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Educational Weekly

Vol. II.

THURSDAY, DECEMBER 17TH, 1885.

Number 51.

BOOKS.

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ANNUAL VOLUMES, 1885.

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- Child's Own Magazine, 35c.
- British Workman, 50c.
- British Workwoman, 50c.
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- Children's Friend, 50c.
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- Every Boy's Annual, \$2.
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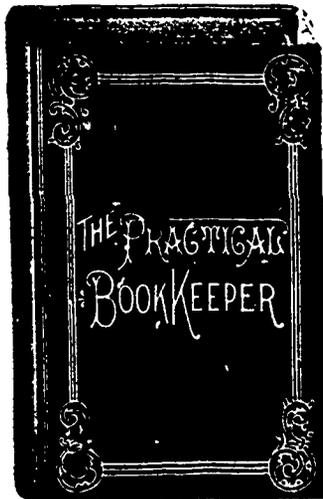
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The Educational Weekly.

TORONTO, DECEMBER 17, 1885.

LAST week in commenting upon the Waterloo resolutions we remarked that the remedy for a too easy entrance into the teaching profession is properly to be found not in a heavy prohibitory money tariff, but in the gradual raising of the standard required for entrance. We do not mean that more subjects or harder papers be set for examination, but that the reading of the papers be done with more care, the percentages for passing be increased, and that more attention be paid to those qualifications which are the outcome of culture and character. Whatever may be the additional expense it may be thought best, as a protective measure, to impose upon the candidate for entrance, let that expense be incurred in the preparation of the candidate, and not in payment of a fee to be put into the provincial treasury, to go—no one knows where. Let attendance at a high school for a certain time be obligatory, if that be thought best, but let no one be debarred from becoming a teacher by mere lack of money. The imposition of a large entrance fee would doubtless decrease the number of entrants, but the decrement would not be made up of those who were least qualified as to natural gifts and character, but of those whose parents would be unable to pay the fee.

IN speaking of the various uses to which Friday afternoons can be put we omitted to mention one which is as important as any—in senior classes more important than some others. The programme of studies for public schools very properly calls for instruction in regard to the "Municipal Institutions of Ontario and the Federal form of the Dominion Government." But no text-book is prescribed in this subject, and the matter is perhaps wisely left to the discretion of the teacher. Instruction in this subject is one of the most necessary elements of a sound education; and the more informed our pupils become in regard to all that pertains to local, provincial and general government, the institution and growth of law, the administration of justice, the imposition of taxes, the raising of revenues, the expenditure of public moneys, the duties of trustees, of councillors, of legislators, and of all public officers, and the general obligations under which the citizen lies to the state, and the rights which he can claim from the state in return—the more informed in these matters our pupils become, the better will they be fitted for citizenship when they be .e entitled to it, as by mere lapse of time they will.

THE difficulty of using a text-book in this subject lies in the fact that it is essential

that pupils early learn to recognize that law and order, authority and obedience, protection and liberty, are not mere abstract or far-away things in which they have no concern, or of which they have no knowledge. For the well-being and discipline of their own conduct they must soon learn these fundamental facts—that society exists only by the mutual concessions of its members, each giving up some of his own liberty for the general good; that authority comes not from outside of society, but from within it, that it is delegated to a few only in trust for the benefit of the many; and that for the general good of all each must contribute according to his means. That these fundamental facts of civil government shall be understood by the very young, and be illustrated in the general government of the school, is essential to the well-being of the school, and must be illustrated by it whether the teacher and pupils are conscious of it or not. But if pupils see that that which secures law and order, and harmonious working and the general good, in their own little community, is precisely that which secures good government and order in the greater society of which they, and their teacher, and their parents, are only small parts, then will their conduct, their striving to do well and to live blamelessly towards the institutions and laws of the school, and towards each other, be more rational and more productive of good results. We are not forgetting that a school differs from society in the fact that its members are in a state of pupilage, and so are not entirely free agents; and that the teacher, and the parents as well, must act to some extent as arbitrary autocrats. But it is equally true that so far as pupils are made self-governing and law-respecting, from reason and principle and a conviction of the utility of government and order, then so far is their development towards good citizenship accomplished, and *no farther*.

THE very youngest classes, then, are not too young to begin with in instruction in civil government; not, of course, in direct and formal instruction, nor in the full application of the conditions of civil liberty, entire free agency and the choice or election of rulers—that would be absurd; but in the inculcation and illustration of such principles, as that order is necessary to social happiness, *i. e.*, happiness of the members of the school; that disorder, being an infringement of the rights of the society, *i. e.*, of the school, must be checked, *i. e.*, punished; that the wishes of the minority must give way to the wishes of the majority, but that the majority must act in accordance with justice, and so on. Then the conditions upon which happiness in the family is based must also be pointed out:

the industry of the father, his forethought, his superior knowledge and experience, his love, and hence his claim to authority; the love and tenderness of the mother, her solicitude for her children, her faithfulness, her unwearying care and anxiety for the best welfare of the whole household, and hence her claim to love and tender care in return; the necessity of mutual forbearance, of mutual consideration, and of mutual helpfulness, on the part of all the members of the family, even the tiniest children; all these and all the other conditions of domestic happiness, and grounds of filial affection and obedience, should be talked about, and be illustrated by, and be brought to bear upon, the conduct and government of the schoolroom.

THEN in the older classes the knowledge of the value and necessity of law and order and authority, gained from experience in the schoolroom, should be made use of to secure the understanding of the value of these same things in society; and in short each—the school and society—should be made to illustrate the other. Then the organization of the simplest complete society within the experience of the pupils should be studied. If a ball-club or a debating-society exists in the school, its constitution, the obligations of its individual members, the authority of its officers, whence that authority is derived, what punishments are inflicted for breaking rules, why these punishments are necessary, etc., should all be discussed, since they make an excellent basis for the understanding of other organizations more remote from experience. Then, in rural districts, the boundaries of the school section should be mapped out, and the names of the residents, if possible, be written down; then the constitution of the government of the section, the mode of election of the trustees, their authority when elected, and their responsibility to the electors, the ownership of the school grounds and schoolhouse, the raising of money for the payment of the teacher and other expenses, the responsibility of the teacher to the trustees, to the ratepayers and to the children, the rights of majorities and minorities as may be exemplified in annual meetings and meetings of the trustees, and all other things relating to the administration of the government of the section, should be taken up, be discussed, and be made the matter, not of talk or lecture by the teacher, but of conversation, of scientific elucidation and investigation by both teacher and pupils together. If the school is in a village, or town, or city, the difficulty is somewhat increased, as the municipal government is a little more complex, and a little farther removed from the experience of the pupils, but the method of studying it is precisely the same.

Contemporary Thought.

CHILDREN are taught to read Welsh within the first two or three years of their attendance at Sunday school, occupying about an hour of direct teaching per week. Why? Because Welsh spelling, with slight exceptions, corresponds with the sound. Learning to read Welsh simply means learning the alphabet, every letter, with one exception, having its one sound. Combining letters into syllables, and these into words and sentences, is a matter of practice.—*Christian World*.

PROFESSOR ADAMS, in his address on the occasion of his inauguration as President of Cornell University, discussed the important question of elective education. He declared the history of education shows that the highest results have been attained under those systems that have given the greatest liberty of choice. He said that, through the introduction of elective work, "we are making for the first time what might fairly be called scholars, and in three or four colleges in the country the conditions of the highest success have at last been attained." It was his opinion, however, that the end of the second college year was the time when elective work could safely begin. This shows President Adams to belong to the conservative wing of the educational reformers. Some maintain that the student should be given the privilege of choice immediately on entering college. President Adams' recommendation gives the student time to ascertain what choice is best.—*Current*.

"ORTHOEPY cannot be taught like orthography, by written exercises; in the latter, defects arise from not seeing correctly or from not remembering [why be compelled to remember?] what we see, and written exercises remedy this, but in the former, the defects arise from remembering what we hear, and what children have heard amiss can be eradicated only by making them hear what is right. If this is not done, their wrong pronunciation will remain with them throughout life. The requirements of good pronunciation are three—right sounds, their division into syllables, and the proper placing of the accent."—EDUCATIONAL WEEKLY. Of the statement "what children have heard amiss can be eradicated only by making them hear what is right" we rise to remark that with letters having shapes modified to represent each its own sound, correct pronunciation can be learned by sight. Amid "cram" and the general crush of studies this can quietly go on without the tutor's supervision. What is learned by sight is far more fixed than impression made by the fleeting breath. Hence the general use of blackboards in our schools. Horace long ago referred to the faithful eyes (FILIELIBVS OCVLIS) being better than the ears.—*Dr. Hamilton's Phonetic Herald, Port Hope*.

LET us again point out that a much better plan of attracting students than this system of bonuses is to make the college course itself more interesting and more intellectually profitable. George Munro's magnificent endowment of chairs in Dalhousie College and the similar action of Senator McMaster, in McMaster Hall, are examples which we earnestly commend to Dr. Wilson and those gentlemen whom he may find able and willing to

become our benefactors. It does not affect our position to say that the benefactions that are being received by University College are not severally large enough to apply to such a purpose. It would be an easy matter to consolidate the funds received from these sources, and the aggregate result would be sufficient to endow a chair. Or it might be used to secure a short annual course of lectures from some outside Canadian or American scholar, such a course as, for example, Goldwin Smith delivers, in Cornell, or as Edward Freeman, Edmund Gosse and Sir William Thompson delivered recently in Johns Hopkins. Or it might become the nucleus of a loan fund for the use of students. This excellent plan is followed in some American theological colleges with the most beneficial results. But if we must have scholarships at all, they should not be allotted by the usual competitive examinations. Nor should they be available to students whose private means are amply sufficient to provide for their education. Let them rather be granted as a recognition of singular merit in original research or individual investigation, and when such a grant would be necessary to secure the continuance of similar intellectual activity. If our country is ever going to take an advanced position in the intellectual world it is only by original work.—*Varsity, on Scholarships*.

ENGLISH public schools, at present, though quite universal, are upon the whole elementary, and are supported by a combination of national taxation, local rates, weekly payments by parents sending children, and voluntary contributions. They are not wholly secularized, as the policy has been somewhat to divide the funds among denominations, and permit more or less explicit religious instruction. The demand of the Radicals is primarily for the abolition of the weekly payments. It is held that education is essentially a national function, especially now that suffrage has been made practically universal, and that the weekly payments press so hard upon the poor as either to actually cripple them, or else make them avoid the school-law by keeping their children from school. And the radicals not infrequently add that this education is a just debt which the wealthy of England owe to the poor as recompense for past spoliation. Mr. Gladstone in his manifesto treats the subject rather gingerly. He says that it is matter for discussion, not immediate settlement, and admits that his own mind is not made up in the matter. The following considerations weigh with him against free education: it might make education less valued if the sharers in it did not recognize that they had to pay for it; there is no reason for the state to assume any function which private enterprise, religious or secular, can do as well; the taking of the whole business of education into the hands of the state would increase the cry against instruction in the higher branches of culture, and reduce them to elementary training schools, and it would tend to abolish all religious element from instruction. Mr. Goschen, one of the ablest financiers and statesmen of England, who is as sincerely opposed to Radicalism as he is to Toryism, and who is waging an independent contest for his seat, is pressing these and similar arguments with great force. All we can say is that they are not justified by American experience.—*The University*.

Notes and Comments.

IN Dr. Grant's article in the EDUCATIONAL WEEKLY of December 3rd, "modifications" was printed for "mortifications," at the top of the second column on page 777.

WE invite the attention of all high school masters, and of the Minister of Education, to Mr. Millar's article on "Increased Legislative Aid to High Schools." We think Mr. Millar's contention, that the legislative grant should be increased, is, beyond all question, a sound one.

AMONG our contributors this week are Dr. Grant, Principal of Queen's University; Mr. Millar, Principal of St. Thomas Collegiate Institute; Miss E. J. Preston, of Ottawa; Mr. W. W. Jardine, Head Master, High School, Newcastle; and Mr. D. E. F. Wilkins, B.A., Bac. App. Sci., High School, Mount Forest.

WE have received from Port Dover High School and St. Thomas Collegiate Institute, their prospectuses for 1886. Each is interesting, and full of information useful to the intending student. That of St. Thomas is a little cyclopaedia in itself, and we are sure every pupil of the institution, whether ex-present or prospective, will prize it highly. It is just such an account as every school ought to have of itself.

THE last Monday Popular Concert was by far the most enjoyable of the series. Miss Beebe's singing of Kingsley's "Sands o' Dee" entered into the heart of every listener. When music and poetry unite, and are expressed by an artist who has soul as well as culture, the popular heart never fails to respond. The reason why much of what is called good music is not appreciated, is either because it is *not* intrinsically good, or because it is rendered mechanically.

MESSRS. GINN & CO., of Boston, who, by their enterprise, bid fair to become the Macmillans or Rivingtons of America, have in preparation a *Music Primer*, by G. A. Veazie; a *Greek Inflection*, by B. F. Harding, A.M.; and *Studies in Greek Thought*, by the late Dr. Packard, Professor of Greek in Yale College. This last promises to be a work of unusual interest. We have lately received several new books from this firm, reviews of which will appear shortly.

A VERY laudable attempt is being made to put the teaching of music in the Province on a professional footing. A provisional association has been organized, of which Mr. Fisher, the Director of the Toronto Choral Society, is President, and the intention is that this association shall include within its membership all properly qualified teachers of music in the Province. A meeting is to be held in the Normal School buildings, Toronto, on Dec. 29th and 30th, to forward the scheme.

