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JAMES V. WRIGHT, General Manager

TORONTO, DECEMBER 23, 1886.

THE protest against setting the people of this Province to fighting about religion, says the *Hamilton Evening Times*, is timely, no matter where it comes from. It is not wise, it is not patriotic to sow discord—to make men hate their neighbours—and the party which resorts to such election tactics ought to be taught the folly of it by a sharp lesson. A good many of the younger voters may not know anything about the old quarrels on the school question, and what a relief it was to both parties when it was thought that it had been settled forever.

THE following extract is from a speech by Hon. George Brown, delivered a couple of years after the passage of the Separate School Act, in the course of the debate on the Confederation scheme:—“I need hardly remind the House that I have always opposed and continue to oppose the system of sectarian education, so far as the public chest is concerned. I have never had any hesitation on that point. I have never been able to see why all the people of the Province, to what ever sect they may belong, should not send their children to the same Common Schools to receive the ordinary branches of instruction. I regard the parent and the pastor as the best religious instructors—and so long as the religious faith of the children is uninterfered with, and ample opportunity afforded to the clergy to give religious instruction to the children of their flocks, I cannot conceive any sound objection to mixed schools.”

THE Toronto Public School Board, or some members of it, seem bent on keeping themselves before the public by strange and out-of-the-way proceedings. At its last meeting we learn that when the chairman, in following the order of business, asked if there were any enquiries, Mr. E. P. Roden, with a very solemn face and dignified mien, rose to ask if the chairman agreed with the opinion expressed in the *Globe* of that morning that he (the chairman) was the only redeeming feature of the board. Mr. McMurrich ignored the question for a time, but Mr. Roden pressed for an answer, and another trustee expressed the belief that the chairman could have no reasonable objection to reply. Mr. McMurrich took the matter very seriously, and said that in all his experience as a member of the Public School Board he had never heard such a question addressed to the chairman. “He considered it an insult and refused to answer.” This is the report of a daily newspaper. The cause of education will not be much furthered by such puerile (to use the most euphemistic adjective possible) doings.

MR. MATTHEW ARNOLD, speaking to a mass meeting of teachers at Westminster, lately, said:—You have a very strong association—the Elementary Teachers’ Union. Some people would say it was too strong. I do not think so—(hear, hear)—but I wish it would concentrate its strength in one object in the first place and let other objects be until this is gained. Insist on having a Minister for Education. (Cheers.) I know the Duke of Richmond told the House of Lords that, as Lord President, he was Minister of Education—(laughter)—but really the Duke of Richmond’s sense of humour must have been slumbering when he told the House of Lords that, a man is not Minister of Education by taking the name, but by doing the functions. (Cheers.) To do the functions he must put his mind to the subject of education; and so long as Lord Presidents are what they are, and education is what it is,

a Lord President will not be a man who puts his mind to the subject of education. A Vice President is not—on the Lord President’s own showing—and cannot be Minister for Education. He cannot, therefore, be made responsible for mistakes and neglects. Now, what we want in a Minister of Education is this—a centre where we can fix the responsibility. Insist therefore—as you, the chief sufferers by mistakes and neglects in the management of education, have a right to insist—insist on having a Minister for Education.

“A PARENT” writes to *the Mail* as follows:—Taxpayers generally, and parents in particular, should bear in mind at the coming election of school trustees, that the Board of Health some time ago notified the Public School Board that, on account of the many complaints made and the danger to the health of our rising generation, it was imperative that the deadly and obnoxious cesspool system should be at once abolished and a thorough sanitary system be substituted therefor in our public schools. For some unexplained reason no notice has been taken of this command, further than a formal endorsement of the desirability of the proposed reform. The importance of this question cannot easily be exaggerated, and it appears to me that it is the duty of all parents to make it a test question at the polls, and that no person should receive support as a school trustee who will not pledge himself to give it his immediate attention. As a parent and one who has suffered by this system, I appeal to all other parents who may be canvassed in the coming elections to exact promises from candidates that it shall be stamped out. The writer draws attention to a very important subject—one of even more importance in the country than in the city perhaps. To the suggestion of “a parent” might be added that in the country, trustees would do well to look to the position of the well, and the quality of the water supplied to the pupils.

Contemporary Thought.

JULIAN HAWTHORNE defines the novel thus: "The American publishers of railway libraries think that it is forty or fifty double column pages of pirated English fiction. Readers of the *New York Ledger* suppose it to be a romance of angelic virtues at last triumphant over satanic villainy. The aristocracy of culture describe it as a philosophical analysis of human character and motives with an agnostic bias on the analyst's part. School-boys are under the impression that it is a tale of Western chivalry and Indian outrage—price ten cents. Most of us agree in the belief that it should contain a brace or two of lovers, a suspense and a solution."

THE movement in favour of appointing women to the Board of Education, in New York city, has been successful. The board, as now constituted, consists of five men and two women, instead of seven men as heretofore. Women have sat on the school boards of London, Edinburgh, and other foreign cities for years past. Their appointment to such positions is eminently fitting and proper, inasmuch as a large proportion, perhaps half, of the public school students are girls, and a very large proportion of the public school teachers are women. In making these appointments for New York, "Mayor Grace has avoided," says *Science*, "what would have been a great mistake. He has not appointed any 'cranks' or any professional agitators for 'woman's rights.' At such a time plenty of these persons come forward as candidates, but their appointment would have been turning the whole movement into ridicule. Both of the women chosen by the mayor are of the highest standing, morally, intellectually, and socially. They are neither agitators or theorists, but women of pure Christian character, great ability, and what is quite as essential to a commissioner of education, some common sense."—*New Brunswick Journal of Education*.

WILL it be deemed too broad a statement to say that our whole political life is infiltrated with insincerity? Who, excepting of course those of Irish birth and parentage, really cares a rap about home-rule in Ireland? Politicians are now in a panic about the labor vote, as, a few years ago, they were in a panic over the greenback craze; a few years earlier over the granger movement; and a generation ago, over the know-nothing agitation. In order to save or to catch the Irish vote, conventions and party leaders must make a great show of sympathy for Ireland, and no doubt many of them have found that their admiration for Mr. Gladstone made the duty an easy one. So, too, stump speakers, realizing the need of votes from the class of men who constitute the order of the Knights of Labor, grow eloquent and effusive in their promises of help to the labor interest. How far do they really mean to go? Not one inch beyond the point to which they are driven. This I assert to be the truth with regard to the leaders of every party, not excepting the labour party itself. Neither are the leaders sincere in their promises, nor do those for whose particular benefit the expression of sympathy and the promises of help are intended think they are sincere.—*E. Stanwood in the Citizen*.

GARFIELD has been credited with this: "It is a notion of mine, that if the disposition and ability to do hard work and keep it up steadily be not the proper definition of genius, it is at least true that these qualities are the best possible substitute for genius, perhaps better than genius." It would be a serious mistake to dull in any way the lustre of this diamond quality. No one wishes by injudicious help to pauperize the worker. It would be an occasion for regret, if the wings given him and designed to help him fly, should be plucked of their feathers and only stuff a bed of sleepy ease where the student forgets the nature of a true ambition. But those are exceptional cases. If we have picked out a young man or woman having in them the enthusiasm of work, our help will not put out this fire. It will save them from the damper of pecuniary worry interfering with the success of an educational course, and prevent the encroachments of bread-and-butter duties on their time for study. If any of us have ourselves been helped in younger days, we can appreciate the force of this, and remember that one way to prove our gratitude to those now dead, and our seniors is to extend like help to those living and our juniors. It may be a direct gift, a loan, or a scholarship. Any way, our capacity for help is equal to a hand of sympathy, and a kind word to those trying to find a higher round (standing on nothing, it would sometimes seem), and a cordial grip and a sympathetic word are always appreciated.—*Rev. Edward C. Rand*.

