery.

Ordered—That the recommendation of the Central Committee on the resolution adopted by the Examiners for the County of Norfolk, on the teaching and examinations in the subject of Reading, be approved, and communicated to the Principals of the Normal Schools, and be also published in the Journal of Education for the information of examiners generally.

Ordered—That with reference to a previous communication from Mr. W. B. Hamilton, Toronto, as it appears from the letters of the Governor General's Secretary, that the Medals granted by His Excellency were to be awarded "according to the wishes of the Principal or Masters," the Council find that the matter is left by His Excellency in the hands of those gentlemen.

Ordered—That the revised High School Programme, recommended by the High School Inspectors, having been fully considered, be now approved and adopted, as follows:

N.B.—Instead of a fixed amount of work for each Form, the Council prescribes the subjects of study, and the amount to be done in each subject in the Lower School

and in the Upper School respectively; leaving it to the local authorities to decide (subject to the approval of the High School Inspectors) according to the varying circumstances of the schools, the order in which the subjects shall be taken up, the amount of work to be done in a given time, and the number of classes to be carried on at once.

LOWER SCHOOL.

Group A.—*English Language*.—Review of Elementary Work: Orthography, Etymology and Syntax, Derivation of Words; Analysis of Sentences; Rendering of Poetry into Prose; Critical Reading of portions of the Works of Authors of the Eighteenth and Nineteenth Centuries, to be prescribed from time to time by the Council of Public Instruction; * Composition—the Framing of Sentences; Familiar and Business Letters; Abstracts of Readings or Lectures; Themes;—generally, the Formation of a good English Style; Reading, Dictation, and Elocution, including the learning by heart and recitation of selected passages from Standard Authors.

Group B.—*Mathematics*.—(a) Arithmetic, Simple and Compound Rules; Vulgar and Decimal Fractions; Proportion; Percentage in its various applications; Square Root.

(b) Algebra—Elementary Rules; Factoring; Greatest Common Measure; Least Common Multiple; Square Root; Fractions; Surds; Simple Equations of one, two, and three unknown quantities; Easy Quadratics.

(c) Geometry—Euclid, Book I. and II., with easy exercises; Application of Geometry to the Mensuration of Surfaces.

(d) Natural Philosophy—Composition and Resolution of Forces; Principle of Moments, Centre of Gravity; Mechanical Powers, Ratio of the Power to the Weight in each; Pressure of Liquids; Specific Gravity and Modes of Determining it; the Barometer, Syphon, Common Pump, Forcing Pump and Air Pump.

Group C.—*Modern Languages*.—(a) *French*: The Accidence and Principal Rules of Syntax; Exercises; Introductory

* For 1876 Gray's "Elegy" and Sir Walter Scott's "Lady of the Lake" have been prescribed. Candidates will be expected to show that they have read the whole of the latter poem, but the questions set will be based mainly on Cantos v. and vi.

and advanced French Reader ; Retranslation of easy passages into French ; Rudiments of Conversation.

(b) *German*: The accidence and the Principal Rules of Syntax ; Exercises ; Adler's Reader, 1st, 2nd and 3rd Parts ; Retranslation of easy passages into German ; Rudiments of Conversation.

Group D.—*Ancient Languages*.—(a) *Latin*: The Accidence and the Principal Rules of Syntax and Prosody ; Exercises ; Cæsar, De Bell, Gallico, Book I, and Virgil, Æneid, Book II., vv. 1—300 ; Learning by heart selected portions of Virgil ; Retranslation into Latin of easy passages from Cæsar.

(b) Greek, Optional.

Group E.—*Physical Sciences*.—Chemistry ; A course of experiments to illustrate the nature of Fire, Air, Water, and such solid substances as Limestone, Coal, and Blue Vitriol ; Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus, and their more important Compounds ; Combining Proportions by weight and by volume ; Symbols and Nomenclature.

Group F.—*History and Geography*.—(a) Leading Events of English and Canadian History, also of Roman History to the Death of Nero.

(b) A fair course of Elementary Geography, Mathematical, Physical, and Political.

Group G.—*Book-keeping, Writing, Drawing, and Music*.—(a) Single and Double Entry ; Commercial forms and usages ; Banking, Custom House, and General Business Transactions.

(b) Practice in Writing.

(c) Linear and Free-hand Drawing.

(d) Elements of Music.

An option is permitted between (i.) Latin ; (ii.) French ; (iii.) German, and (iv.) Natural Philosophy, Chemistry, and Book-keeping.

UPPER SCHOOL.