OUR next issue, December 24th, we intend to make a special Christmas number, and leaving out the discussion of purely professional topics, we shall devote the space to interesting literary matter, poems, tales, biographies, sketches, table talk, and the like. The Christmas holidays should be devoted entirely to recreation. It is the general merry-making season of the world. As the Christmas number will be our fifty-second issue for the year, there will be no issue for December 31st. Volume III. will commence with January 7.

THE publishers of Webster's *Unabridged Dictionary* have just added to its other excellent features a "Pronouncing Gazetteer of the World," containing over 25,000 titles, and briefly describing the countries, cities, towns, and natural features, of every part of the world. Especial attention is given to the orthography and the recognized local pronunciation of every name. All essential information respecting the titles is also briefly given. With this addition "Webster" will continue to be, what it always in our opinion has been, one of the very best books of reference that the working student can possibly have.

WE have noticed in the reports of the meetings of some school boards that in making a redistribution of salaries for the purpose of giving to one or more teachers an increase of salary, the salaries of other teachers engaged have been reduced. It seems to us that a board attempting to do this must have a very poor opinion of the worth of the teachers they attempt so to degrade. Such an act should be considered tantamount to a request to resign, and should be unhesitatingly accepted as such by any teacher valuing his self-respect. Inequality in salaries there must always be; and it may be important to a board to secure the continued service of a teacher by raising his stipend—but this should never be done at the expense of another teacher in the same school. If it be done, the teacher mulcted should at once send in his resignation.

ONE of the strongest arguments in favor of university confederation is, that were it accomplished, the government would always be in a position to further the work of higher education by the establishment of new university chairs when necessary, by the enlargement of laboratories and libraries, and by doing freely and fearlessly what now it must do grudgingly and by *tours d'adresse*, since it would have at its back practically the entire Province—those who are opposed to higher education being comparatively few. This argument has been forcibly illustrated by the appointment of Dr. McCurdy to the position of Assistant Lecturer in Oriental Languages and Literature in University College. There is no doubt that the

institution of this new lectureship is due to accession of strength and credit which the Provincial University has received from the recent affiliation to it of St. Michael's College, McMaster Hall, and Knox College. By affiliation these colleges gain greatly, and no less so does the University. To us it is astounding that the other institutions of higher education, not affiliated or confederated, do not see that by keeping aloof, or by not working to secure some organic union with the University, they are hindering their own progress, and that of higher education generally.—Dr. McCurdy comes to Toronto with scholarship and experience and reputation. University College and its students are to be greatly congratulated on the appointment.

By the new School Act, trustees in incorporated villages not divided into wards shall, after the first election, hold office for two years each, instead of three years as formerly—the three who are to retire first, *i.e.*, one year after their election, to be determined by lot at the first meeting of the new board. The law does not provide for the transition from the old Act to the new, and some little difficulty has arisen. In incorporated villages under the old Act, two trustees retire at end of 1885, two were to retire at end of 1886, and two at the end of 1887. Upon enquiry at the Education Office, we find that the following course is recommended:—The two trustees who should have retired at the end of 1886 are to determine by lot which of them shall retire now—then the new board will consist of three old members and three new ones *viz.*, two elected to fill the places of those who retire at end of 1885, and one to take the place of the one whose retirement then was decided by lot. At their first meeting the six trustees will decide by lot which three shall hold office for one year only; the remaining three will hold office for two years. The memorandum received from the Education Department is as follows:—"The law requires (sections 95, 96) that the term of office of trustees in towns and villages shall now be for two years instead of three years as heretofore, but does not direct specifically the mode in which the change shall be effected. Following the principle laid down in section 95, sub-sec (2), the Minister recommends that the two trustees who would under the former law, have served a third year, shall decide by lot which shall retire, so that the new board will consist of three newly-elected trustees, together with the two who are serving a second year and one of the trustees elected for a third year. The lot can be cast as may be arranged."

We have no doubt our readers have read with interest and profit Principal Johnson's article in our last issue on "Joint Stock Companies." We congratulate Mr. John-

son on his recent election to a Fellowship in the newly incorporated "Institute of Accountants." He is, we understand, one of three who alone were elected. Mr. Johnson is Principal of the Ontario Business College, of Belleville, an institution which, to our personal knowledge, is doing excellent work in preparing young men for business and fitting them to act as accountants. The college has always been prosperous since its establishment in 1869, but under its present management it has far exceeded its previous record—its roll now including students from every Province, almost every State of the Union, and from the West Indies. We append the conclusion of Mr. Johnson's article, for which we had not room last week: "*Speculation in Stocks.*—The purchase and transfers of stock to which I have hitherto alluded have been genuine sales, and can be easily understood. There is a large amount of speculation in stocks, however, in which there is no intention actually to deliver and receive them. This is called "buying on margin," which, with the peculiar jargon used in connection with it, is not easily understood by the uninitiated. A contract is made through a broker to buy a certain number of shares of some particular stock at a fixed price within so many days—a margin, say five per cent. of the amount, being placed in the hands of the broker. Should the stock rise in the market, the speculator may order his broker to sell, and after paying him his commission pocket a handsome profit. On the other hand, should the stock decline, the speculator must keep up his margin by making further payments, and it may be that, no favorable turn taking place immediately, he is unable to continue to carry the stock, and loses all he has invested. It will be seen that this kind of speculation simply amounts to a bet that a particular stock will be above a certain figure in the future. If it prove to be, the speculator wins, if not, he loses. Some curious phrases are used on 'change, such as "bulls" and "bears," "corner," "short," "long," and "put" or "call." The name "bulls" is given to those dealers who are endeavoring to force up the price of certain shares, and those are called "bears" whose object it is to lower them. A "corner" is the result of certain operations between these opposing forces. When it becomes known that there is a large number of "short contracts" out in a certain stock, advantage is taken of the fact by the buyers, who purchase all the shares they can get hold of, so that when the time arrives for the fulfilment of their contracts the holders have the "shorts" at their mercy. The latter are compelled to purchase at greatly advanced prices, and are "cornered" unless they can break down the corner, when the tables may be turned upon the "longs." A "put" or "call" is a contract whereby, for the payment of a small sum of money, one dealer may require another to take or deliver within a limited time, say one day, a certain amount of stock at a stated price."

Educational Opinion.

THE WRITTEN EXAMINATION CRAZE AND WRITTEN COMPETITIVE EXAMINATIONS.

"ON both points," says Mr. Houston, "I can heartily agree with Principal Grant, if I may be allowed to define my position for myself." But it is impossible to learn from his definitions wherein his position differs from mine. He announces that, "the trouble with Principal Grant and those who think with him," such confused thinkers, I suppose, as Professor Chrystal and Sir Lyon Playfair, "is that he lays the blame on the wrong element in the system he condemns." The only proof Mr. Houston gives that we do not know what we are talking about is that there are a few scholarships in Queen's awarded on "written competitive examinations." As he puts it, "So far is Principal Grant from seeing clearly where the trouble lies that he persistently and successfully encourages written competitive examinations in his own university"!

What I understand by the phrases with which this article is headed can be explained briefly. By the written-examination craze is usually meant that reliance on a uniform system of written examinations conducted by outside examiners that has taken the place of trusting teachers. In some countries this "system" runs through the common schools, the high schools, and even the universities, when these have consented to degrade themselves from the position that belongs to them historically. While the system is bad from first to last, its results are worst in the common school, because not only are the brains of young children unfitted to stand the strain without injury, but their fingers are scarce able to hold the pen with ease. But on this point it is enough to refer to what I wrote in the *Canada Educational Monthly* last year and in October last. Surely Professor Chrystal's warning that from "the iron tyrant examination we get only a well-known enervation of mind, an almost incurable superficiality," should be heeded, even if he did not offer a substitute for such a system. He who calls attention to a disease is a benefactor, even if he does not at the same time prescribe a remedy. But every one who has written on the subject does suggest the substitute. They say, in effect, take the proper means to get good teachers and trust them. Add qualified inspectors for common schools, and you have all the elements for the solution of the problem. You will not secure uniformity by this means, but under no system can you get uniformity, and even if you could, it is not desirable.

Mr. Houston says that "the written competitive examination is injurious, not because

it is written, but because it is competitive." This dictum will not be accepted as final, either on its negative or its positive side. A moderate amount of competition is not injurious. All that we ask is that the competition be really fair, not calculated to evoke evil passions, and above all that it be of a kind that does not encourage cram. In the great majority of cases it cannot be fair where the competition is confined to a single written examination from which the teacher has been rigorously excluded; and in these cases cram, with its evils and evil consequences, is successfully fostered.

With regard now to the matter of scholarships, bursaries and medals, I fully concede Mr. Houston's right to criticise this or any feature of Queen's. We welcome fair criticism from every competent critic. Every university worthy of the name is a great public institution, and it should accept thankfully suggestions from every quarter. But, as Mr. Houston tells us that he "did not come voluntarily before the public" in the discussion that is going on about the scholarships in "his own" university, and further, that he has "never assailed scholarships on private foundations," I am slightly at a loss to understand either his voluntary position as regards us, or wherein he considers that we are offending. He knows that Queen's has never spent public money on scholarships. Toronto is now appealing to private persons for funds for scholarships, without protest from him, though he knows that it spends on such "money bribes" more than \$4,000 annually of public money. Not only have we never spent public money, but we have had too many more important objects to bring before our friends to trouble them about the small matter of scholarships. Our three appeals between 1869 and 1882, that brought in about one third of a million, were for endowment, buildings, library, and laboratories. So, too, with previous appeals. In asking last month for an additional quarter of a million, I stated distinctly that it was for new chairs, another building for the science department, assistants and tutors, some good travelling fellowships, library, museum, observatory and the laboratories. Not a word about scholarships or "money bribes" to attract students. All the money we give for scholarships, the theological faculty excepted that comparisons may be made fairly, amounts to something more than \$1,000 annually. What the attitude of our sister university has been is indicated by a friendly writer in an article immediately preceding the one by Mr. Houston, to which I am referring. He says, "Medals were often given without the slightest provocation, and a first-class honor man could not possibly escape one. The enemies of Toronto University used to say that there were more medals and scholarships than students

in the institution," and he implies that friends might have said so as well as enemies. Does Mr. Houston propose that with "bribes" offered to such an extent on one side of us, and to a still greater extent, according to the number of students, by McGill on the other side, Queen's should refuse to accept the few scholarships that her friends may be able to offer, after they have contributed twenty times as much for the real work of the university?

Or, is this the gravamen of the complaint, that our scholarships are awarded on written competitive examinations? Let me again point out that we do not object on principle to competition, and also that our examinations are "well-conducted." Mr. Houston is quite right in saying, though he says it in a tone that indicates that I or somebody challenged its truth, that "a well-conducted written examination" is an excellent thing. We give the professor his proper place in examinations. He is testing his students all through the session by written and oral examinations, by prescribing essays, by laboratory work, and in other ways, so that by the end of the session he and the students know pretty well to whom the scholarship or medal will fall. We have abolished class prizes, and though we have a few small bursaries, none of them are given on competition. Absolutely free to look at suggestions from a purely educational standpoint, we give them careful consideration when any critic, having first made himself acquainted with our methods, offers advice, all the more when the advice is offered in a friendly spirit.

During the session I will be too busy to continue this discussion, and I shall therefore leave it in Mr. Houston's hands for the next five or six months.

GEORGE M. GRANT.

LEGISLATIVE AID TO HIGH SCHOOLS.

It is common to hear praised our high schools and collegiate institutes. All acknowledge the remarkable progress they have made since 1871. Few, except those directly interested, notice how little their prosperity is due to any increased aid from provincial funds. Amended School Acts, revised departmental regulations, and improved programmes of study, we have had in abundance. The suggestions of inspectors have not infrequently brought a wholesome pressure from headquarters on dilatory and penurious trustees. Strange to say, though enjoying the advantages of a large surplus and distributing its tens of thousands among the various municipalities, Ontario scarcely gives a dollar more to the high schools than when Dr. Ryerson retired from the chief superintendency. That they deserve better treatment a few facts and figures will show.

In 1873 the amount given by the Legislature to the high schools and collegiate insti-

tutes was \$77,126. In 1883, the last yet reported by the Minister of Education, the total amount was \$24,990—an increase barely sufficient to meet the requirements of the additional collegiate institutes. In the meantime the expenditure of the Boards had increased from \$234,215 in 1873 to \$348,946 in 1883, the number of masters from 252 to 347, and the pupils from 8,437 to 11,843. It is to be observed that the increase in the number of pupils gives but a very imperfect view of the progress of the schools. Uniform written examinations for admission were not held until the fall of 1873, and the official report of Dr. McLellan, as well as the previous one of Professor Young, tells in no mistaken terms the average standing of the high schools and collegiate institutes in those days. If attainments are to be taken into consideration, it may be safely asserted that the numbers in attendance have at least doubled since 1873. Take, for instance, the number of H. S. students matriculating at the various universities. In 1873 there were 94 that matriculated, while in 1883 the number reached 277—an increase of 200 per cent. In 1873 there entered the professions 290 H. S. students. In 1883 the number was 868—also an increase of above 200 per cent. It is evident from this that the so-called primary object of the high schools is not neglected. The late and previous Convocation addresses of the Principal of University College fully bear out this view. The classics have not suffered by the abolition of the Latin text, while the greater attention to the English branches has brought into harmony our high and public schools. The testimonies of county inspectors to the good influence of the high schools on our public school system, may be taken as conclusive.