THE advantages of what is called a classical education of a baccalaureate at college has always been overrated, not so much by those who have received it as by those who have not received it. The former know how little it amounts to; the latter surmise what they have lost and greatly exaggerate the loss through their imagination. It is entirely possible for any young man to be graduated with honours, and yet remain a hooby, even on subjects to which he has given most attention. It is not long since the Greek, Latin and the mathematics were the principal studies of an academic course—they were almost of no value to the mass of alumni—and since graduates, who claimed to have completed their education, entered the world with no sort of equipment for success. Things have improved recently; but they are still bad enough. Hardly any seat of learning, even now, furnishes its bachelors of arts with anything like practical education. A large number of them would have been better off if they had gone without a degree, or if, indeed, they had not begun the curriculum. The best collegiate education is only a basis to build upon, though many youths consider it a complete mental endowment. The essential of any true system of instruction is an accurate, complete knowledge of one's own language, so as to be able to use it in speech and writing correctly, fluently and gracefully. Not one graduate in forty of Harvard, Yale, Dartmouth, Brown or Columbia can do this. It is not uncommon to find possessors of diplomas, from those and other institutions, disgracefully ignorant as to the proper employment of their mother tongue. Few persons who have not looked carefully into the matter are aware of the vast practical benefit of this sort of knowledge, immeasurably superior to any other knowledge of a single branch

which they can acquire. We naturally judge whether a man is educated or not educated by his mode of speech and writing; yet we frequently meet graduates whose phrases are abominably ungrammatical, and whose pronunciation is barbarous. The truth is that hardly one of our most pretentious universities takes particular pains to teach English to its students. Those who know how to use the vernacular have learned it by a natural aptitude for and an interest in it. How many of our literary men, conspicuous for clearness, vigour, purity and elegance of style, have gone through academic courses? Only a small proportion, though the popular notion is that most authors of distinction have been college graduates.—*St. Louis Globe-Democrat*.

OUR modern scientific methods of education are slowly correcting hosts of popular errors regarding every-day subjects of observation, and doubtless a succeeding generation will have outgrown many queer conceits and myths now held as facts by the great majority of country children. It will hereafter be interesting to have preserved a full record of such misapprehensions. The wish to add a trifle to such a record has led me to note some common superstitions concerning animals and plants, which have come under my own knowledge. Children have quick perceptions, and therefore are good observers or seers. The observations they make, however, regarding the animals and plants about them, while often in themselves quite accurate, lead to very incorrect conclusions. This is because children do not reason deeply. It takes a long time for them to learn that not once or twice, but a great many times, must one phenomenon follow certain other preceding phenomena to warrant the use of the logical terms *effect* and *cause*. Caution in forming deductions comes only with experience and education. Children have keen eyes for any strange peculiarities as well as for real or fancied resemblances, and are quick to appreciate the qualities of plants. An enthusiastic botanist and teacher, speaking of children, said, "They bow as to some fetish before poisonous plants." Monstrosities in Nature fascinate them. Double apples, strangely shaped knots from trees, grotesque roots, curious lichens adorn many "play-houses." Their readiness to get hold of the properties of plants explains how it is that children (boys particularly, because they are more in the out-door world) find so many things to eat in the woods and fields. A boy accustomed to tramp about will seldom go a hundred rods afield before he begins to nibble or chew something that he finds growing in his path. Can you not recall a dozen wild things of which you were fond in childhood which long ago passed from your list of edibles? Sassafras-bark, both of twig and root, spice-wood, "slippery-elm," the buds of the linden-tree, the tender shoots from the spruce and larch, all tickle the palate of the boy or girl. Men whose boyhood was passed anywhere in Northern New England may recall how fond they once were of something which was called "sliver," the cambium layer of the white pine. In certain places it is the fashion to chew the leaves of the *Antennaria*, "Indian tobacco"—in others, thistle-blossoms. Will ever honey taste as sweet as did the dainty droplets taken direct from some unfortunate bumble-bee captured and dismembered by the boy seeking what he may devour?—*From "Animal and Plant Lore of Children," by Fanny D. Bergen, in Popular Science Monthly*.

Notes and Comments.

WE must remind "subscriber" (Mildway) that we can take no notice of unsigned communications.

THE reading which molds character is usually done in early life. At this plastic period, vile books and papers scathe and scorch the soul as fire does the body, and such scars are seldom effaced.—*Michigan School Journal*.

MRS. ALEXANDER CAMERON, of Toronto, has sent Mayor Howland the liberal donation of \$2,100 towards the cost of furnishing the Industrial School at Mimico. This is Mrs. Cameron's second donation, she having previously given \$6,000 towards the cost of the building.

DAKOTA University, located at Mitchell, has recently been adopted by the Methodist Episcopal Conference of southern Dakota. This means that the institution will be pushed forward to the front rank. It has a magnificent building, worth \$75,000, and already an attendance of about fifty students.

READ Rosenkranz's *Philosophy of Education* says the *New England Journal of Education*, if you have the nerve for hard work; and if you lack that nerve, put yourself in training until you get it. Never be content until you have attained that mental culture which will enable you to read with keen enjoyment these pages. They are not dry; they are simply closely packed. To be able to read them with ardent devotion requires only a mind trained to see volumes in sentences, and be content to dwell upon each great statement while its thoughts unfold.

MR. STANHOPE has sent to the various colonial governments, copies of a circular inviting them to send representatives to a conference in London in April or May for the purpose of having a full discussion of all matters tending to bring about a close union of the colonies and the mother country. The special objects of the conference are to discuss the questions of organizing a system of defence, and of simplifying the postal telegraph system. Mr. Stanhope says he foresees that the question of federation may be broached, but he would deprecate the discussion of this most important object before all the colonies have agreed upon a basis of action.

IN the Cheltenham correspondence of the *Peel Banner* occurs the following:—

Mr. R. J. Lougheed, who for the past two years has been teaching in the public school at Tottenham, is engaged as school teacher for S. S. No. 7, 3rd line west. As it is reported that some of the children of that section are very hard to govern, we wish Mr.

Lougheed more success than his predecessors have had. The trouble seems to be that certain parents encourage their children to defy the teacher by telling them to come home if he attempts to chastise them. They say their children are not whipped at home and they will not allow them to be whipped at school, consequently their children do just about as they like. They will not work themselves nor allow the others to work.

WE have received Parts II. and III. of the *Special Report* of the Bureau of Education, Washington, dealing with the "Educational Exhibits and Conventions at the World's Industrial and Cotton Centennial Exposition," held at New Orleans, in 1884-'85. Part II. contains "proceeding of the Intercolonial Express of Educators." Part III. contains "proceedings of the Department of Superintendence of the National Educational Association, and Addresses Delivered on Education Days." The whole forms a volume of more than seven hundred pages of closely-printed matter. There are in the report no less than nineteen papers relating to the subject of Education in Ontario, etc., prepared under the surveillance of the Deputy Minister of Education, Dr. J. George Hodgins—some of them being from his own pen.