Group A.—*English Language*—Critical Reading of portions of the Works of Authors of the Sixteenth and Seventeenth Centuries, to be prescribed from time to time by the Council of Public Instruction ; * Composi-

* For 1876, Shakespeare's Tragedy of "Macbeth," and Milton's "Il Penseroso," have been prescribed.

tion, Reading, and Elocution ; the subject generally, as far as required for Senior Matriculation with Honors in the University.

Group B.—*Mathematics*.—Arithmetic ; The Theory of the Subject ; Applications of Arithmetic to complicated business transactions, such as Loans, Mortgages, and the like.

(b) Algebra : Quadratic Equations, Proportion, Progression, Permutations and Combinations, Binomial Theorem, &c., as far as required for Senior Matriculation with Honors.

(c) Geometry : Euclid, Books I, II, III, IV ; Definitions of Book V, Book VI, with exercises.

(d) Trigonometry, as far as required for Senior Matriculation with Honors.

(e) Natural Philosophy, Dynamics, Hydrostatics, and Pneumatics.

Group C.—*Modern Languages*.—(a) French: Grammar and Exercises ; Voltaire, Charles XII, Books VI, VII, VIII ; Corneille, Horace, Acts I and II ; De Stael, L'Allemagne, 1^{re} Partie ; Voltaire, Alzire ; Alfred de Vigny, Cinq-Mars ; Translation from English into French ; Conversation.

(b) German : Grammar and Exercises ; Schiller, Das Lied von der Glocke, and Neffe als Onkel ; Translation from English into German ; Conversation.

Group D.—*Ancient Languages*.—(a) Latin : Grammar ; Cicero, for the Manilian Law ; Virgil, Æneid, Book II ; Livy, Book II, Chaps. I to XV inclusive ; Horace, Odes, Book I ; Ovid, Heroides, I and XIII ; Translation from English into Latin Prose, etc., as far as is required for Senior Matriculation with Honors.

(b) Greek : Grammar ; Lucian, Charon and Life ; Homer, Iliad, Book I ; Xenophon, Anabasis, Book I, Chaps. VII, VIII, IX, and X ; Homer, Odyssey, Book IX, etc., as far as required for Senior Matriculation with Honors.

Group E.—*Physical Science*.—(a) Chemistry : Heat—its sources ; Expansion ; Thermometers—relations between different scales in common use ; Difference between Temperature and Quantity of Heat ; Specific and Latent Heat ; Calorimeters ; Liquefaction ; Ebullition ; Evaporation ; Conduction ; Convection ; Radiation. The

Chief Physical and Chemical Characters, the Preparation, and the characteristic Tests of Oxygen, Hydrogen, Carbon, Nitrogen, Chlorine, Bromine, Iodine, Fluorine, Sulphur, Phosphorus, and Silicon.

Carbonic Acid, Carbonic Oxide, Oxides, and Acids of Nitrogen, Ammonia, Olefiant Gas, Marsh Gas, Sulphurous and Sulphuric Acids, Sulphuretted Hydrogen, Hydrochloric Acid, Phosphoric Acid, Phosphuretted Hydrogen, Silica.

Combining proportions by weight and by volume; General Nature of Acids, Bases and Salts; Symbols and Nomenclature.

The Atmosphere—its constitution, effects of Animal and Vegetable Life upon its composition; Combustion; Structure and Properties of Flame; Nature and Composition of ordinary Fuel.

Water—Chemical Peculiarities of Natural Waters, such as Rain Water, Spring Waters, River Water, and Sea Water.

(b) Botany: An introductory course of Vegetable Anatomy and Physiology, illustrated by the examination of at least one plant in each of the Crowfoot, Cress, Pea, Rose, Parsley, Sunflower, Mint, Nettle, Willow, Arum, Orchis, Lily, and Grass Families; Systematic Botany; Flowering Plants of Canada.

(c) Physiology: General view of the Structure and Functions of the Human Body; the Vascular System and the Circulation; the Blood and the Lymph; Respiration; the Function of Alimentation; Motion and Locomotion; Touch, Taste, Smell, Hearing, and Sight; the Nervous System.

Group F.—*History and Geography* :—
(a) History: The special study of the Tudor and Stuart Periods; Roman, to the death of Nero; Grecian, to the death of Alexander.

(b) Geography, Ancient and Modern.
Masters will be at liberty to take up and continue in the Upper School any subject from the Lower School that they may think fit.

Every pupil must take Group A, Arithmetic, Algebra as far as Progression, History and two other subjects from those included in Groups C, D, and E. In cases of doubt the Master shall decide. But candidates preparing for any examination shall be required to take only the subjects prescribed for such examination.