It is in the matter of preparing candidates for the teachers' examinations that an unanswerable plea may be urged for increased legislative aid to the high schools. In 1873 the total number obtaining second-class certificates in all the counties of Ontario was 164. In 1883 the number reached 1,071! It is now well known that the work of preparing candidates for the third, second, and even first-class teachers' examinations, has been thrown almost entirely on the high schools. It was not always so. The Province once paid for manufacturing its teachers. At present the high schools do the work, and our Legislature makes the municipalities "foot the bill" by direct taxation. It is well known to those conversant with educational matters, that when the present Government, or rather that of Mr. Blake, came into power in 1871 the plan of Dr. Ryerson was to have built several additional normal schools. The one at Ottawa was erected. Kingston was to have another, and London, Woodstock, St. Thomas, etc., urged by deputations their respective claims on Mr.

Mowat for one of the two or three others that the west was entitled to. Both parties admitted in the House the necessity of having more normal schools erected. By figures and elaborate tables in the *Globe*, Ontario was shown to be far behind the neighboring States in this matter. The *London Free Press* said *ditto*, and the Conservative papers of several aspiring towns supported the ministerial policy. Had the plan—no unreasonable one—been carried out, the Province would have been obliged to expend some half a million dollars in buildings, and the annual estimates for normal school purposes would be at least forty or fifty thousand dollars more than at present. Good advice is supposed to have been given to Mr. Crooks by Inspectors McLellan, Buchan and Marling, as to the existing machinery of the high schools. The present Minister of Education is to be congratulated on the establishment of the present county model schools. The Province is to be congratulated on the unmistakable success of the scheme and the enormous saving effected, but the school boards can scarcely be complimented on shouldering, without a murmur, the heavy expense saved to the Government.

The plan adopted in Ontario is novel. In no country that I am aware of has the State utilized the secondary schools in doing a work so strictly national as the training of teachers. Our system has been found as successful in practice as it is sound in theory. Why should an injustice be done to the high schools which have contributed so much to keep up the provincial surplus? If forty or fifty thousand dollars were added to the present grant, the bitterest opponent of the Ontario Cabinet could not say the cost of training teachers was excessive. It would furnish local authorities much needed help in keeping up the schools.

It is also to be regretted that several excellent opportunities have been missed for giving even a slight additional grant to the high schools. When it was thought wise to do with two inspectors instead of three, most H. S. masters (candidates for the inspectorship excepted) said no doubt the \$2,000 saved would be added to the H. S. appropriation. Not a bit of it. When the cost of examinations to the department was saved by the imposition of fees on candidates for certificates at the intermediate, it was felt by many that this extraction of money would come back to the people in the shape of another \$4,000 to the high schools. There is disappointment again. The abolition of the depository—a needed reform—has saved thousands to the provincial exchequer. It has not helped boards to go without the 100 per cent. in supplying libraries, maps, and apparatus. Justice would have suggested an increase to the legislative grant to make up for the loss. And now when increased de-

mands are made on boards for school equipments, there is an additional argument for more liberal support from the Legislature. Why not let the present appropriation be applied on the present sound basis and an additional appropriation be made by the Legislature to meet the requirements of equipments? If this is not done it is to be feared that the experience of the intermediate, with "prices" falling for successful candidates from \$33 to \$3, will not readily convince trustees that a liberal expenditure for the large equipments now demanded can be recouped from the present legislative appropriation.

It will thus be seen that the policy of the Legislature, so far as the high schools are concerned, has been to throw additional burdens—the heaviest of them really national—on the municipalities, and thus to lessen provincial expenditures. Even in the matter of the training institutes the statement holds good. The normal schools formerly turned out all first-class teachers. Relieved at first of the non-professional work (turned over to the high schools), they were subsequently relieved of professional work. Now, for the insignificant sum of \$300 a year an institute is to do work, which, if well done, should be worth to the Province five times that amount. Upper Canada College is passed over and left to educate at the national expense the young aristocracy of Toronto, while the very important work of training first-class teachers and H. S. masters is to be provided in this case also (*minus* \$300) by direct taxation!

My belief that these views are shared by many who have given attention to the question, is my excuse for bringing the matter of increased legislative aid to high schools to public notice.

John Willar,

DEFECTS OF EYESIGHT IN SCHOOL CHILDREN.

MY attention was drawn to this subject some time ago by the difficulty I found in securing a proper position of the pupils while writing. (I am speaking now of the junior third class.)

I noticed that they brought their eyes much nearer their work than in reading. I began to observe them more closely, if possible to discover the cause and how to prevent it.

The result of these observations, which have necessarily been of the most primitive description, I have embodied in the following paper, along with the views and opinions of several leading physicians and oculists which I have read on the subject:—

I became convinced that the cause lay either in the complete absorption of all the

mental powers in the performance of one act, and the consequent swaying of the physical powers by the mental emotion, or that it was due to some defect in the organ of vision; and I was led to the conclusion that the former, if long continued, is likely to produce the latter. I have noticed that pupils who could read ordinary print at from ten to sixteen inches from the eye, when they commenced to use the pen, would bring the eye to within six or eight inches of their work, partly open their mouths, and follow with their tongue each movement of the pen, gradually (in their utter absorption) approaching the eye closer and closer to the work until it is not more than four inches from the paper. And this does not occur in exceptional cases, but seems to be almost invariably the rule. It is true, that as they become more familiar with the work, they gradually come to look less closely at it, but even among adults we find few who keep the eye at the same distance from the paper while writing as while reading.

I have often watched pupils in the lower forms reading. A child may be holding the book at a proper distance, but when he comes to an unfamiliar word he seems to concentrate all his sight upon this new word, keeping his eye fixed upon it until it, as well as the preceding and following words, grows dim, and the pupil brings the book closer and closer to his eye; and in this way, I think, are often made the beginnings of myopia in those whose eyes had previously been normal.

Again, in the class-room, while using their slates, the slate is held close to the body, the eyes glancing down in a slanting direction, which must be trying to the upper muscles of the eye, the slate being held in such a way that the work is but dimly seen, and there must be an undue strain on the muscles and the eye itself, as, the head being bent over the slate, there is an increased pressure of the fluids, caused by the accumulation of blood in the vessels of the eye from the stooping posture, just as in writing. Some one may say that no teacher should permit his pupils to sit in such a position. I would answer, that when a gallery class-room, perhaps imperfectly lighted, becomes crowded, a teacher has either to permit something of this kind, or shut his eyes to a vast amount of copying from the slates of others.

In order to read comfortably (provided the eye be normal), the following things are requisite:—Pure air, a sufficient amount of light coming from a proper direction, the book or paper to be at a proper distance from the eye, and suitable type and paper.

"Impure air," says one, "may have a bad effect upon the lungs, but surely cannot directly affect the sight." Dr. Loring, of New York, (an eminent oculist,) says: that

"Vitiating air has an irritating effect upon all mucous membrane, and the mucous membrane of the eye is peculiarly susceptible to its influence."

But what constitutes a sufficient amount of light? It was decided some time ago by a number of German oculists and scientists, that each individual requires, at the least, a pane of glass fourteen by seventeen inches. This light should not fall directly upon the eye, but upon the object, and be reflected into the eye.

There are diverse views as to the direction from which it should proceed; some favoring from the right and some from the left side, while others prefer it from above. I myself cannot read comfortably for any length of time unless the light falls upon the page from over the left shoulder, but this I have found is owing to a slight weakness in the muscles of the left eye. As long as the light falls on the page, so as to be reflected at the proper angle into the eye, it is, I think, all that is necessary; and this angle seems to me best produced by light falling from behind and a little above the head, so that a ray of light passing from the window to the page would not be obstructed by the head.

Can we not have our class-rooms lighted in such a way that, while the pupils would be benefited, the eyesight of the teacher would not be gradually ruined, as is being done in many class-rooms to-day, by the light from the windows falling directly upon his eyes?

Then as to the distance at which the book should be held. This will of course depend upon the size of the type used. For ordinary print (such as Small Pica, about what is used in the New Third Reader), many oculists consider that the proper distance is from eighteen to twenty inches, but Noyes says there can be no fixed standard for such distance. Most physicians, however, agree, that when an individual holds a book or paper nearer than ten inches, there is some visual trouble.

As to type, many think it should not be smaller than one and a half millimetres, or even one and three-fourths, for children's books, and the distance between the lines not less than two and a half or three millimetres. (A millimetre is one twenty-fifth of an inch.) In most school dictionaries the type is very small, being printed in "Agate," which is only one millimetre, while the definitions are in "Pearl," which is $\frac{3}{4}$ of a millimetre, and the distance between the lines is only one millimetre.

Here is one instance where our pupils, as they advance from the lower to the higher forms, find an additional tax upon their sight, which must be very trying to those whose eyes or bodies are not strong. The type must not be too large, for either the lines will be too long, or else the lateral

muscles of the eye will be too often and too quickly called into action. The one-sixteenth of an inch is the smallest type which the normal eye can read comfortably for any length of time.

Pale cream-tinted paper is considered less fatiguing on the eye than other shades, but it must be of a good quality, or it will not take the type in clear and well-defined outlines.

In looking over a medical journal not long ago, I noticed the following:—"The deterioration of the physical man is one of the penalties we pay for our mental advancement; and the most noticeable is defective eyesight, particularly in children and younger people of the present generation." And I was led to ask myself, is this true? are we really with each succeeding generation becoming wiser and weaker? and if so, what are the causes which are producing this effect? Are they decrees of Providence which destine our race to slow but sure decay, like the races of the dim and prehistoric past, of whom we know so little, and whom we can scarcely realize as ever existing? If so, then we must accept the inevitable and bow to these decrees. But is it not more reasonable to suppose that this decline of physical force is due to natural causes, lying within the line of the preventibles, and which it is our duty at least to try to prevent? But some contend that this is not true, and tell us that men are stronger to-day than they were a century ago. I have not lived long enough to make any personal observations in this respect, nor have I studied the subject profoundly enough to give an original opinion, but from the opinions of men who have studied the subject in all its bearings, I have been led to the conclusion that, so far as defective eyesight is concerned, it is true, and that this defect is being produced (or exaggerated) by one phase of our advanced educational system. I refer to the too early placing of schoolbooks in the hands of young children, and by this means taxing to the utmost the soft tunics of the child's eye.

When we look at near objects the crystalline lens of the eye assumes a convex shape, and this convexity is inherent in the eye of a shortsighted person. When, therefore, a young child has looked for four, five, or six hours per day at small printed characters, for weeks, months and years, it is only reasonable to expect that the growing lenses will gradually take a greater convexity of form.

We rarely now see a man who has followed intellectual pursuits but he requires glasses, even before he has reached middle life. This should not be; man's powers, both mental and physical, should be in their prime at forty, circumstances being favorable. And we see that the illiterate man has the advantage in this respect over his more

cultured brother, as his sight is generally not impaired to any great extent. At forty, though he may have been using his eyes just as much as the other, only on different objects and under different conditions. I think it was Humboldt who said that "among many thousands of American Indians, he never met with a case of natural deformity of vision." I believe there are few who have reflected on the subject, but will agree that defective eyesight, like many other diseases, is the offspring of civilization. There are so many forms of it that I have found it difficult to simplify them, but shall try to speak only of those which are most common, and which we frequently meet in the schoolroom and among our friends and acquaintances.

First comes myopia, or nearsightedness, to which I wish more particularly to call your attention; which seems to be the most common, embracing a multitude of minor errors of refraction, and bearing in its train a host of evils, not alone inconveniences, but diseases of various kinds.

When, therefore, I use this term I do not mean any special form of the disease, but only in a general way to express shortsightedness of any degree.

Next there is hyperopia, or farsightedness, also having many divisions, but on which I shall not dwell, as I have personally met with few cases of it.

Then there is squinting, a very common defect, and nearly always including myopia. It is caused by medical men strabismus, and often cured by medical treatment. It is an error of accommodation, and is caused by the contraction or paralysis of some of the muscles of the eye. It may be either up or down, divergent or convergent, the two latter being the most common.

By accommodation is meant the focalizing power, or the power possessed by the eye for adjusting itself to different distances. All persons who squint have defective sight, generally using only one eye, the other being out of focus.

I fancy that the vertical squint (as we might call it) is more hereditary than the lateral, as I know a whole family of children who had a contraction of the upper muscles, and a father and two sons who had the downward squint.

I might mention here a peculiar twitching of the eyelids which we sometimes see in pupils. They seem to take it when excited, either pleasantly or otherwise. It is quite beyond the control of the will, and is generally the accompaniment of some nervous trouble, which may yield to remedies or time, but often becomes permanent, and is always a defect of sight. I once had a boy in my class who was thus affected, and who often escaped almost unpunished, as I did not consider it safe to excite him.

Then we have ingrowing eyelashes, a very troublesome and annoying form of eye-disease. Both of the latter, however, belong rather to the physician than the teacher, so we will leave them, only remarking that when either of the latter cases, or even squinting, is found among our pupils, we should try as far as possible to place the child thus afflicted where his defect will not be brought prominently before the other pupils. Human beings unconsciously exercise such a powerful influence upon each other as to affect the body as well as the mind.