AT the last meeting of the Galt Collegiate Institute Board, the following resolution was moved by R. S. Strong, seconded by D. Spiers, and unanimously passed:—"That we, the Trustees of the Galt Collegiate Institute, cannot allow the demise of William Tassie, Esq., M.A., LL.D., to pass unnoticed; and we desire to place on record our high appreciation of the benefits which this school of learning, derived from his connection with it as one of its head masters, and for the success of which, at a time when strength of character and energy of purpose were especially required, he devoted all his strength and all his energies; and we beg to offer our condolence and sympathy to Mrs. Tassie in her bereavement:—to her, who was at all times and under all circumstance the kind and loving friend of the scholars, and to whose admirable management of those committed to her care, we were indebted for the attendance of many boys from distant parts of the Dominion of Canada and the United States of America; and that a copy of this resolution be forwarded to Mrs. Tassie by the Secretary of the Board."

ONE rejoices to see in Prof. F. A. March's address on "Ten Years of Spelling Reform" (*Bulletin of the Spelling Reform Association*, No. 22, September, 1886) that English spelling is still respectfully treated and that the threatened orthographical revolution advocated by extremists has been so wisely ordered that the address is intelligible even to a novice; though phonetically spelled here

and there. Hearty theoretical sympathy can be given to this movement to purify English spelling of its silent letters and make it conform to present pronunciation, provided the matter is taken out of the hands of "cranks" and fanatics and relieved of the obloquy into which it has fallen. But no absolute standard can be attained so long as there are varying pronunciations all over the English-speaking world and one pronunciation contends with another for supremacy. The stronghold of conservatism is unfortunately in England, where gallons of ink are annually shed by *Academy* and *Saturday Review* critics in vindicating the honour of eliminated *n*'s and simplified *l*'s. As long as the extraction of such superfluities is accompanied by such roars from the British lion, little can be hoped for in ten-times-ten years of spelling reform.—*The Critic*.

AT the last meeting of the Lindsay County Council, the committee on education brought in a report in which was contained the following:—

A demand has been made upon the council for an annual subsidy to the Bracebridge Model School. At the January session of this council your committee approved of a grant of \$75 towards this object, under the impression that the county council of Simcoe would grant a similar amount in pursuance of an understanding come to between the Inspectors of Simcoe, Victoria, and the Minister of Education. Your committee report that the council of Simcoe have refused to fall in with this proposition and repudiate all liability. It appears, however, that while taking this position they have granted the sum of \$40 towards the said Model School. Your committee have ascertained that the said school was established by the Board of Examiners upon the supposition that the county of Simcoe would pay one-half of the county grant. This supposition was justified by the assurance of the Inspector of the county of Simcoe at the time when the creation of said Model School was under consideration. Your committee, therefore, do not feel justified in recommending any further sum to be paid than \$75 in addition to the sum of \$75 voted at the January session of this council for the same object, and they recommend that these two sums be now paid towards said Model School in compliance with the undoubted understanding upon which the said Model School was created. Your committee recommend that the position of matters be laid before the Minister of Education, and that his attention be again drawn to the unsatisfactory state of the law relating to the establishment of County Model schools and county grants thereto, as pointed out in the reported of this council in the January session of this year (1886.)

Literature and Science.

CHRISTMAS TIDE.

GLAD with sound of children's laughter,
Glad with flames and faces bright,
Let our homes from wall to rafter
Ring and glow this sacred night.

Let the holy Christ Child find us,
Not with ashes cold and gloom,
But with sacred ties that bind us—
Ties of love and hope and home.

Put aside all hate and malice;
Every thought of sorrow shun;
Joy must range from hut to palace,
Thanking God for work that's done.

Spread thy dole from shire to county,
Though out-side be cold and rough
On this night of God's great bounty,
Every soul should have enough.

Can no chill and bleak December
Blow across our hearth-stone light,
If our spirits but remember
Christ our Lord was born to-night.

Let us hark the past redeeming
In the blessed present here,
Send our fires of Christmas, gleaming
Far into the coming year.

Genial flames of love and blessing
Torchlights up to better things;
Hate and scorn and strife redressing,
Beacons glorious Christmas flings.

Until March and April dreaming
Under ice and frosty rime,
Passioned by December's gleaming,
Wake and blossom ere their time.

And the glorious season enters,
Never, never more to part;
Through an age and age of winters,
Summer in the human heart.

Such a night would keep men human,
Come it only once a year;
Time of joy to man and woman,
Child and white head frost and serene.

Come together, friend and foe man,
Round our cheery Christmas light;
Thankful be, and pray that no man
Cause a brother grief to-night.

WILLIAM WILFRED CAMPBELL.

WEST CLAREMONT, N. H.

EXTRACTS FROM THE SPEECH

OF JAMES RUSSELL LOWELL, DELIVERED
NOVEMBER 8TH, 1886, ON THE 250TH
ANNIVERSARY OF THE FOUNDATION OF
HARVARD UNIVERSITY.

(Concluded from last issue.)

THE most precious property of Culture and of a college as its trustee is to maintain higher ideals of life and its purpose, to keep trimmed and burning the lamps of that pharos, built by wiser than we, which warns from the reefs and shallows of popular doctrine. In proportion as there are more thoroughly cultivated persons in a

community will the finer uses of prosperity be taught and the vulgar uses of it become disreputable. And it is such persons that we are commissioned to send out with such consciousness of their fortunate vocation and such devotion to it as we may. We are confronted with unexampled problems. First of all is democracy, and that under conditions in great part novel, with its hitherto imperfectly tabulated results, whether we consider its effect upon national character, on popular thought, or on the functions of law and government; we have to deal with a time when the belief seems to be spreading that truth not only can, but should, be settled by a show of hands rather than by a count of heads, and that one man is as good as another for all purposes,—as, indeed, he is till a real man is needed; with a time when the press is more potent for good or for evil than ever any human agency was before, and yet is controlled more than ever before by its interests as a business rather than by its sense of duty as a teacher, and must purvey news instead of intelligence; with a time when divers and strange doctrines touching the greatest human interests are allowed to run about unmuzzled in greater number and variety than ever before since the Reformation passed into its stage of putrefactive fermentation; with a time when the idols of the market-place are more devoutly worshipped than ever Diana of the Ephesians was; when the guilds of the Middle Ages are revived among us with the avowed purpose of renewing by the misuse of universal suffrage the class legislation to escape which we left the Old World; when the electric telegraph, by making public opinion simultaneous, is also making it liable to those delusions, panics, and gregarious impulses which transform otherwise reasonable men into a mob; and when, above all, the better mind of the country is said to be growing more and more alienated from the highest of all sciences and services, the government of it. I have drawn up a dreary catalogue, and the moral it points is this: That the College, in so far as it continues to be still a college, as in great part it does and must, is and should be limited by certain pre-existing conditions, and must consider first what the more general objects of education are without neglecting special aptitudes more than cannot be helped. That more general purpose is, I take it, to set free, to supply, and to train the faculties in such wise as shall make them most effective for whatever task life may afterwards set them, for the duties of life rather than for its business, and to open windows on every side of the mind where thickness of wall does not prevent it.