Several applications for pensions from the Teachers' Superannuation Fund were considered and decided on.

The Minutes were read and confirmed, and the Committee then adjourned.

—J. M. Buchan, M.A., one of the High School Inspectors, has furnished the *Canadian Monthly* with a brief account of a recent visit paid by him to four of the Detroit schools. He speaks in high terms of the good order preserved, and the absence of all unnecessary noise. The introduction of military drill as a regular compulsory-school exercise, and the practice of marching pupils out to their classes to the sound of music, are noted and commented on. Mr. Buchan spent most of his time in the City High School, the course in which the pupils are admitted to by examination, and gives it as his opinion that while the pupils entering the institution are fully up to the entrance standard exacted in Ontario, the most advanced class is not equal to the University class in our best High Schools and Collegiate Institutes. He appears to think that this may be at least partially accounted for by the absence of High School inspection in the State of Michigan, and the fact the classical graduates of the High School are admitted to Ann Arbor University without examination. The latest theories with regard to the pronunciation of Latin are there reduced to practice:—"Veni, vidi, vici, pronounced according to this method, may be represented in English by 'waynee,' 'weedee,' 'weeke,' 'jeci' by 'yakee,' 'aut' by 'out,' 'Cicero' by 'Kikero,' &c. The estimate of the Michigan school system as a whole is that it is probably less effective than our own. The change of teachers are far more numerous than with us, and there is nothing in it corresponding to our system of inspection, and examination and classification of teachers. Colored children are to be seen in all the schools, and the Kindergarten in connection with them is under the charge of a colored lady who is spoke of as both efficient and highly popular. Some space in the article is devoted to a description of the Kindergarten system and a discussion of its merits. The great objection to it is the expense, and the Detroit Board are about to convert this school into an ordinary primary one. Notwithstanding this and other disadvantages it is the opinion of

Mr. Buchan that the improvements yet to be made in our methods of primary school instruction must take the direction of the Kindergarten.

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By REV. W. H. GANE.

The golden threads of another year
Have been lengthened out to me ;
The golden sands of the stream of time
Still border that tossing sea ;
And all about are the emblems fair
Of a year that is to be.

The tender shades of the first night fall
As soft as a wild bird's note ;
No night's musician with soulless song,
That some sin-stained syren wrote,
Disturbs the calm ; but silence, enwove
With day-dreams, around me float.

We've lost a friend in the dead old year
That time can never replace ;
He has left a sun-lit shaft behind
Who's shadow darkens our face,

But fills our heart with a ruddy glow,
And garners our souls with grace.

How many proved false to love last year,
Bringing shadows like a pall ?
How many we love were laid away
Where roseleaves, in summer, fall ?
How many dangers have we escaped
Since the last year's happy call ?

We stand to-day on a new made shore
Of a bright lakelet of Time ;
The shadows seem new that down the vale
And over the hill tops climb,
And we seem stronger and braver far
As we march to life sublime.

Exeter, Jan. 1, 1876.

EDITOR'S DRAWER.

—Owing to Mr. Glashan's unavoidable absence from home, we are unable to present our subscribers with the usual monthly "Teachers' Desk" in this issue. We trust, however, the omission will be fully supplied in future numbers.

—We earnestly request teachers in all parts of Ontario to send us short *practical* hints in regard to their own every day work in the school-room. There is much in almost every teacher's experience that would be useful to his fellow teachers, and we cheerfully open our columns to a free interchange of the valuable lessons obtained from the actual work of the school-room. We know many teachers hesitate for fear of criticism, but to all such we would say, send on your contribution, and if you wish, your name will not be published. Let us have a large number of contributions during the coming year.

—We ask our friends in all parts of Ontario to send us short items of educational intelligence.

—Having adopted the system of payment in advance, we will look for a prompt renewal in all cases.

—We always re-mail any No. of the "TEACHER" which fails to reach a subscriber, when notified promptly.

—The Council of Public Instruction seems to be strangely organized. We notice by the minutes, as published in the *Journal of Education*, that at a full meeting of the Council it was considered expedient to await the action of the Government with reference to the appointment of a Minister of Instruction before undertaking the transaction of the ordinary business of the Council. At a later meeting, ten days afterwards, when the only members of the Council present were Archbishop Lynch and Prof. Wright, business of such an important nature was transacted as should receive the most careful consideration of a full Council. Why the Council should be ignored, and an *interim* Committee be allowed to undertake its duties, we fail to see. There is certainly something wrong in this way of doing business, which should be speedily remedied by those responsible for the management of our educational affairs.