I read, not long ago, in a report of Dr. Banks, president of the Academy of Medicine, in Ireland, the account of the case of a young lady, who had the lashes of one eye changed from black to white, which the Doctor attributed to the annoyance caused by the persistent staring of a cross-eyed admirer, who had white lashes on his defective eye.

I would not say, positively, that a pupil will squint from looking at one who does, but I think we are so much the creatures of imitation that there is a possibility of such a thing. I myself never hear a foreigner speak broken English but there comes over me an almost irresistible desire to speak broken English, too.

Nearly all defects of sight are contracted, or at least begin to develop themselves, comparatively early in life. Dr. Hotz, in the *Chicago Medical Journal*, says: "Children are seldom born nearsighted; myopia is not found among uncivilized races," and from observations made on the eyes of school children of various countries, he believes that myopia is caused by the adjustment of the focus and the visual axis of the eye to the distance at which the book or slate is held.

In a case of this kind it is very hard to separate the effect which may have been produced by school life from that produced by imperfect sanitary conditions at home, or the influence of heredity, and we must always take into account the very great power these two factors exercise over our pupils, mentally and physically. When we see a boy bring his work too close to his eyes it is no use for us to ask him if he is shortsighted; he may be very myopic and not aware of it, and answer "No," or he may have good eyes, but not knowing his lesson, answer "Yes," falling back on this as an excuse for his ignorance. We may test him in other ways, by asking him to look at some distant object, when he will likely frown or knit his brows in so doing if he is troubled with myopia. When a pupil, whose eyes are not inflamed or sore, often rubs them, or brushes them while working, we may be sure there is some defect in them. When I commenced teaching I on one occa-

sion detained a boy after school, for not doing work, which after-experience showed me that he could not see on the board from where he sat, being as I have since discovered, quite myopic. When a boy says, "I can't see it," or "The board shines," go and place yourself in his position, and if you, possessing good sight, can see it distinctly, you may be certain there is something wrong with his eyes, and be careful how you treat him. I fancy that I have noticed a peculiarly prominent eye in some pupils who had myopia in some form. Children with pale complexions, light eyebrows, and a tendency to scrofula, are more troubled with this disease than others.

It is often difficult to tell it, especially in its early stages. Sometimes it is accompanied with pain and irritation, but is often painless in its action, sometimes increasing very slowly, and at others with alarming rapidity. Persons thus affected are often fond of doing fine work, holding it close to the eye, apparently suffering no inconvenience from the strain on the eye. And there is in reality no strain, the object is held so close, and the space over which the eye travels is so small that there is but a slight tax on its powers of accommodation.

Many oculists think that hyperopia has a more hereditary tendency than myopia, but, as to the causes which produce the latter, they all seem to place school hygiene first, and heredity second. Dr. Hotz says, "I have noticed a marked increase of myopia as the pupils advanced from the lower to the higher forms." Donders says, "The distribution of myopia, chiefly among cultivated people, points directly to its principal cause, *tension of the eye for near objects*," and he further says, "The foundations of myopia are mainly laid, and are in fact usually developed, during school life." Loring, of New York, says, "Myopia is a disease of childhood, being formed nearly always between five and fifteen—other eye diseases may be formed afterwards, but myopia seldom." And he further stated that, "Compulsory education at an early age will fatally and rapidly increase it." Ribot (the author of "Diseases of Memory," and other works,) says, "Constant study creates myopia, and hereditary influence perpetuates it, consequently the number of shortsighted persons must increase in a nation devoted to intellectual pursuits."

E. J. PRESTON.

(To be continued.)

THE first edition of the new "Rudder Grange," by Frank R. Stockton, with A. B. Frost's illustrations, which consisted of 5,000 copies, was exhausted ten days before the book was issued. A new edition of 3,000 copies was immediately put on press.

TORONTO:

THURSDAY, DECEMBER 17, 1885.

HOW SHALL THE TEACHING
PROFESSION BE MADE
MORE PERMANENT?

It is evident that for the lower positions in both public schools and high schools, the number of available teachers is greatly in excess of the number required. From twenty to fifty applicants for one position is no uncommon number, and in some cases the number has been as high as one hundred and twenty! The salaries paid are, for the most part, not sufficiently large to tempt any one to remain in the profession, and they are kept low by the constant crowding in of new candidates, who underbid the experienced teacher, stay a little while in the profession; and then drop out.

There would be nothing economically wrong about this, if teaching were like a trade, the mere ploughing of land, or the chopping of wood. But when so vital an interest is concerned, the moral and intellectual status of the people, it is imperative that something be done to retain good and experienced teachers in the profession.

The rules of supply and demand, which may, properly enough, be left to govern contracts between men and men in ordinary business affairs have little validity in so "uncommercial" a matter as education. Education has long been, and necessarily will long be, something which the central authority must protect. Governments, as representing not the views of the narrow-minded and unthinking, but of the wisest and most liberal of our race, must see to it that the education of the people is not neglected, that it is afforded at the lowest possible cost, that its advantages are accessible to rich and poor alike, that these are availed of by both rich and poor, and that it is of the best quality possible. All this means paternal government, protection; and so, protection is necessarily a principle in the administration of the education system all the world over.

There must be adjustment of authority, however. Education must remain largely a matter of local provision. So the more wisely and carefully proportioned are the shares of local and central authority, and of local and central support, the more excellent the education system will be, and it will be found that the sole grounds for the central authority's interfering with the local

authorities in the work of education, are based on the necessity of protecting the people from what would result from their own illiberality and want of forethought, and are two:—(1) to secure the general diffusion of the blessings of education, and (2) to maintain its excellence, or raise or improve its quality.

Were it not for these two functions, which local governments are either unwilling or unable to discharge, the central government would have no business to interfere with the work of education at all.

This being so, it is plain that the duty of the central government is to protect—not the teacher, but the people. No principle of paternal government is valid whose protective effect does not reach the people as a whole, rather than a class to the hurt of another class. This is the reason why the imposition of a prohibitory fee should be objected to; it protects the teaching profession at the expense of the public. This is the reason, if it can be shown that entrance to the profession is too easy, and that our schools are being given over to mere boys and girls, to the detriment of education, that it is better that the standard of preliminary and professional education should be raised to secure a better supply, and so indirectly a less supply. For in this way education as a whole will be benefited, *i.e.*, by the improvement of the qualifications of all those who are engaged in its work, and at the same time the profession will be protected, though indirectly.

Another legitimate way of protecting the people directly in regard to education, and so indirectly benefiting the profession, would be for the central government (in this case the Provincial Government) to give to each board of trustees engaging a teacher of higher grade a certain fixed sum per annum, in Ontario say \$25 for each second-class teacher, and \$50 for each first-class teacher. There are in the Province, by the last report, 6,911 teachers, of whom only 211 have first-class certificates, and 2,167 have second-class certificates. The amount of the legislative grant which would be taken to carry out this proposition would be \$10,550 for first-class certificates and \$54,175 for second-class certificates, in all, \$64,725, or about one fourth of the legislative grant now made. This would simply be extending the principle now recognized as good in the distribution of the high school grant.

We venture to say that such a principle, once adopted, would do very much to spur teachers on to obtain higher grades of certificates, it would do much to prevent third-class teachers from crowding out teachers of higher grades, and the entire tendency of its working would be to give stability and permanence to the profession.

There is nothing unreasonable in the proposition. As we said above, the only business the central government has in interfering with the local authorities in the administration of the education system is (1) to secure a general distribution of the benefits of education, and (2) to see that the education given is in itself of the best quality possible. One fourth only of its pecuniary aid would thus be spent in helping to secure the last mentioned desideratum; the remaining three fourths are enough, in the present attitude of the general public towards education, to secure the first mentioned.

OUR EXCHANGES.

Hall's Journal of Health (New York: \$1.00 per annum) for November has its usual quantum of health papers, short, readable, and practical.

The School Music Journal (Boston: F. H. Gilson. 50 cents per annum) for November, contains several excellent pieces of music, and articles on "Children's Voices," "Singing Lessons for Little Children," by Daniel Batchelor, and "Lessons in Music for Public Schools," by H. E. Holt.

The Critic (New York: The Critic Company. \$3.00 per annum) for Nov. 28 and Dec. 5, is trembling with announcements regarding the Christmas books. Whether in its editorial or contributed criticisms, or in its selections, the *Critic* is always scholarly and refined. Its departments, "The Lounger," and "Notes," are always fresh and entertaining.

Harper's Weekly (New York: Harper & Brothers. \$4.00 per annum) for Dec. 5 has a fine full-page portrait of the late Vice-President Hendricks. This and the previous number have contained graphic illustrations of the wrecking of the Algoma. The "Supplement" with Nov. 28 contained a double-page photo-engraved reproduction of Hamilton Gibson's "Winter in the Woods," and many other illustrations from forthcoming new books to be published by the firm.

The Literary World (Boston: E. H. Hames & Company. \$2.00 per annum) for November 28 is a holiday number, and in addition to its large list of interesting advertisements making announcements regarding all the new books of the season, is full of interesting and readable criticisms on a large number of the more important of these. No one who wishes to keep himself "posted" in what is being done in American literature can do without the *Literary World*.

The Week (Toronto: C. B. Robinson. \$3.00 per annum) for Dec. 3 commences its third year, and marks the event by a change in its "make-up."

The *Week* has always been excellent, and wields today an acknowledged political and literary power. Among its recent contributed articles are two by John Reade, of Montreal, on "Hereditary Genius in America"—i.e., "United States and Canada," which we doubt not will long remain valuable chapters of history. We are glad to know that Professor Goldwin Smith, for some time seriously ill, is now recovered. Dr. Smith, it is well known, is the "Bystander" of the *Week*.

THE *Book Buyer* (New York: Charles Scribner's Sons. Monthly. 50 cents per annum) is the latest periodical venture for supplying criticism and general information concerning new books. A special feature is the giving of a beautifully engraved frontispiece with every number, generally a portrait, but in the Christmas number now before us is an exquisite engraving by Cole, of the Orleans Madonna by Raphael, well worth a costly frame. The Christmas number is really one of the daintiest things that have reached our table. Readable accounts are given of all the best new books, for the most part written by *literati*, and the pages are filled with specimens of the illustrations found in the books.

Latine et Græce (New Brunswick, N.J. \$2.50 per annum) for October opens a new year in the history of the undertaking, being now, as the name implies, devoted to Greek as well as to Latin. Dr. Shumway, the editor, is professor of Latin in Rutgers College, and the author of the well-known *Latin Synonyms*. *Latine et Græce* is a quarto in form, printed on beautiful white paper, and its make-up is very attractive. Its special features for the new year are reproductions of classical art (in this number the head of "Achilles gazing after the departing Briseis"—from a wall-painting of Pompeii), "Studies in Greek Synonymy," essays on "Phonetic Law," etc. This number contains also a full-page fac-simile reproduction of an old MS. of Virgil.

BOOKS RECEIVED.

Græced Reviews; or, Helps to Teach Pupils in Arithmetic, Geography, and Language: consisting of carefully graded work in these three studies, extending over a period of eight years. After new methods. By W. M. Griffin, A.M., and David Maclure. New York: A. Lovell & Company. 1885. 102 pp. 50 cents.

Stories for Kindergartens and Primary Schools. By Sara E. Wiltse. Boston: Ginn & Company. 1885. 75 pp. 30 cents.

A Treatise on the Adjustment of Observations; with applications to geodetic work and other measures of precision. By T. W. Wright, B.A., Civil Engineer, late assistant engineer, United States Survey. New York: D. Van Nostrand. 1885. 437 pp.

Applied Geology. A treatise on the industrial relations of geological structure; and on the nature, occurrence and uses of substances derived from geological sources. By Samuel G. Williams, Professor of General and Economic Geology in Cornell University. New York: D. Appleton & Company, 1886. 386 pp.

BOOK REVIEW.

A Shorter Course of Rhetoric. By C. W. Bardeen. New York: A. S. Barnes & Company. 311 pp. \$1.25.

The admirable feature in this book is its thoroughly practical nature, avoiding anything that distracts from its double purpose of furnishing simple general rules and ample practice on a well-graded scale of subjects. With the amendment of certain weak places in its own English, we conceive it to be a work peculiarly adapted to the present stage of educational progress when, while the desire is growing for a more rational and practical system of English teaching, many teachers will yet for some time need the assistance of a guide true to the real end and aim of education.

Manual of the Botany (Phænogamia and Pteridophyta) of the Rocky Mountain Region. By John M. Coulter, Ph.D., Professor of Botany in Wabash College, and editor of the *Botanical Gazette*. New York: Iverson, Blakeman, Taylor & Company. 1885. 482 pp. \$1.85.

This is a handsome volume, well bound and clearly printed, descriptive of the plants of the Rocky Mountain region—a region, roughly speaking, lying between the 100th and 112th meridians, and between the 35th and 49th parallels. For the botany of the Pacific slope and of the extensive region immediately north of the Mexican boundary, we have already as authorities Brewer's "Botany of California," Watson's "Botany of the 40th Parallel," and Rothrock's "Botany of the Wheeler Survey," while for the district east of the Mississippi (and westward of that river as far as similar conditions prevail) we have Dr. Gray's ever-popular manual, and Chapman's "Flora of the Southern States." The present volume is, therefore, particularly welcome, as covering the only portion of United States territory of which no satisfactory botanical account has hitherto been available.