Let our aim be as hitherto to give a good all-round education fitted to cope with as many exigencies of the day as possible. I

had rather the college should turn out one of Aristotle's four-square men, capable of holding his own in whatever field he may be cast, than a score of lop-sided ones developed abnormally in one direction. Our scheme should be adapted to the wants of the majority of under-graduates, to the objects that drew them hither, and to such training as will make the most of them after they come. Special aptitudes are sure to take care of themselves, but the latent possibilities of the average mind can only be discovered by experiment in many directions. When I speak of the average mind, I do not mean that the courses of study should be adapted to the average level of intelligence, but to the highest, for in these matters it is wiser to grade upwards than downwards, since the best is the only thing that is good enough. To keep the wing-footed down to the pace of the leaden-soled disheartens the one without in the least encouraging the other. "Brains," says Machiavelli, "are of three generations, those that understand of themselves, those that understand when another shows them, and those that understand neither of themselves nor by the showing of others." It is the first class that should set the stint; the second will get on better than if they had set it themselves; and the third will at least have the pleasure of watching the others show their paces.

In the College proper, I repeat, for it is the birthday of the College that we are celebrating, it is the College that we love and of which we are proud, let it continue to give such a training as will fit the rich to be trusted with riches, and the poor to withstand the temptations of poverty. Give to History, give to Political Economy, that ample verge the times demand, but with no detriment to those liberal Arts which have formed open-minded men and good citizens in the past, nor have lost the skill to form them. Let it be our hope to make a gentleman of every youth who is put under our charge; not a conventional gentleman, but a man of culture, a man of intellectual resource, a man of public spirit, a man of refinement, with that good taste which is the conscience of the mind, and that conscience which is the good taste of the soul. This we have tried to do in the past, this let us try to do in the future. We cannot do this for all, at best,—perhaps only for the few; but the influence for good of a highly trained intelligence and a harmoniously developed character is incalculable; for though it be subtle and gradual in its operation, it is as pervasive as it is subtle. There may be few of these, there must be few, but

That few is all the world which with a few
Doth ever live and move and work and stirre.

They who, on a tiny clearing pared from the edge of the woods, built here, most pro-

bably with the timber hewed from the trees they felled, our earliest hall, with the solitude of ocean behind them, the mystery of forest before them, and all about them a desolation, must surely (*si quis animis celestibus locus*) share our gladness and our gratitude at the splendid fulfilment of their vision. If we could but have preserved the humble roof which housed so great a future, Mr. Ruskin himself would almost have admitted that no castle or cathedral was ever richer in sacred associations, in pathos of the past, and in moral significance. They who reared it had the sublime prescience of that courage which fears only God, and could say confidently in the face of all discouragement and doubt, "He hath led me forth into a large place; because He delighted in me He hath delivered me." We cannot honour them too much; we can repay them only by showing, as occasions rise, that we do not undervalue the worth of their example.

Brethren of the Alumni, it now becomes my duty to welcome in your name the guests who have come, some of them so far, to share our congratulations and hopes to-day. I cannot name them all and give to each his fitting praise. Thrice welcome to them all, and, as is fitting, first to those from abroad, representatives of illustrious seats of learning that were old in usefulness and fame when ours was in its cradle; and next to those of our own land, from colleges and universities which, if not daughters of Harvard, are young enough to be so, and are one with her in heart and hope. I said that I should single out none by name, but I should not represent you fitly if I gave no special greeting to the gentleman who brings the message of John Harvard's College, Emmanuel. The welcome we give him could not be warmer than that which we offer to his colleagues, but we cannot help feeling that in pressing his hand our own instinctively closes a little more tightly, as with a sense of nearer kindred. There is also one other name of which it would be indecorous not to make an exception. You all know that I can mean only the President of our Republic. His presence is a signal honor to us all, and to us all I may say a personal gratification. We have no politics here, but the sons of Harvard all belong to the party which admires courage, strength of purpose, and fidelity to duty, and which respects, whenever he may be found, the

Justum et tenacem propositi virum,
who knows how to withstand the

Civium ardor prava jubentium.

He has left the helm of state to be with us here, and so long as it is intrusted to his hands we are sure that, should the storm come, he will say with Seneca's Pilot, "O Neptune, you may save me if you will; you may sink me if you will; but whatever happens, I shall keep my rudder true."

Special Papers.

"THE FOX AND THE CROW."*

IN the Second Book of that most excellent series of school books, the Ontario Readers, may be found a lesson entitled "The Fox and the Crow."

On a recent occasion while preparing this lesson at a tolerably late hour at night, with the view of teaching it to a class on the following day—and ransacking my poor tired brain for a few new ideas which seemed to come to me very tardily, I at length fell asleep in my chair.

Philosophers tell us that the human mind, although it may lose consciousness for a brief space of time, *never rests*. Whether this theory be true or not I shall not undertake to decide—but something like this seems to have been the case with what little mind I possess upon that special occasion. I will just here venture the opinion, and I am sure all the teachers present will sustain me in it that were it the will of the gods that *absolute rest* both of body and mind should be accorded to any mortals, no more legitimate claimants for such an inestimable blessing could be found upon this terrestrial footstool than the hard-worked teacher of a village or country school. Is there any teacher in this audience who has not on many an occasion taught all day long and afterwards, in his sleep, taught and worried all night long over school matters? But to proceed.

My unconscious meditations upon my Second Book lesson, "The Fox and the Crow," I have embodied in a short essay, and I claim your indulgence whilst I attempt to read it. And in order that you may be the better able to judge of the correctness or otherwise of my dreamland structures upon the fable under consideration—as it is but a short one—I will read it.

"THE FOX AND THE CROW."

A crow one day found a piece of cheese in the market-place, and flew with it in her bill to the branch of a tree, where she could eat it in peace.

A sly old fox saw the crow, and made up his mind to get the cheese from her. But, as he could not climb the tree, he puzzled himself for some time to find a way to get at it. At last he went and sat down at the foot of the tree; then, crossing his legs and giving his tail a toss, he began to talk with the crow, who was watching to see what the fox meant to do. "What a fine creature you are," he said, "I never saw such glossy jet-black feathers—you are the most lovely bird that I have ever seen." The stupid crow, quite pleased with all these fine words, thought what a comfort it was to hear

the truth so well told. The fox went on a little longer; "you are all I have said and more; but, do you know, I have never heard you sing? If your voice is as fine as the dress that you wear, you are the wonder of the world. Will you not raise your voice a little and let me hear you?"

In answer to the fox, the crow, who had now grown quite proud of herself, stretched her neck and opened her bill with a loud "caw."

Down fell the cheese to the ground. The fox made a spring at it, and in a moment he had eaten it up; then off he ran into the woods without so much as saying "good-bye." As he went off, the silly crow heard a laugh which told her as plainly as could be what a gouse she had been.

What moral can we derive from this Fable? What lesson can we take to ourselves from it? Might not the entire human race, excepting perhaps the teaching profession, be very conveniently divided as in this lesson into two classes—the "Foxes and the Crows?" What people are the "Foxes" does some one ask, and who are the "crows"? What is your own opinion about it? Does some one say the gentlemen are the foxes and the ladies the crows? No! This would scarcely do. Aren't there male and female foxes and male and female crows? Certainly! The rich are the foxes and the poor are the crows does some one else say? This is a better division but not strictly correct. Don't you think some poor people are just as wise as some rich people? The "strong" and the "weak" are the two classes do you say? That, too, is a good comparison, but not just the right one. Men are strong and women weak, as a rule, but all men are not greedy, and there are many women who are just as wise as some men. Let us try again—we are coming a little nearer to it all the time. You are getting "hot," as you say when you are playing "poison." "Please, ma'am, I know what it is; it is the *cunning* and the *simple*. The cunning are the foxes and the simple are the crows, who lose all their cheese!" Correct! The cunning of the human race of whatever sex are like the fox in the fable, always "fooling somebody"—always taking in somebody—always looking after somebody else's cheese. Are there not people all around us who are acting in their daily lives the part of the fox in the fable? who praise—who flatter—who cajole their more simple-minded fellow-beings, and by some cunning scheme or other manage to carry off their bit of cheese? And which class do you think has the majority? Which class has the greater number of people belonging to it? The crow class does some one say? *Quite true*, and so much the worse for the majority. Oh, yes! we nearly all belong to the crow class. Look upon society as you will.—Read the history of the human

*Read by Miss L. Macniven at the West Victoria Teachers' Association, Dec. 2nd, 1886, and published at the request of that Association.

race—in all countries—in all ages—the cunning take advantage of the less cunning—and perhaps to a more limited extent—the rich of the poor—the strong of the weak. The human fox can be found in all grades of society—flattering and hoodwinking the human crow, and invariably securing possession of his cheese. And who do you think was the first human crow? "Mother Eve," does some one say? Yes, and Adam was the second! They were deceived by Satan, who is the antitype of all classes of foxes. How many know the meaning of the word "antitype?" "Please, ma'am, I can tell! When I draw your picture on my slate you are the antitype of the picture." (Here I mentally resolve to punish that boy by not asking him a single question for a whole week—he knows too much for his years, does that chap.) Did not Jacob deceive his father and rob Esau of his birth-right? And was not Jacob in turn deceived by Satan? At this juncture the same precocious youth exclaims, "Please, ma'am, they played tit for tat"! Without noticing the interruption I proceed to enlarge upon the subject by way of a lecture. And has not a clever Yankee mechanic before now manufactured basswood hams and wooden nutmegs to deceive the simple Canuck? Same precocious boy: "Please, ma'am, what is a Canuck?" ha! ha! ha! Here I lose my temper and reply sharply and very unwisely, "I'll give you a dose of 'Canuck' in a very practical manner if you dare to speak again without permission." Doesn't our modern lawyer just love to come across a fat, shining, simple-minded crow? Doesn't he love to cross his legs as did the fox, and engage such an one in conversation? Doesn't he just know how to descant upon our virtues—and high qualities—and injured innocence—and beautiful voice? and in the end does he ever fail to become absolute possessor of our bit of cheese? And here just let me remark, by way of parenthesis, that the most marvellous natural phenomenon of this 19th century is the *gullibility of its people—the gullibility of the present generation*. The human mind is fond of change—is fond of novelty—is fond of something new—and modern society especially loves flattery—enjoys being deceived so long as the deception flatters our vanity. Modern society is hypochondriac in this particular, and is prone to act the part of the simple crow. The cunning class are ever prepared to take advantage of this weakness. They are ever ready to supply us with "pinchbeck jewellery," "glass diamonds," and "vegetable ivory." The clever politician—who is little better than the clever lawyer—crams us with fallacies because he perceives that the "true and independent" prefer fallacy to logical argument—because they love to hear and even strive to believe what they know to be false—if only it is said

about their political foes. If we extend our enquiries to the farming class, do we not find that they have been duped for the fortieth time with patent churns, patent gates, patent bootjacks, and scores of other patents, and are not the majority of them looking anxiously for the next patent vender and next shoddy pedlar? Even our cunning class sometimes fail to escape the infection. Take our dashing young merchant who is so keen to sell patent appliances for the development of the persons of the fair sex, and who prides himself upon his success in such matters of deception. Are there not innumerable instances on record of his having been taken in by his own devices? If we turn to the subject of school-books we are landed at once in the "Slough of Despond." In the matter of Grammars alone, counting only from "Lindley Murray" to "Mason" it is said that we have over two hundred upon this science, and *no two alike*, and still Mr. Seath promises us another; and I suppose both teachers and pupils will make a rush to purchase the book even if it takes our last bit of cheese. Not even in the matter of religion does our 19th century credulity escape. We have, it is said, above one hundred and fifty different denominations, still others are being constantly formed. And so great is our propensity for something new, that even the most orthodox are found to swell the crowds who rush to hear the Sam Jones' and the Sam Small's—and quite lately—not many miles from this village, was seen the spectacle of crowds rushing to hear, and even submitting to be dipped into our beautiful Sturgeon Lake by a couple of glib tongued disciples of the late Brigham Young. It can be laid down as an axiom, a self-evident truth, that only those who belong to the "crow class" of our little Second Book will ever be found deserting the good old orthodox Church in which they were born. At this juncture, like the page of good old Frederick the Great, we suddenly awake and thus ends our lesson on the fable of the "Fox and the Crow"

THE most favourable period in the whole school life for laying a solid foundation for the intelligent rendering of music is the first three years, and here is where we must make a more sensible and intelligent beginning. We need first to appreciate the ability of the little child to learn the elements of music. This we shall never know until we learn better how to present these elements in their simplicity, in accordance with the mental laws, by which the mind acquires a knowledge of all subjects. The supposition has been that little children could not be taught to read music intelligently simply because it had not been generally and successfully accomplished. The failure has not been on account of inability on the part of the children to learn music, nor on account of the notation by which it is represented, as some would have us believe, but on account of a general ignorance in teaching this subject.—*Holt*.

Educational Opinion.

OVER-CROWDING IN THE PROFESSIONS. ITS SOURCE AND ITS REMEDY.

II.

(For Part I. see issue of November 15th, No. 92, page 659.)

To the second question. "Can any means be devised that will lessen this tendency and direct the intellectual energies from young people into more practical and useful channels," we simply reply that in our opinion the time is at hand when a new departure is necessary. What that departure shall be seems quite evident when we consider the nature of the education necessary to meet the present requirements of the people. If we examine somewhat carefully the statistics furnished by the Minister of Education in his last report, it will be found that 356,981 pupils are enrolled in our Rural Public Schools, and 109,936 in those in our towns and cities. Of these 55,662 are in the 4th class, and 6,545 are in the 5th Class, in the rural schools, while in the cities and towns there are 15,051 in the 4th class, and 2,153 in the 5th class. The number of candidates that were successful in passing the examination for admission into our High schools was 5,887, or 8% of the total number enrolled in the 4th class, while in all our Public schools, rural and urban only 489 pupils are reported as studying agriculture. From these figures we learn that 77% of the pupils enrolled attend our rural schools, and are therefore practically connected with farm life, 17% take up the course of study prescribed for 4th and 5th classes, while only 1-9 of one per cent. devote their attention, even for a limited time, to the study of agriculture. This seems somewhat remarkable, when in the light of the above figures it is seen that we are peculiarly an agricultural people, and that the great bulk of our children spend their youthful days on the farm.