In the matter of classification, the author has, in accordance with the now generally received view, elevated the Angiosperms and Gymnosperms to the rank of Classes, and subdivided the former into Dicotyledonous and Monocotyledonous Subclasses. He has also adopted the term Pteridophyta as synonymous with the older name, "Vascular Cryptogams."

The analytical key has been carefully made, but its usefulness is a good deal marred by the fact that the number of the Order only is given, and not that of the page at which the Order is described—a decided inconvenience. We also think a serious mistake has been made in not accentuating any of the botanical names. To the young student it is exceedingly embarrassing to encounter a name which he is just as likely to mispronounce as not, if, as is not uncommonly the case, his classical studies have not kept pace with his botanical ones. To a scientific enthusiast this matter of correct pronunciation of scientific names may seem a trifling one; to us, we confess, it seems well worth attending to, and we are glad to have so great an authority as Dr. Gray on our side. In his books the utmost care has been taken to mark the quantities in all Latin names. In the work before us we note, also, here and there, a lack of that exquisite care in the construction of sentences and definitions, so characteristic of the great American

botanist. For instance, the adjective "phanerogamous" is defined as "plants bearing flowers," etc.; and "perianth" is defined as "the leaves of the flower generally," whereas this would include stamens and carpels as well as calyx and corolla.

Apart from these details, the author has done a marked service to students of science in collecting into so handy a shape the scattered results of the labors of many different observers. We regret that we have not space to institute a comparison between our own Eastern flora and that of the mountain region. A cursory glance through Dr. Coulter's list, while revealing the names of some old friends, introduces us also to a vast number of new ones. As showing the effect of a difference of climatic conditions, it is interesting to note that while the region east of the Mississippi produces, according to Gray, but eight species of *Astragalus*, Dr. Coulter has described no less than sixty-four as indigenous to the mountain region.

Elements of Inorganic Chemistry—Descriptive and Qualitative. By James H. Shephard, Instructor of Chemistry, Ypsilanti High School. Boston: D. C. Heath & Company. 1885. 377 pp. \$1.25.

The author of this work is a practical teacher of elementary chemistry, and the methods he advocates are the results of his own experience. In his treatment of the subject he has kept in view its value as a means of education. His estimate of that value is worth quoting: "When properly taught, chemistry awakens and cultivates a spirit of investigation; it encourages the student to ask Nature questions, and it is unexcelled by any other branch of learning in the clearness and conclusiveness of the answers received; it insists upon the strictest habits of observation; it leads to the concentration of thought and energy; it educates the senses; it trains the hand to delicate manipulation; it exercises the faculty of reason and the power of judging; it affords useful information peculiarly its own, and thus forms an important part of a good, general education." Setting out with these clear views, the author proceeds to develop a method of teaching whereby he considers these valuable results may best be attained. The method as described by himself is eclectic in its character, embodying, he claims, the valuable features of a number of other methods. It contemplates "didactic instruction by the teacher: a good text-book, and as many books of reference as possible; much work by the student, who should keep a careful record of all work done, and who should recite frequently; and work by the teacher, either in the presence of the class, where the class is large, or by personal directions to the student when the class is small." The application of the method is described at length, and if faithfully carried out in practice could hardly fail to awaken in the young student's mind a real enthusiasm; though, for our own part, we are disposed to think that if the teacher is what he ought to be, it is better at first to keep the text-book out of sight of the class, and to direct their attention exclusively to experiments. It is of vast importance that the elementary notion of the science should be acquired in the proper way, and that is by observation and not by reading.

We may add that the mechanical execution of the work is all that can be desired.

Special Papers.

HOW FAR SHOULD A TEACHER AID HIS PUPILS?

(Concluded from last week.)

THE relative mental capacity of the various pupils will guide the teacher also in the extent and kind of aid given. The teacher should be quick at "taking the measure," so to speak, of his class, else one part may not be actively employed or interested, and the other is completely bewildered.

With the one it may be necessary merely to point out the milestones on his mental journey, but the other may need help at almost every turn, sometimes receiving encouragement, at other times warning. Now it does not follow that the former will alone be successful, and that the latter is a hopeless case. It may take him longer to comprehend the full meaning of his work—to "clear away the brushwood," but he may, like the tortoise, win in the long race. Indeed, a teacher is most correctly estimated by the attention he gives to those not so able to help themselves as others. It seems very pleasant to aid those who learn so easily, but we should not be wholly guided by our feelings, for the clever ones can aid themselves.

The object pupils have in view affords another opportunity for teachers to lend their assistance, though some scholars do not seem to have anything definite in view; the teacher can often aid such in settling down to something definite, and this is necessary in order to ensure success. It may be that for various reasons a student has not had good advantages, yet he desires to attain to a certain degree of excellence in the near future in order to take advantage of some position awaiting him. The whole-hearted teacher will gladly encourage laudable efforts in this direction, by lending his assistance.

We believe there is usually a time in the life of each person, which, if taken advantage of, may lead on to fortune, and possibly we can enable some to sail with the tide that leads to prosperity—shall we not do so? We believe that self-reliance should be taught, but it is not properly taught by permitting the pupil to plod along without help. Nor do we for a moment advocate help without the corresponding appreciation of the pupil and a desire on his part to help himself. The happy medium should be aimed at as nearly as we can determine it. Most of our balky horses become so through overloading them while they are learning to draw, so most of our dislikes to studies arise during our younger days of school-life.

You will perceive that much of the teacher's aid is given to help and teach the pupil to economise time, but there are other

channels into which the teacher should direct his attention, viz., to encourage and help his pupils to do what is right, to resist wrong influences, to build up character; in fact to develop what is good or capable of being turned to good in their dispositions.

As I said at the beginning, no definite answer can be given as to how far a teacher should aid his pupils, but I have indicated some of the considerations that will guide thoughtful teachers.

W. W. JARDINE.

For the EDUCATIONAL WEEKLY.

SYSTEMATIC PRONUNCIATION.—II.

How ought the word *vase* to be pronounced?

The writer had always been used in the old country to calling it *vāz*, giving to letter *a* its long Italian sound; though he had sometimes heard it called *vawz* by elderly ladies. Nor was he aware that a third pronunciation existed, until three months ago he crossed the border for a week. Staying at a little country town, he came home one afternoon to his hotel with a bunch of beautiful wild flowers in his hand (red and orange balsam and purple verbena, making a happy contrast), and asked for a becoming vessel to put them in, calling it a *vāz*. The waiter looked blankly at him. A little surprised, he changed the request to one for a *vawz*. To his astonishment the waiter said, "Excuse me; but I don't understand you."

Half thinking that the word was not found in the vocabulary of Michigan in any form, but that the notion was otherwise expressed, he hazarded *vaze*; and at once the ready servant ran to do his pleasure.

Upon consulting the dictionaries, he finds that Walker upholds *vaze*; while that author gives eight of his usual authorities for the common English long *a* sound and only one for *aw*, and, agreeing with Nares in condemning the latter as affected, describes it as dying out. On the other hand, five of his favorable authorities make the *s* sharp.

Webster and Stormonth again, say *vaze*; Worcester and Chambers, *vaze* or *vace*; while Nuttall, although this pronunciation was dying out in Walker's day, makes the utterance *vawz*.

The consensus of trained experience is, then, in favour of *vaze*.

Now, it is a right principle when a word is first adopted from a foreign tongue to pronounce it as nearly as possible in the foreign way, both in honesty and out of gratitude to the foreigners for helping us to express an idea for which we had no term of our own. But when the word has passed from literature into the speech of the educated and thence into the speech of the common people, or even when it has been used by the educated universally for a generation or so, it ought to be treated as

naturalized, and receive the English pronunciation best suited to its form.

The word *vase* has been in the language, at least since the time of Pope, who is cited by Worcester in its support; while it is employed by the unlearned equally with the learned. Its one vowel is followed by a single consonant and a silent *e*; and therefore, by perhaps our best sustained rule of pronunciation, it should have its common English long sound (no instance of the *a* in *ase* receiving any other sound occurring to our knowledge). Again, out of all the many words ending *ese*, *ise*, *ose* and *use*, we can only find three in which *s* is not pronounced as *z*, and out of the seven words that we can discover in *ase* (*base*, *case*, *chase*, *phase*, *phrase*, *erase*, and *diastase*), three at least (*phase*, *phrase*, and *diastase*) have the *z* sound, one (*erase*) is doubtful, and to another (*base*) we have sometimes heard the *z* sound given; and for this reason, while being supported besides by the balance of authority, we would give to the *s* in *vase* its flatter sound, hoping to see the less regular words set right anon by being spelt with a *c* or else differently uttered.

We decide, then, that the American pronunciation is right, and shall not again puzzle either our brethren of Canada or our cousins of the States by pedantry or affectation.

The same argument that we have used on behalf of the English pronunciation touching *vase* we may employ concerning *trait*. This word has been in the language for a hundred years at least, being older than Walker; and it is freely used by all well educated persons. Moreover, having lost in practice its other French meanings in which it was first used by some writers, of a delicate touch or stroke, it is now confined to a specific sense of one of the foreign generic meanings—to the sense of a feature of character; it has therefore ceased to be distinctively foreign, like *fantasia*, which meant any fancy, in Italian, and *reconnaissance*, which meant a taking knowledge or an acknowledgment, in French, but which have now come to mean respectively a light and varied piece of music, and a scouting expedition in good force.

Fantasia and *reconnaissance* have lost their original pronunciation and acquired a natural English one; why should not *trait*? A lexicographer as old as Webster could say, "It is time that this word, which has become thoroughly Anglicised, should be pronounced in an English fashion"; while even Walker allowed it to be uttered either *tray* or *trate*.

Chambers also gives it as *tray* or *trate*, and Stormonth as *trate* only; while Nuttall's is the one dictionary that stands out for *tray* absolutely.

By all means, therefore, let us make the *t* heard in future.

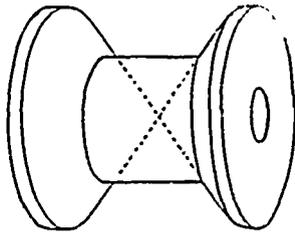
M. L. ROUSE.

Practical Art.

of the EDUCATIONAL WEEKLY.

ELEMENTARY DRAWING.—XI.

OWING to an unfortunate mistake of the engraver, the spool in fig. 19 was represented incorrectly; the proper form is shown below. As was stated in last paper it is based upon two cones and a cylinder, but it may be treated before the class in the following way: First, draw a cylinder of the proper length, with its axis horizontal; in the centre of the near end, draw the small ellipse



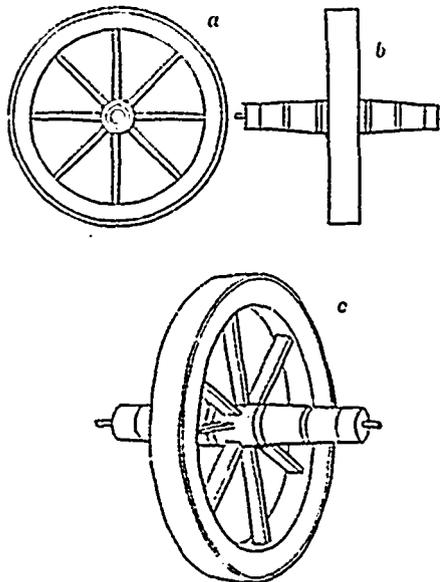
which indicates the hole through the spool; then a short distance from each end of the cylinder draw another curved line to show the thickness of the edges of the ends of the spool, and between these two lines draw a number of parallel curves to indicate the rows of thread when the spool is filled. Another way would be to commence with two parallel discs, the proper distance apart, with a hole shown in the nearer one; join their extremities and draw the parallel curved lines as before. After representing a spool filled with thread the teacher may represent it empty, as in the illustration.

If the drum *b*, fig. 19, be used as an exercise, it would be worth the trouble to obtain a toy drum, take it to pieces and put it together in the presence of the children so as to show them how it is made. They might be asked to draw each part separately first, and then to combine them as in the object. The different parts are, a hollow cylinder, two circular pieces of parchment stretched on rings, two wooden hoops, several leather loops and a piece of cord. It might be well to explain that the loops of leather are used to increase the strain on the heads of the drum and so make the sound clearer. No special instruction is needed as to the bottle and bell. It will be seen that the curves of the top end of the body of the bottle do not form an ellipse. One curve represents the front half of the circumference of a circle, and so is a semi-ellipse, while the other represents the arched shoulder. They should be drawn so as to meet somewhat abruptly. The ellipse on which the neck is placed is nearer to the back curve than to the front one. This helps to give the effect of the arched top.

The scissors, fig. 20, will be an interesting object. A moment's thought will suffice to show how it should be drawn. In *a*, commence with a vertical line and divide it into

two equal parts. This central point marks the position of the rivet fastening the blades together. It is evident that the points of the blades, the rivet, and the point where the handles touch, are in this line. The remainder of the figure is mere detail. In showing the scissors when open as at *b* the lines touching the top and bottom of each blade are drawn in any desirable position, crossing one another in the point where the rivet is, and a blade is drawn on each one. The dotted lines show the arcs traced by the points and handles of the blades while the scissors are being opened or closed.

In fig. 21 are shown three drawings of an ordinary wheelbarrow wheel; *a* is what may be termed a *side elevation*, and *b* an *end elevation*. These represent the wheel as it really is, and may be drawn to a scale. They are useful because they furnish necessary information regarding the construction of the wheel. The perspective drawing, *c*, shows it as it appears. It will be seen that the wheel is made up of a hub, an iron ring at each end to prevent it from splitting, and a pin in each end upon which the wheel revolves, of eight spokes, the felloes and a tire. The



hub is slightly conical, as it tapers towards the ends; the pins are cylinders; the spokes are parallelepipeds; the ferrules or iron rings and the tire are hollow cylinders, and the felloes may be treated as a portion of a disc. The spokes are mortised into the hub and the felloes, and are kept in place by the tire. In order to fix the tire on very tightly it is customary to heat it till it is nearly red hot, put it in place on the wheel and cool it quickly. The contraction of the cooling metal binds all the parts of the wheel firmly together. This is all that we require to know of the construction of a wheel; from this knowledge it should be easy to draw it.

In representing the felloes, when viewed obliquely, care must be taken not to draw

the two ellipses of the side, parallel with one another, as shown in *d*, fig. 21. The two principal diameters of the ellipse are of unequal length; one of them remaining as long as the diameter of the circle represented by the ellipse, while the other, being viewed oblique-

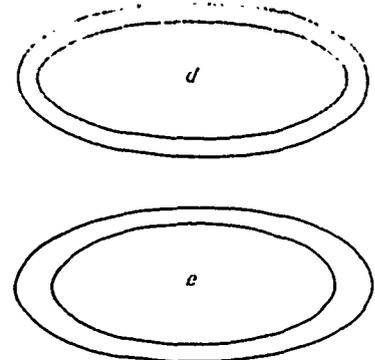


Fig. 21.

ly, is *foreshortened*. We must, therefore, expect that the part of the width of the felloes lying in the foreshortened diameter will appear to be foreshortened in a corresponding degree. This can be shown very clearly by drawing four or five concentric circles on a piece of bristol board or stiff paper and holding it so that the circles appear to be ellipses. It will be seen that the distances between the ellipses are greater along the long diameters of the ellipses than anywhere else. This principle is carried out in *e*, fig. 21, and in the felloes of the wheel, *c*, fig. 21. Another thing to be noticed in connection with the drawing of circles is that the front half always appears wider than the back half, and so the centre of the circle is not in the centre of the ellipse representing it, but is beyond it. The long diameter of an ellipse divides it into two equal parts, but these parts do not each represent a semicircle. From this it will be seen that the axes of wheels and such objects should be drawn a little to one side of the transverse axis of the ellipse. In the illustrations accompanying these papers this has not been done because it would be apt to create a difficulty if done before making this explanation, and the difference is so slight as not to alter very materially the appearance of objects.

Arthur H. Reading

A boy named Reid had his skull seriously fractured, while playing hockey at the Alliston School. Little hope is entertained of his recovery.—*Grey Review*.

THE Belleville School Board holds its teachers responsible for damages done to their schoolrooms and deducts the cost of repairing from their salaries.—*Port Hope Times*. Our contemporary is in error. The School Management Committee recommended such a procedure in a report to the board, but that body took no action.—*Belleville Intelligencer*.

The Public School.

For the EDUCATIONAL WEEKLY.

LITERATURE FOR ENTRANCE INTO HIGH SCHOOLS.

XVII.—AFTER DEATH IN ARABIA.

Ontario Readers—New Series. Page 272.

SUGGESTIVE NOTES AND QUESTIONS.

"Sends this to comfort." Sends what? How does it comfort?

"It lies, I know." What lies? Who knows? "And ye say." Used in prose?

"Weeping at the feet and head." At whose feet and head?

"I can see." In what way may a dead man be supposed to see?

"I am not that thing you kiss." The thing is the body.

"It *was* mine." Why is "was" italicized?

"Sweet friends." What other epithets are applied to the friends?

"What the women lave." The body washed for burial.

"Is a hut." In what sense is a body like a hut? a garment? a cage? What does Shakespeare say about "shuffling off this mortal coil"?

"I am quitting." Explain.

"No more fitting." Grown too small for what Longfellow calls "the soul's expansion."

"Like a hawk." How does a hawk fly?

"Love the inmate." Love the soul and not its habitation.

"From the splendid stars." Compare the wish and prayer of Paul, who groaned in the desire "not to be unclothed, but clothed upon."

"The pearl has gone." What is the pearl? Is a pearl precious? beautiful?

"The pearl, the all, the soul is here." Where?

"'Tis an earthen jar." What is?

"Allah scaled." The name given by the Mohammedans to God.

"The while." Meaning?

"Treasure of His treasury." The most valuable of His treasures.

"Let the shard." A broken fragment of any brittle substance. Compare Longfellow's,

"And his lifeless body lay,
A worn-out fetter that the soul
Had broken and thrown away."

"Now thy world is understood." In life "we walk by faith, not by sight," but after death "we see Him as He is."

"Long, long wonder." The ever present desire of a true man to understand the meaning of life.

"My *erring* friends." Meaning?

"While the man whom ye call dead, lives." For kindred idea read Longfellow's "Resignation." *There is no death, and She is not dead, the child of our affection.*

"A moment's time." The time is short, when compared to eternity.

"And *there* is naught." Where?

XVIII.—THE LARK AT THE DIGGINGS.

Ontario Readers—Old Series. Page 304.

AUTHOR'S LIFE.

Charles Reade, novelist and dramatist, born in 1814, was educated at Oxford, where he suc-

ceeded so well in his studies as to secure a fellowship. He was called to the bar in 1843, but paid little attention to the practice of his profession, and it soon became plain that his chosen career was that of literature. In 1856 appeared "Never too Late to Mend," the first of his really great novels. His other best known novels are "The Course of True Love," "White Lies" (1858), "Hard Cash" (1863), "Griffith Gaunt" (1866), "A Terrible Temptation" (1871), "A Simpleton" (1873). Of his dramas, "Masks and Faces" is the best known. Most of his works illustrate some social or public evil, and are conceded to be characterized by strong intellectual vigor and dramatic ability. The sketches of his life elicited by his recent death showed how popular he was with English-speaking people.

SUGGESTIVE NOTES AND QUESTIONS.

"The lark at the diggings." This extract is taken from Reade's "Never Too Late to Mend."

"Small squatter's house." What does *small* qualify? What is a *squatter*? Are there any in Canada?

"Premises." Other meaning?

"House was thatched." Explain.

"English was written on it." In what way? with ink?

"Furze bush." What is furze?

"Vertical oak palings." Meaning of vertical? Notice improper spelling of *palings* in some editions of Reader.

"Trees and shrubs of Australia." Name some.

"George's countenance fell." Meaning? Why did it fall?

"Most of them diggers." What sort of diggers?

"To tune his pipes." What sort of pipes?

"*Sotto voce*." With quiet voice.

"At home." Where?

"Trickled from fierce, unbridled hearts." Explain.

"*Dulce domum*." Sweet home.

"And they were full of oaths." Why is "they" printed in italics?

XIX.—OCEAN.

Ontario Readers—Old Series. Page 252.

AUTHOR'S LIFE.

George Gordon Lord Byron was born, 1788. His father was extravagant and Byron's education was neglected till he was eleven years old, when he inherited his uncle's title and estates. After spending some time at Harrow he went to Cambridge where he studied everything but the prescribed work. "Hours of Idleness" appeared in 1807 and being severely handled by the *Edinburgh Review*, was followed by "English Bards and Scotch Reviewers," in which signs of great poetical ability were plainly evident. About this time he travelled in Greece and Turkey. In 1812 he published two cantos of "Childe Harold," which made him famous. "The Bride of Abydos" followed in 1813, and "The Corsair" and "Lara" in 1814. Owing to an

unhappy disagreement with his wife he took a second tour of the Continent, where he completed "Childe Harold," "Mazeppa" and several dramas, and began "Don Juan." His life became so dissolute that his friends were glad to see him take up the cause of Greece against Turkey, since it gave an opportunity for the exercise of the better parts of his nature. He went to Greece and in a short time did much to encourage and organize the Greeks, but being caught in a rain-storm he was attacked by fever, and died in 1824, not long after his arrival in the country. He is one of the greatest of our many great poets, his poetry being marked by greater brilliancy and power than that of any writer of the century.

SUGGESTIVE NOTES AND QUESTIONS.

"Ocean." The extract is from "Childe Harold."

"Roll . . . roll." Notice repetition of roll.

"Ten thousand fleets." Exactly this number?

"Sweep over thee in vain." *Sweep* a good word? See "Battle of the Baltic."

"In vain." In what sense?

"Marks the earth with ruin." Destroys works of nature.

"His control." What lines rhyme in this piece?

"Stops with the shore." True?

"Save his own." What word is understood? Probably shadow.

"Bubbling groan." A true description?

"Without a grave." Why is this line not printed immediately under the preceding? How many syllables in the last line of each stanza? in the others?

"Unknell'd, uncoffin'd and unknown." A very powerful line.

"Thy fields." For similar use of *fields* see "The Shipbuilders."

"Are not a spoil for him." A source of gain.

"And shake him from thee." In what way?

"Vile strength." Cheap, common, unavailing.

"Spurning him." By the force of the waves.

"There let him lay." Any mistake?

"Armaments." Great fleets.

"Thunderstrike." Explain.

"Monarchs tremble in their capitals." Give historical examples.

"The oak leviathans." The ships are imagined to be huge sea animals.

"Their *lay* creator." Man formed from the dust.

"Vain title." Why vain?

"Arbitrer of war." Notice the incorrect spelling. The New Reader spells the word correctly. What does the expression mean?

"Yeast of waves." Alluding to the turmoil and foam.

"The Armada's pride." Tell something about the *Armada* and *Trafalgar*.

"Changed in all save thee." Changed in population, cities, customs and rulers.

"And many a tyrant since." In what *case* is tyrant?

"Has dried up realms to deserts." An allusion to the fact that the sites of many ancient cities are now deserts.

"Time . . . brow." Good line?
 "Glasses itself." Is reflected.
 "The image of eternity." In what respect?
 "I *wantn'd* with thy breakers." Played.
 "Upon thy mane." Upon the crests of the waves.

PHILETUS.

PRACTICAL NOTES ON PARSING AND ANALYSIS.

ALTHOUGH the teaching of parsing and analysis is admitted to be a valuable means of making the children in our elementary schools think and reason for themselves, it is generally looked upon by both teachers and scholars as a very dry and uninteresting subject. Not only so, but many who are practically compelled to take it, teach it in such a perfunctory and unmethodical manner that its whole value as a training for the mind is lost, and it degenerates into a mere matter of repetition and drill. The writer of this article, after a somewhat lengthened experience, is fully convinced that if proper methods are adopted the subject may be made not only valuable as an instrument of education, but full of interest to a class of children, not at all above the average in ability or attainments.

The two great principles which should be borne in mind in teaching this subject are: (1) That the *thing* itself should precede the technical *name* given to it; and (2) that in a sentence every word has a *precise and definite work to do*. By neglecting the first of these principles, children's minds are burdened with a list of names which convey no adequate meaning; by overlooking the second, children are too often left to imagine that a sentence is more frequently a random collection of words than a well-defined and exact method of expressing our thoughts.

The first step in teaching parsing will be, of course, the *noun*. Children should be asked to give the names of articles of dress, of things in the schoolroom, of animals, of trees, and of other things which a practical teacher will have no difficulty in suggesting. They should then pick out from their reading-books, or from sentences made by the teacher, all the names they can find. Plentiful exercise at this work will soon bring children to recognize any ordinary name when they see it. The next point will be to make them understand that all these names form a class of words by themselves, to which a particular name is given, just as men who work at particular trades are called by particular names, such as masons, carpenters, smiths, etc. Now, what do we call all these names? We simply call them "*names*," only, instead of using our own English word "*name*," we use a word got from a foreign language—*NOUN*.

It is of the utmost importance that children should understand that these two words,

name and *noun*, are the same, and that it would be quite as correct for a teacher to say to a child, "What is your noun?" or "What is the noun of this thing?" as to say, "What is your name?" or "What is the name of this thing?" This point thoroughly mastered, it will be found that there is very little difficulty in getting children to point out any proper or common noun, though abstract nouns and verbal nouns might be left to a later stage.

It is not at all a useless exercise to require children at this stage to pick out words that are *not* nouns; and it is well to remind them that every noun can take the word "*the*" before it.

The next step will be to write down a number of names on the blackboard (prefaced, if necessary, by one of the articles), and get the children individually to say something, or to make some statement about each one of them. It will be found that in nearly every case the children will, if possible, express some *action*, and it will be well at first to encourage this notion of words expressing action, and thus to form short sentences by writing down one or more words that make a statement about the name or noun. Children take great interest in this building-up for themselves, and the more exercise of this kind they can have at this stage the better. When they are tolerably expert at this work, the teacher should pick out the simplest sentences from the reading-book, make the statement *in the words of the book*, and then put "*who?*" or "*what?*" before the statement, getting the answers, of course, from each child individually. Then the questions should be varied; the teacher using the noun, and getting the children to make the statement in the words of the book by reading it from the book. Exercises of this sort at every reading lesson not only enable children to lay hold of the fundamental parts of the sentence, but give them a much clearer insight into the meaning of what is read, and go a great way towards producing "*intelligent*" reading throughout the school.

These two notions thoroughly mastered, the children should next have the proper names given them. The noun they already know, but the word that *states*, or *asserts*, or *says* something about the noun they have not yet had the name of. It is called "*verb*": *i.e.*, "*the word*," because it is the most important word in a sentence, and we cannot possibly form a sentence without one. We may do without the noun—as we shall learn later on—but the verb, or asserting word, must be there; and just as we call the most important book in the world, "*the book*" (Bible), so we call the most important word in the sentence, "*the word*" (verb).