The only conclusion at which we can arrive from the consideration of these facts is that new avenues are necessary to provide room for the rapidly growing mental life that is permeating all classes of our people. Restrictive measures of whatever kind, or class, that tend in any way to retard this intellectual growth, are to be avoided. The machinery and appliances for mechanical and agricultural pursuits of a quarter of a century ago, fail to meet the wants of to-day, so it is in educational affairs, the methods of instruction, the kinds of schools as well as the subjects taught, that were prevalent during the earlier development of this country, do not meet the demands of society as at present constituted. Upward and onward is the motto in educational affairs as in everything else. It is necessary to lengthen our cords and strengthen our stakes. To accomplish

the purpose we have in view, it will be necessary to establish, or at least have permissive legislation that the people may establish.

- (1) In rural municipalities, a class of secondary schools, in which agriculture, and kindred subjects pertaining to farm life, shall be recognized as the principal subjects of study, and
- (2) In cities and towns intermediate schools of three classes, one, in which the course of study shall be arranged so as to lead the pupils directly towards our manufacturing industries, a second, in which commercial subjects shall form the basis of the course of study, and a third, in which pupils shall be prepared for our High schools and Collegiate Institutes. These, or some change of a similar nature, are necessary to properly round up our present system, and meet the reasonable demands of the public.

To make our meaning clear, and prevent any possible misunderstanding as to the nature of these schools, and the class of work to be done, it may be as well to explain more fully the following points, (1) Under whose management shall they be placed? (2) What shall be the length of each session? (3) What shall be the course of study? and (4) How shall they be supported? It may be as well to state that we shall consider the two classes of schools, rural and urban separately, and shall proceed to answer these questions as they bear upon rural schools. Now in regard to the management, the writer would place these under the charge of township boards, in municipalities where such Boards exist, and in all other municipalities, under the jurisdiction of the Township Councils. These Boards or Councils, as the case might be, should have power to use any schoolhouse in the municipality, or the Township Hall, for holding such school or schools. They should have power to determine the number of such schools, the location of them, the employment of properly qualified teachers, and furnishing the necessary equipment for the proper conduct of such schools. They should have authority to provide means to meet the necessary expenses, either by levying a rate on the assessable property, or by applying to the Municipal Council for the amount required. In regard to the length of the sessions, it must be borne in mind that these schools are intended for boys over 14 years of age, and for young men, so that they will necessarily be winter schools, to be opened say about the first of November, and closed about the first of May. This will enable these young people to attend an advanced school during the winter season, and leave them free to assist on the farm during the busy summer months. To any one acquainted with farm life, especially in the older settlements, it is well known that the great majority of young people have more leisure time during winter than they use with advantage to them-

selves or their friends. Now it is very desirable and, the writer believes, quite practicable, to utilize this time for mental improvement, and so far as his observation has gone, no more feasible plan has been proposed. It may be remarked further that these schools are to be opened each day at 10 a.m., and closed at 3 p.m., having four hour sessions, and thus leaving these young people free to do the chores around the farm, both before going to, and after returning from school. The course of study should embrace the following subjects, viz:—(1) The different kinds of soil; their formation and cultivation, together with the best means of improving each kind; and the productions of these soils, (2) The mathematics of the farm which should include, land measurement; laying out the farm into fields; measurement of solids, surfaces, hay in mows so as to estimate the weight, grain in piles and in bins, so as to estimate the quantity, of cattle, so as to estimate their weight: a full set of accounts, or more properly speaking, a complete system of farm book-keeping; mechanical drawing with use of instruments, so as to be able to prepare a working plan for any ordinary building; (3) The breeding, rearing, feeding and care of all classes of live stock found on the farm, together with the symptoms and remedies of the more common diseases from which live stock suffer; and (4) Literary work which should include the critical reading of some standard English author, composition, correspondence, and practical English. It remains now to determine how these schools are to be supported. This can be done by the Legislature giving a fixed grant to each school that has been kept open during the time fixed by law, as it does to County Model Schools, and High Schools. This grant should be supplemented by a similar grant from the County Council. In addition to these, fees should be charged, and the balance paid from township funds.

The intermediate schools in cities and towns which are intended to furnish a more practical and useful education than that now given in our Public Schools, should be placed under the management of the Board of Education, and be subject to the same regulations, except that the course of study should be framed so as to meet the requirements of those who are desirous of entering upon a commercial course of life, or who intend taking up one of the mechanical trades. In other words the course of study should be practical, and so prepared that the knowledge received, and the instruction given should be along the line of life which the student purposes following. An ideal education can only be given to those who have the time to devote to it, and possess the means to carry it fully out. But for those who are compelled to leave school before

they are 16 years of age, and battle with the realities of life, to provide themselves with food and raiment, a more practical education is required. What is wanted is such training and such knowledge as will assist them in their daily struggle for a living. To such, an ideal education is positively injurious, since it practically unfits them for becoming bread winners, because they have neither the time nor the means to pursue it sufficiently far, to make it valuable, and they find themselves with only a partial education that has not fitted them to face life's difficulties. The writer is strongly of the opinion that something in the line of practical and industrial education will have to be grafted upon our present system before it will be complete, and serve the purpose for which it was designed. We have not made progress in this direction. Our system is a most excellent one, and one that we should all feel proud of, and doubtless do, but there is room for improvement, and we cannot refrain from expressing the opinion that the line we have marked out, is the line in which these improvements must come.

We have endeavored to prove the statements made, concerning the causes that have led to the over-crowding in the professions, and we have indicated the way in which we believe relief is to come, and that is by opening new avenues for the intellectual energies of our young people by showing them the possibilities that lie in the line of agriculture, and the manufacturing and commercial industries of this Province. Although we may agree as to the causes that have led to this state of affairs, it is by no means certain that we shall agree as to the remedy. Doctors differ, and it can hardly be expected that teachers will see eye to eye concerning any imperfections that may be found in our present system. The writer is not vain enough to imagine that he has solved the great problem, but he places his views before the numerous readers of the WEEKLY in the hope that it may bring on a friendly discussion, and that out of what may be said, a well considered and thoroughly practical scheme may be evolved.

PHYSICAL CULTURE.

YOUR article on Physical Culture in your issue of 21st Oct. was so much to the point, that there should be little need for any further remarks on the necessity for the practice of drill, calisthenics, and gymnastics in the schools. But I request your kind permission to draw the attention of trustees, parents, and teachers to a point in physical education which is not generally perceived but is of main importance. It is the relation the mental system bears to the physical.

(Continued on page 778.)

TORONTO:
THURSDAY, DECEMBER 23, 1886.

THE NEWSPAPER IN THE SCHOOL ROOM.

THE newspaper is always an admirable adjunct to the text-book. Properly made use of it makes concrete what has been learned in the abstract. It clothes with flesh and blood the dry bones presented by the daily lesson. The child lives in the present—both in time and space. The past and the distant must be made interesting for him before he will take an interest in them. History must be changed into story, geography into topography, science into experiment, if we wish him to learn whole-heartedly, with enthusiasm.

Towards making this change the newspaper is a great help, dry details of a past age can be vivified by comparing them with what is passing before our own eyes. If history is past politics, politics is present history. To our pupils past history can be made full of a new and added interest if always an eye is kept upon the links which bind the present to the past, and such links abound. Conflicting constitutional theories there are now, as there always were; and the historian will discover between the present and the past numerous points of resemblance.

At the present moment the daily press teems with matters which every master in every school could usefully employ as texts for admirable lessons. The teacher who teaches with other aims than that of cramming for examinations, has before him a rich field from which to cull. And even he who is especially bent upon obtaining good returns at the next examinations, (let us hope they are in the minority) will find much in the columns of the morning newspapers which will help to explain to his classes and fix in their memories facts otherwise dry and unintelligible. For example—

How interesting to the arithmetic class which is poring over simple interest, compound interest, stocks, and so forth, might be made their tasks by some pertinent allusions to the recent strange fluctuations in the New York money market. Usury, might be defined and compared with legal interest; questions might be put asking how more than the legal interest can be demanded and paid; the meaning of "Bull" and "Bear" could be taught and exemplified;—scores of questions might be framed which would greatly add to the interest of the lesson.

The Prohibition question, again, raises a number of points, scientific, social, political, which could be made use of in the schoolroom: the right of Government to legislate on the matter; the criminality or legality of the sale or the manufacture of alcohol; the principle of compensation if the sale or the manufacture is prohibited; etc.

"Capital and Labour," too, presents many topics not at all too abstruse for the school room. The true nature of capital, the relationship of labour to capital, the meaning of the word "monopoly," the objects of trades unions,—these and similar subjects every pupil in the higher forms of high schools and collegiate institutes hears discussed at home, why should he not have his attention drawn to them at school?

The transfer of land is another topic discussed in the daily papers. On this a great deal might be said. The pupils' knowledge of history could be drawn upon and shown to be of practical value. From the "Land Law Amendment" proposal and the "Torrens System" of conveyance the teacher could without difficulty pass to questions on the tenure of land in feudal times, to bookland, and folkland, etc., etc.

If to some of the examinations for certificates there were added a special paper on—say, "Current Events," with what novel, and at the same time thoughtful and intelligent zest could the news of each day be read. Examiners might do worse, we think, than to test the knowledge and ability of the candidate by requiring him to observe passing events in the light of such technical knowledge as he is bound to acquire from the text-books. The newspapers then would be oftener seen in the school room.

OUR EXCHANGES.

THE following are among the attractions of the January number of *The Chautauquan*: "Journalism," by George Parsons Lathrop; "The Universal Colour Maker," by Charles Barnard; "Out-of-Door Employments for Women," by Helen Campbell; "Studies of Mountains," by Ernest Ingersoll; "Mars Hill and the Oldest Athens," by Bishop John F. Hurst; "The Midwinter Harvest," by Charles Ledyard Norton; "Government Secret Service," by Ben. Perley Poore; "Claimants at the Doors of Congress," by S. N. Clark; "The Age of Caricature," by Frank Beard; "Among Insects," by Mary Treat; "Superfluous Women," by Mary A. Livermore; "Paul Hamilton Hayne," by Thomas Wentworth Higginson; "Popular Education in England," by Chancellor J. H. Vincent.

REVIEWS AND NOTICES OF BOOKS.

THE author of "Helen's Babies" has published, in cheap form, "Just One Day"

MATHEW ARNOLD will contribute to the first number of his nephew's new *Murray Magazine*.

THE holiday number of the *Literary Word* contains fifty pages. Reviews and notices of books will be found in abundance.

"How" is the title of a book announced by Worthington Co., in which children are taught how to make and manipulate innumerable toys.

PROFESSOR HUXLEY has written three papers which he calls "A Study in the Evolution of Home-Building." They will appear in *Youth's Companion*.

MACMILLAN & Co. will have ready soon Mr. Freeman's second course of lectures at Oxford, which discuss the chief periods of European history as grouped around the Roman power as a central point.

JOAQUIN MILLER is preparing for his London publishers a revised edition of all his poems, published or unpublished. *The Soldier Era*, of which Mr. Miller is editor, will contain the revised work until complete.

MR. W. D. HOWELLS has written for the *Youth's Companion* three charming articles, recording his early life in Ohio. It is actual experience, not fiction, and it brings out, with many exquisite touches, the life of a boy in a Western log cabin.

MESSRS. HOUGHTON, MIFFLIN & Co. announce the publication of two books which will be read with interest. One is "Democracy, and Other Addresses," by James Russell Lowell. The other is "The Life of William Henry Channing," by Octavius Brooks Frothingham.

THE new edition of Dante Gabriel Rossetti's works which will be published in two volumes by Ellis & Scrutton, London, will contain some poems that have appeared in print but not among his collected poems, and others that have not appeared in print at all. All of Rossetti's prose writings will be included in this edition.

THE author of "How to be Happy though Married," has written another book equally as good. It bears the title, "Manners Makyth Man," but it is not a book of etiquette. It deals with those traits of character and principles of action which make a manly man. It is written in the witty and entertaining manner of his former work.

"MR. BROWNING has only to put the final touches to his new poem," says *The Academy*. "It is a new departure, quite different from anything he has written before. The poem is from four thousand to five thousand lines in length, and all in rhyme. It consists of a Prologue and Epilogue—each a poem of some extent—and several intermediate sets of verses."

IT is reported that The Century Company protest that Charles Scribner's Sons are infringing on their rights in taking a name for *Scribner's Magazine* so like the former name of *The Century*. The Century Co. claim that they always had a perfect right to the title *Scribner's Monthly*. No legal steps have as yet been taken, and it is to be hoped that the matter can be satisfactorily settled without resorting to such measures.

IF Octave Uzanne, the apostle of novel styles o book-binding, could pay a visit to our book-stores this season, he might glean many new ideas as to his favorite hobby. Few of the holiday books are without tasteful covers; and one of the prettiest is that given to his illustrated edition of "The Christmas Carol" of Charles Dickens by S. E. Cassino, of Boston. It is in pale green and gold, backed with white linen and decorated with a spray of holly in relief on the white. The drawings and etchings are to the number of twenty-four, and are by J. M. Gaugengigl and T. V. Chominski. Most are photogravures after oil grisailles, but some are from pen-and-ink, charcoal and crayon drawings. They are of all shapes and sizes, and of varying degrees of merit; but all have character—the first requisite, of course, in illustrating Dickens. The vision of Ali Baba, opposite page 40, and the Fezziwig Ball, opposite page 46, are among the most successful. The book is handsomely made up, with margins of pleasant proportions, and has for frontispiece a Japan-paper proof of a portrait of Dickens with a *fac-simile* of his autograph.—*The Critic*.

AMONG Canadian writers there is at present great activity and a laudable ambition to supply the native market with the varied products of their thought. In addition to the forthcoming volumes by "Scarus," we are soon to have a drama, entitled "Roberval, the Companion of Jacques Cartier," from the pen of Mr. J. Hunter Duval, the Prince Edward Island poet [Halifax: Mackinlay & Son], and a volume of poems by Mr. George Martin [Montreal: Dawson Brothers]. Another Canadian, Mr. Arthur W. Gundry, of Ottawa, is also in the field with a new and, we learn, carefully prepared translation of the Abbé Prevost's masterpiece, "Manon Lescaut." The work is announced for the Christmas trade by Messrs. Belford, Clarke & Co., of New York and Chicago, with over three hundred illustrations by Maurice Leloir. Mr. Gundry is well-known to readers of the old *Canadian Monthly*, and his work, we doubt not, will be looked for with interest by many appreciative Canadians. We also learn that the new native novel, "An Algonquin Maiden," by Mr. Adam and Miss Weihererd, is to appear presently in an American edition, under the title of, "Which Love—Huguenot or Huron?"—*The Week*.