Every-day exercise continued for a considerable time should be given upon the noun

and verb, and nothing further should be attempted till the former, and the simpler forms of the latter, are thoroughly mastered. It will then be necessary to introduce the "*helping verbs*" "*have*" and "*be*" in their different forms and parts; and the children should be accustomed to give nouns, and to make statements about them which shall contain parts of these verbs. The great secret of success here, as elsewhere, lies in constant repetition of the work till the idea is thoroughly mastered.

What should come after the noun and verb is matter of opinion and debate, but it seems to us that as the pronoun is so constantly before the children, its use should be introduced next. How highly important is the work done by this class of words may be easily shown if the teacher will form some rather long sentences without introducing pronouns at all. The children will readily see that, unless we have some words to take the place of nouns, our talk will be very funny indeed; and they can find very interesting practice by looking through sentences in their reading-books, taking out the little words that stand instead of nouns, and putting nouns in their places. These little words are, of course, quite familiar to them; they use them every hour of the day; and the teacher will find no difficulty in getting his class to make up a pretty complete list of them, with the exception, perhaps, of *thou*, *thine*, *thy*, *ye*, which must be supplied by the teacher. Then should come the name given to all these words; they stand "*for*" or "*instead of*" names, therefore they are called by a word which means "*for*, or *instead of name*," *viz.*, "*Pronouns*." Not until the words themselves are well known, and recognized at a glance, should the names be introduced.—*From the Teachers' Aid*.

THE people of School Section No. 10, on concession 10, of Puslinch, have had erected a very handsome stone schoolhouse, probably the best in the township. The building is a large one, its dimensions being 50 x 30 ft. It has a maple floor, and a concave ceiling 17½ feet high. The windows and doors are all arched, the roof is of a new style, specially designed to make ventilation easy, and the interior finish of the structure is simply elegant.—*Guelph Daily Herald*.

ON Monday, Dec. 7th, Mr. M. L. Rouse, of Toronto, delivered before the Modern Language Club of University College, his lecture on music in speech. Mr. Rouse believes that the utterance of the vowel sounds, in a certain order, produces musical scales, one for the long vowels, another for the short vowels, also two other scales when the utterance is not vocal, that is, whispered. Mr. Rouse has also discovered a curious analogy between all the known consonants in speech, and all the known musical instruments. The lecture was listened to with great interest and elicited much applause.

Educational Intelligence.

EAST VICTORIA TEACHERS' ASSOCIATION.

THE semi-annual convention of this association was held in the Union School, Lindsay, on Friday and Saturday, November 6th and 7th. The convention met at ten o'clock, on Friday, Mr. O'Connor, M.A., president, in the chair. In his opening remarks the president referred to the teaching of physical science, and argued that it should constitute a part of the public school course, and should be taught objectively.

Then followed a discussion on the curriculum for third-class certificates, which was joined in by a large proportion of the teachers present. The general impression appeared to be that though the number of subjects seemed large, yet none of them could be left off, and the standard of efficiency kept up. The character of the examination papers set was condemned, and the opinion expressed that they were calculated to puzzle the candidate rather than test his knowledge of the subject. The question of options was taken up, some being of the opinion that the language options were out of place in a curriculum for public school teachers' certificates.

In the afternoon Mr. Milner read a scholarly and highly-finished paper on the "Cultivation of the Imagination," which was well received and greatly appreciated by the teachers present. Mr. O'Brien then explained his method of teaching writing. He showed how the letters were formed from a few simple curves and lines, and discussed the various methods of pen-holding, positions of sitting, enforcing the fact that it was of the utmost importance to begin right in these matters.

In the evening Mr. B. Earle, of Peterboro', delivered a lecture, entitled, "The Poet Reflects the Age."

On Saturday morning the questions in the Question Drawer were answered where possible, and discussed where not. Mr. Knight then explained the plan of holding township institutes instead of the semi-annual conventions, and was authorized to make what arrangements seemed to him best for introducing them.—*Condensed from Canadian Post.*

COUNTY OF CARLETON AND OTTAWA TEACHERS' ASSOCIATIONS.

THE County of Carleton Teachers' Association and the Ottawa City Teachers' Association on Thursday, Nov. 5th, began their annual session in the Normal School. The city teachers met down stairs, while the county teachers were gathered in the lecture-room up-stairs. In the county teachers' meeting

the committee appointed to report on the advisability of establishing township associations, made their report. Mr. McElroy, delegate to the Provincial Association, gave an account of the proceedings in Toronto.

The election of officers for both associations for 1886 was proceeded with, and the result is as follows:—

OTTAWA ASSOCIATION.

President—Mr. J. Tanner, Prin. C.S.E.
Vice-President—Miss Shenick, Model School.

Sec.-Treas.—Mr. Wallace, Ottawa Col. Institute.

Delegate to Ont. Teachers' Association—Mr. McMillan, Ottawa Col. Inst.

Executive Committee—Mr. Glashan, I.P. S., city of Ottawa; Mr. Jolliffe, Ottawa Col. Inst.; Mr. Bowerman, C. S. W.; Miss Butterworth, Model School; Miss Preston, V. W. P. S.

COUNTY ASSOCIATION.

President—J. S. Heindricks, Richmond.
Vice-Pres.—Miss Lucy Richardson, unanimously.

Sec.-Treas.—Mr. Hunter.

Delegate—J. H. Moffatt.

Committee—Messrs. Hill, McElroy, Fitzpatrick, and Misses Steadman and McEwan.

On Thursday afternoon a lecture was delivered by Dr. McLellan on the subject of "Literature in Public Schools." At the conclusion of the lecture a discussion followed. Mr. Heindricks read a paper on "Vocal Culture," showing the hygienic advantages to be derived from it as a school study, its hygienic effect being to cultivate pure tone and to thoroughly develop the voice. Mr. Jolliffe next read a paper on "Our Profession," dealing with the subject in its many details and applications. He asked which was of the most public benefit:—the school teacher who was developing the mental strength of the children of the country and instructing them in the onward steps of progress or the second-class government employee? Yet the latter received more remuneration for his labor. This was one of the injustices the teacher had to contend against. He urged unity among teachers, and advised them to mix more with the people outside of their duties, and endeavor to break down the stone wall of want of appreciation which now surrounded them. Mr. McMillan, in speaking on this subject, said that teachers were poorly paid, and advised them to make themselves necessary to the schools and they would command better salaries. Dr. Thorburn, late of the collegiate institute, and Mr. Campbell, also spoke at some length, and mostly in harmony with the preceding speeches.

In the evening Dr. McLellan lectured on "The Training of Teacher and Parents."—*Condensed from Ottawa Daily Free Press.*

LONDON TEACHERS' ASSOCIATION.

THE second semi-annual meeting of this association was held on Friday and Saturday, Nov. 20th and 21st, in the Central School. The attendance was very large.

On Friday morning a paper on "Composition" was read by Mr. Steele. On this all-important educational subject Mr. Steele stated that composition should be taught the children when young; that the preferable manner of primary teaching was by objects; that as soon as the pupil could describe an object he should be instructed in the proper use of conjunctions and punctuation, and warned against tautology; that the object of teaching was not merely to teach the pupil an idea, but to teach him to express the idea correctly; that more pains should be taken in teaching the correct manner of correspondence and the filling out of business and legal forms.

In the afternoon Prof. Tyndall gave an excellent exhibition of the elocutionary department of teaching the reading lesson. He laid especial stress on the teaching of articulation, emphasis and inflection in the pronunciation of words. He then gave an admirable rendition of a select subject, which awoke the hearty appreciation of the association. Miss Simpson, secretary of the association, then gave an admirable lesson on reading, having a class of her pupils present. After a course of tentative questioning, she gave samples of her reading in clear, expressive and distinct tones, showing that she was well qualified to handle such a task. She adopted the natural and conversational method of teaching, and by the manner in which she secured and retained the attention of the association, as well as her class, won the encomiums of those present.

Mr. William Logie then took up the question "Necessity for Brain Rest." He spoke of it as being the most important subject that should be in the curriculum, and referred to the fact that Mr. Steele had given an eloquent plea on behalf of composition, but that brain rest takes a more eminent position, as through it we derive sufficient energy to enable us to perform the duties devolving upon us. He then indicated five health requisites; 1, muscle; 2, food; 3, pure air; 4, cleanliness; 5, brain rest. The various organs of the human body are dependent on the brain and spinal cord for efficient functional activity, and therefore it is of the greatest importance to discover by what laws we should be governed in order that the brain centres may be enabled to perform their manifold duties. The laws governing the nervous system are numerous—(1) proper blood supply; (2) regular exercise; (3) regular habits. In regard to the first, oxygenated blood in quality and quantity is as necessary

for the brain as any other part of the human system. It regenerates the exhausted tissues with new life and partly compensates for the waste that is continually taking place there while the various functions are in a state of activity. The waste always exceeds the repair during brain activity, but during the hours of repose the opposite state exists—the repair exceeds the waste.

On Saturday morning a paper on "Geography" was read by Miss F. Buckle. Miss Buckle strongly favored the teaching of geography in the primary classes, but that it should strictly pertain to home and native land. She held that the geography taught in the primary classes should be "physical geography," mathematical geography not being touched until the pupil was considerably advanced. At the close of Miss Buckle's essay the question was asked, "In teaching geography do we, as teachers, bestow enough attention upon mathematical instruction?" Miss Yates said she thought teachers did not bestow enough attention upon mathematical geography, and, in her opinion, the pupils would take a greater interest in the study if more mathematical instruction was given. This seemed to be the unanimous opinion.

The question was then asked: "Is the giving of marks beneficial to the pupils or otherwise? If beneficial, is it sufficiently so to repay the time and trouble it requires?" Opinion on this point was varied, but the majority were in favor of giving marks for lessons, but not for conduct.

In the afternoon Mr. R. M. Graham read an essay on "Examinations." He pointed out the aims and province of an examination, and detailed many of the anomalous intricacies of the science of teaching. Pupils of to-day were victims of machine education. The teacher was compelled to adopt the "forcing" plan, as it was most expeditious in preparing the pupils for the examinations. Teachers were hampered in their endeavors to properly educate. Neither the time, the curriculum nor the present style of setting examination questions would permit him "to teach" in the professional sense of the word teach. He alluded to the broad difference between education and instruction, and by reference to certain problems in arithmetic, proved that pupils are too apt to work mechanically without thinking. Mr. Graham suggested that examination questions be so constructed that they shall test the pupil's ability to think, rather than his skill in mechanical calculation.

The election of officers was then proceeded with. Mr. Boyle was elected president; Mr. Thos. Woodburn, vice-president; Miss Jessie Simpson, secretary; Mr. Learn, chairman of the Programme Committee.—*Condensed from London Advertiser.*

THE boys of the Clayton School have bought a large bell for their school.

MISS ADA BANKS has been engaged for the school at Orchardville.—*Grey Review.*

MISS FLOODY has secured a position up near Warton, at \$275 a year.—*Clinton New Era.*

MR. R. H. WALKS has been engaged for Greenwood School for 1886.—*Whitby Chronicle.*

MISS JANET ANDERSON has been engaged in the Alliston Public School.—*Dufferin Advertiser.*

MR. McLAUGHLIN, of Grey, takes Mr. R. Gray's school, in Morris, for 1886.—*Clinton New Era.*

THE corporation of the University of Trinity College have decided to allow women to proceed to degree.

MR. H. B. McKAY, teacher, of Bervie, has been engaged as principal in Allenford.—*Paisley Advocate.*

MR. RICE, of Catarqui, has been engaged as a teacher of the Arnprior Public School.—*Kingston British Whig.*

MISS SPENCE, of Goderich High School, has resigned. She wishes to attend the university.—*Huron Signal.*

MR. JAS. E. FORFAR, of Altona, has been engaged for another year at an increase of salary.—*Whitby Chronicle.*

MISS MARY DAVIS has been appointed teacher of the seventh department of Mitchell Public School—salary \$250.

MISS REID has been engaged as teacher of Bannockburn School, and Miss McPhail for Lorne School.—*Acton Free Press.*

MISS JELLY has been appointed to the principalship of Thornhill Public School at a largely increased salary.—*Paisley Advocate.*

MR. T. A. BELLAMY, late of Preston Public School, is now one of the proprietors and the editor of the *Dufferin Advertiser.*

ON 27th Nov. the Rev. J. J. Hare, M.A., delivered a lecture in the chapel of the Ladies' College, Whitby, on "The Solar System."

MR. A. BARBER, of Bowmanville, has been appointed head master of the Model and Public Schools, of Cobourg.—*Whitby Chronicle.*

MR. J. S. HOATH has tendered his resignation of the position of head master of the Beeton Public School, and has been engaged in Alliston.

MR. D. A. GROUT, who lately took charge of the senior division of Sparta Public School, has been re-engaged for 1886 at a salary of \$500.

MISS McDOWELL has been engaged as a teacher of the fourth division of the Bradford Model School. Salary, \$300.—*South Simcoe News.*

MESSES. LEVAN, RIDDELL, AND ARTHUR have been re-engaged in St. Mary's Collegiate Institute for 1886. Mr. Riddell's salary is increased to \$900.

THE staff of the Cornwall High School for 1886 will consist of Mr. W. D. Johnston, B.A., Mr. Nugent and Miss Fitzgerald.—*Cornwall Reporter.*

"YOUR school is in a prosperous condition, and your teachers are worthy of the confidence of the

board.—*From Inspector's Report of Mitchell Public School.*

MISS. HOUGH, of Londesboro', has been appointed teacher of the intermediate department in the Blyth Public School at a salary of \$275.—*Wingham Times.*

THE three teachers at present employed in Essex Centre Public Schools have been re-engaged, besides one in addition—Miss Helyar, of Clinton.—*Essex Centre Argus.*

MR. H. T. JOHNSON, principal for the past three years of the Highgate Public Schools, has been appointed principal of the Thamesville Schools for 1886.—*Chatham Planet.*

At the session of York County Council, Mr. M. H. Thompson, Principal of Aurora Public School, was appointed a member of the Model School Examining Board.—*Orillia Packet.*

MR. W. WILSON, who has taught Dixie School for two years and a half, has resigned his position and has been selected by the West Toronto School Board as head master in place of Mr. Lockyer, resigned.

THE Galt School Board have increased Miss Rayfield's salary to \$350—and have appointed Misses Jamieson and Hume to take the places of Misses Lavin and Brogden, resigned.—*Dumfries Reformer.*

THE Bracebridge School Board have engaged as teachers for 1886, Mr. Thomas, Principal, \$600; Mr. Bingham, second department, \$400; and Miss H. Fenn, for the fifth department, \$160.—*Free Grant Gazette.*

THERE are now registered in Cornell University 610 students, 68 of whom are women. The highest enrolment ever reached before was in 1870-'71 under President White's administration, when it was 607.

MISS MAGGIE E. CAMPBELL has been engaged for next year in the second department of the Teeswater Public School at a salary of \$320, and Miss Mary T. Sharp as teacher of the third department at \$260.—*Wingham Times.*

ON the 20th of Nov. the teachers and pupils of the public schools of Gravenhurst met to bid adieu and present an address, to the late chairman of the school board, Dr. A. W. Campbell, now of Orillia.—*Orillia Packet.*

THE full number of teachers-in-training that can be accommodated for the next session of the Normal Schools at Toronto and Ottawa, beginning Jan. 18th, have already been accepted, there being more applications than can be granted.

MR. McBRIEN, Public School Inspector, in a conversation about the Uxbridge Schools, stated that on the whole everything was going on very well, the teachers evidently doing good work, but all the rooms, except the senior one, were very much crowded.—*Uxbridge Guardian.*

AT about three o'clock on Friday afternoon Nov. 20th, a fire was discovered in one of the rooms of the High School at Uxbridge. By some means or other the flue communicated fire to the wainscoting, a quantity of which was torn off and the fire subdued before the hose was brought into play.

Correspondence.

NOTE UPON PROPOSITIONS 18 AND 20, EUCLID, BOOK I.

To the Editor of the EDUCATIONAL WEEKLY.

TAKING the figure of Prop. 18 as given in the ordinary text-books on geometry, viz.: ABC the original triangle, AC greater than AB, AD cut off equal to AB, and CD joined; we have at once $CD = \text{difference between the sides}$. Then may be shown (using I., 32) that:—

(1) Angle ABD = one-half sum of the angles ABC, ACB.

(2) Angle DBC = one-half difference between the same angles.

The following problems will also be suggested by the figure:—

(1) Given the base, the difference between the sides, and the smaller angle at the base, to construct a triangle.

(2) Given the base, the difference between the sides, and the difference between the angles at the base, to construct a triangle.

(3) Given the base, the difference between the sides, and the sum of the angles at the base, to construct a triangle.

(4) Given the hypotenuse, and the difference between the other two sides, to construct a right-angled triangle.

Also the well-known theorem, "Any side of a triangle is greater than the difference between the other two sides," can be proved by reference to the figure of Prop. 18.

Taking the figure of I., 20, viz.: ABC the triangle, BA produced to D so that $AD = AC$, and DC joined, the figure will suggest constructions for the following:—

(1) Given the base, one angle at the base, and the sum of the other two sides, to construct a triangle.

(2) Given the base, the sum of the other two sides, and the sum of the angles at the base, to construct a triangle.

(3) Given the hypotenuse, and the sum of the other two sides, to construct a right-angled triangle.

(4) Given the perimeter and one angle (acute) of a right-angled triangle, to construct a right-angled triangle.

(5) Given the perimeter of an equilateral triangle, to construct the triangle.

(6) To trisect a given straight line.

(7) Given the perimeter of a triangle, and the two angles at the base, to construct a triangle.

The foregoing is, it may be observed in conclusion, not exhaustive, nor indeed original. Still, to the best of the writer's knowledge there is no attempt made in any of the text-books in use to group deductions under the heads of figures of propositions as has been attempted above.

D. F. H. WILKINS.

High School, Mount Forest, Dec. 4th, 1885.

READING BOOKS—WHY NOT PHONETIC?

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—Your note on page 757, Nov. 26, interested me very much, for I have been trying the experiment of teaching my boys—aged six and four respectively—to read by means of pure

phonetics. The book I use is Benn Pitman's "Phonetic Primer," the chief feature of which is that each sound has a distinct letter. Hence there are no contradictions to puzzle little heads. Hence, also, the development of skill and speed in reading is natural, easy and pleasant. I was somewhat surprised to find no mention made in your article of *phonetic* reading books, which are far superior, not only to all ordinary ones, but also to those based on the *phonic* method, which, as you observe, cannot be carried very far, and which presents insuperable difficulties at the very commencement.

I hope the teachers who may have read thus far will not fear the infliction of a mass of arguments for spelling reform; but I wish to aid the teachers in the tedious task of teaching to read and spell; and from my experience with my own children I can most heartily urge the claims of fonetic reading books as a *beginning*. My own ideas are so well set forth by Mr. Frederik A. Fernald, in the *Popular Science Monthly* for September, that I quote:—

"Children can and do learn to read English spelled fonetically in a very few lessons, and learn the traditional spelling so quickly afterwards that much less time is required for the whole process than is commonly devoted to memorizing the current spelling alone. Classes taught to read in this way in Massachusetts, so early as 1851, proved the advantage of the method to the satisfaction of that able educator, Horace Mann; and the method has been successfully employed in many places in this country and the British Isles. The following extract from a letter written by Mr. William Colbourne, manager of the Dorset Bank, at Sturminster, England, since deceased, furnishes a special example, though it may be conceded to be exceptionally favorable:—

"My little Sidney, who is now a few months more than 4 years old, will read any fonetic book without the slightest hesitation; the hardest names or the longest words in the Old or New Testament form no obstacle to him. And how long do you think it took me—for I am his teacher—to impart to him this power? Why, something less than eight hours! You may believe it or not, as you like, but I am confident that not more than that amount of time was spent on him, and that was in snatches of five minutes at a time, while tea was getting ready. I know you will be inclined to say: "All that is very well, but what is the use of reading fonetic books? He is still as far off, and maybe farther, from reading romanian books." But in this you are mistaken. Take another example. His next elder brother, a boy of six years, has had a fonetic education so far. What is the consequence? Why, reading in the first stage was so delightful and easy a thing to him that he *taught himself* to read romanically; and it would be a difficult matter to find one boy in twenty of a corresponding age that can read half so well as he can in any book. Again, my oldest boy has written more fonetic shorthand and long-hand, perhaps, than any boy of his age (11 years) in the Kingdom; and no one, I dare say, has had less to do with that absurdity of absurdities, the spelling-book! He is now at a first rate school in Wiltshire, and in the half-year preceding Christmas he carried off the prize for *orthography* in a contest with boys, some of them his senior by years."

I may add that my experience conforms in general detail to that of Mr. Colbourne, though my boys have not been so strikingly successful as his. I am sure those of your readers who have the training of young children would very heartily appreciate the aid of a fonetic reading book; and I think the Education Department would do wisely to allow the introduction of a simple set of fonetic charts.

T. B.

Toronto, Nov. 30.

SYSTEMATIC PRONUNCIATION.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—I notice in a recent number of the WEEKLY a paper bearing the above heading from the pen of Mr. M. L. Rouse, of Toronto. The subject is an interesting one and has not as yet, I fear, received the attention that its importance demands. A student who attempts to study English, ignoring meanwhile the important element of pronunciation, will find his English acquirements assessed low in the company of *true* scholars. If a portion of the time now wasted in chasing up and memorizing the back notes that disfigure the annotated text-books in English literature, was devoted to the study of pronunciation—a very first essential in correct reading—we might remove from our high schools the stigma that hundreds of our pupils, engaged in brave hand-to-hand combat with the subtleties of Coleridge, do not understand or recognize, when reading, the simple vowel sounds. Nay more! we could give them in exchange for a useless and temporary acquirement *the music of speech* whose melody would grace for all time the every-day English of life. And here I am reminded of a statement made by Mr. Rouse to which I take exception. I quote his words: "One of the very best tests of the way in which a syllable should be pronounced is the sound that it is made by the poets to rhyme with." If I mistake not, the late Dr. Mulvaney contributed a few years ago to a Toronto school journal a paper wherein he proved most satisfactorily that the *divine afflatus* "with spurs of gold," frequently o'erleaps both usage and dictionary in its mad desire for rhyme. Let me here, by way of example, introduce a few quotations from the poets. The first will be from Coleridge:

"The Wedding guest sat on a stone;
He cannot choose but *hear*:
And thus spake on that ancient man,
The bright-eyed *Mariner*."

You will see at a glance that perfect rhyme here—intended no doubt by the poet—would destroy the correct pronunciation of "mariner." Again we read in Dryden:

"Thy genius calls thee not to purchase *fame*
In keen iambics but mild *anagram*."

And still another from Bret Harte's beautiful and touching poem of "Dickens in Camp":

"Till one arose, and from his pack's scant *treasure*,
A hoarded volume drew,
And cards were dropped from hands of listless
leisure,
To hear the tale anew."

The above examples are, I think, sufficient to show that no reliance in pronunciation can be safely placed in the rhyme that the poet labors to establish. Nor do I think that a pronunciation which obtains north or south of the Tweed should largely concern Canadian scholars. Canadian custom and a standard dictionary should constitute our Court of Appeal. Our best dictionaries and best Canadian scholars uphold *agen* as the correct pronunciation of *again*, and I for one am not disposed to acknowledge any higher tribunal of English orthoëpy. Yours faithfully,

THOMAS O'HAGAN.

High School, Pembroke, Nov. 24th, 1885.

MISS YORKE will succeed Mr. Drinnan as teacher of the Coldwater School for the ensuing year. She will have an assistant.—*Orillia Packet*.

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Departmental Regulations

AUTHORIZED TEXT-BOOKS IN PUBLIC SCHOOLS.

As complaints frequently reach the Education Department that unauthorized Text-Books are used in many of the Public Schools, the attention of Trustees, Teachers and Inspectors, is hereby called to the following provisions of the School Act and Regulations of 1885:—

"206. No teacher shall use or permit to be used as text-books any books in a Model or Public School, except such as are authorized by the Education Department, and no portion of the Legislative or Municipal grant shall be paid by the Inspector to any school in which unauthorized books are used." [R. S. O., c. 204, s. 12; 44 V., c. 30, s. 12.]

"207. Any authorized text-book in actual use in any Public or Model School may be changed by the teacher of such school for any other authorized text-book in the same subject on the written approval of the trustees and the Inspector, provided always such change is made at the beginning of a school term, and at least six months after such approval has been given." [44 V., c. 30, s. 12.]

"208. In case any teacher or other person shall negligently or wilfully substitute any unauthorized text-book in place of any authorized text-book in actual use upon the same subject in his school, he shall for each such offence, on conviction thereof before a police magistrate or justice of the peace, as the case may be, be liable to a penalty not exceeding ten dollars, payable to the municipality for public school purposes, together with costs, as the police magistrate or justice may think fit." [44 V., c. 30, s. 12.]

The duty of the Trustees is thus defined by Section 40 (11):—"To see that no unauthorized books are used in the school, and that the pupils are duly supplied with a uniformed series of authorized text-books, sanctioned by the Education Department."

By Regulation 46 (10):—"It shall be the duty of every teacher to prevent the use, by the pupils, of unauthorized text-books."

By Section 184 (d) of the School Act:—"The Inspector is authorized to withhold the school grant where the teacher uses, or permits to be used, as a text-book any book not authorized by the Education Department."

By Section 165:—"The Inspector may suspend the certificate of any teacher that uses, or permits the use by the pupils of unauthorized text-books."

By Regulation 51 (10):—"The Inspector is instructed to see that unauthorized text-books are not used in the school, and, by way of explanation, the Regulation reads:—"No books should be placed in the hands of the pupils, except those authorized for their use. Under the disguise of recommending certain works for 'home study,' many unauthorized text-books are introduced into the school. This should be prevented by the Inspector in the exercise of his authority as an officer of the Education Department."

My attention has been called to the fact that under various pretences text-books purporting to be prepared for "home study only" are used in many schools, to the exclusion of those duly authorized. The ones specially mentioned are Exercises in Geography, Canadian History, and Annotations of the Fourth Book Literature. The use of these and similar works as text-books is not only a violation of the law, but also a source of much injury to pupils by leading to habits of superficial study, and should subject the offenders to the penalties imposed in the School Act.

GEO. W. ROSS,
Minister of Education.

Toronto, November, 1885.

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