A VERY peculiar book has lately appeared. It has little or no value except as a curiosity. It is called "Disease of Sin," and is compiled by a medical musér for leisure hours of medical students." The cornerstone of the work is the theory that all disease is the result of sin; not sin against the laws of nature, which is a self-evident fact, but moral sin, which the author defines as "the doing by the agency of man's free will the thing which are morally wrong." Disease, he holds, is "sent directly as a judgment for such wrong doing." Adam and Eve attempted to maintain emotional health by independent, local, volitional currents, and soon developed an opposition of falsehood, and attempted to cut off connection with the Divine Mind." He apparently has no difficulty in proving that the victim of a lightning stroke has sinned, in that he had not used up the superfluous electricity in practical ways of street lightning, etc. He, however, fails to explain the peculiar ailment which is the consequence of sticking to a

political party, which he declares is a sin against the country. Neither does he state the penalty which attaches itself to the insuring of life, although he solemnly inveighs against the "crime."—*The Current*.

IT is very easy to say that people do not read Shakspeare and Milton and Dryden as much as formerly, but there is no evidence to sustain such statement. These writers have always been more talked about than read, and that state of affairs probably continues to this day; but if the number of editions printed, copies sold, references in current literature, applications at libraries, afford any means of judgment, there are certainly more readers of the best writers to-day than ever before, and the number is steadily increasing. It is true there is more worthless reading matter devoured to day than ever before; the capacity of what is known as the reading public in the way of absorbing trivial and trashy novels is apparently unlimited. But it ought not to be forgotten that the people who read this class of books never used to read at all. Such books do not belong to literature, and have not taken its place. They are simply a form of amusement, a diversion, a resource against ennui. They are read as tapestry used to be worked—by the yard, and simply to kill time. If the sale of this enormous mass of books of the moment seriously interfered with the sale of books of the age or of all ages, there would certainly be good cause for misgiving. But as a matter of fact it does not; the two are distinct, and the readers and students of the great books are neither confused nor swept away by the flood of contemporary publications. There are more of them every year, and they are probably of a stronger fiber than their predecessors, because they need to discriminate more intelligently between that which is of momentary and that which is of perennial interest and value. All persons read, and ought at times to read, for amusement and rest; but habitual reading ought always to be a matter of serious and intelligent purpose. The reading habit is an immense and inexhaustible resource, and no wise man will form it hastily or confirm it without taking into account its full significance. The first thing which one needs to learn who is beginning to read widely and often is to discriminate between the best and the second best books, and to select the best, and the best only, continually. Never waste on an inferior book the time and strength that would make you master of the work of some great mind, and enrich you by contact with some great life.—*Christian Union*.

THERE are lots of new books, for the publishing season has set in vigorously, and the stream of current literature is flowing deep and wide. Mr. Lewis Morris wrote his "Gycia" to be played as well as read; the result is that it will be read little and not played at all. Mr. Besant's new novel, "Children of Gibcon" is already in a second edition, while of Mr. Shorthouse's "Sir Percival" the first edition was cleared off in a single day, and now the public is scrambling for a third. In this latter case the critics are unanimous in condemnation; but the book sells brilliantly for all that. So does "Manners Makyth Man," the second attempt at book-making of the author of that amazing farrago of twaddle, "How to be Happy, Though Married," the first edition of

which was sold out, like that of "Sir Percival," on the day of publication. I do not, on the other hand, expect that "The Princess Casanmassima" is like to prove a success; it is too well written, for one thing, and for another it is not obvious enough. I think, though, that I had rather fail with Mr. Henry James than undergo baptism in company with Mr. Shorthouse and the "Happy Though Married" creature; at least he is a man of letters and an artist. Hobart Pasha's lusty and vigorous "Sketches of My Life" has been wonderfully well reviewed, but it is hardly commonplace enough, I should imagine, to make a fortune. The last batch of Carlyle's "Letters" has revived an old controversy, but is not otherwise remarkable. Some people, in fact, are getting sick of the Carlyle question, and are wishing that the late Jane Welsh had died inglorious—had never been interesting to anybody; and with this criminal indifference to the couple—tantrums, jealousy, dyspepsia, everything connected with their private life—I confess myself entirely in sympathy. The "From Mozart to Mario" of Mr. Louis Engel, the musical critic of *The World*, is malicious in no mean degree, a trifle impudent, not at all ill-written in its way; it tells the truth (the author says so, and I believe him) about a good many things; I should think it would be read wherever music is practised. In curious contrast is the "Richard Wagner" of Mons. Adolphe Jullien, with original illustrations by Fantin-Latour. It is one of those books which Mons. Rouam sends us now and then—well printed, well illustrated, well produced; magnificent in every particular. Mons. Jullien is a desperate Wagnerite. He is innocent enough to swallow the "new art" at a gulp and enthusiast enough to try his hardest to seduce the world into going and doing likewise. To the faithful his deification of the Prophet Richard may seem a trifle lukewarm; for he does not dissemble the Prophet's unnatural liability to human weakness. To the heretic, his book is an immense and rather pitiable mistake. He is of those who do not know the rudiments of art; and his enormous catholicism appears a proof, not of competence, but inability for aught but self-delusion. It is, on a smaller scale, the case of Ruskin and Turner over again. Of the inevitable stultification of Shelley which must result from the public performance of his "Hellas," I shall only say that the Shelley Society, as imaged in its records, is so far the greatest of Mr. Furnivall's mistakes. It remains to add that the anti-Academy agitators are still making themselves ridiculous. They have no money, and no hope; and the public carefully refrains from applauding them; and the critics live but to persuade them to other courses than their own. But they have determined not to excite themselves for nothing; and, after more correspondence in *The Times*, they have constituted themselves into a sub-committee of something or other, prepared a document which sets forth that the establishment of a National Exhibition of All the Arts is what everybody wants, and sent the said document round for signature to all the artists of their acquaintance. That the scheme will go much further I scarce believe; if it should, it will but end in a fiasco; and the farther it goes, the greater that fiasco will be. What is wanted, in truth, is a reformed Academy; and that these gentlemen cannot, or will not, see.—*The Critic*.

(Continued from page 775.)

Admittedly the ultimate aim of physical education is health and strength of body. Such being the case it is of great importance to enquire as to the means of making such education successful. Before going farther I shall ask, Is it not a curious anomaly that the standard of this part of education is not any higher in our universities than in the colleges; no higher in the collegiate than in the public schools—that, in fact, they are all on a par, and physical education in them amounts to very little? Of course there are exceptions in both the higher and lower institutions, but such seems to be the general rule. Now why is this the case? Can it be possible that the various branches composing physical education admit of nothing more advanced for the universities than the colleges, nothing more advanced for the high than the public schools? If it were so, then it might naturally be said that it may be a very good means to acquire health and strength, but nothing more; and, it necessarily work, it is, at all events, very dull and uninteresting. But the practical gymnast will tell a different story. He will tell you that there is work enough contained in the subject to be suited to all grades of schools, that the motto should be "Advance," in passing from a lower to a higher class in each school and also in passing from a lower to a higher grade of school, the same as is the case in purely mental subjects; that so far from the subject being dull it is very interesting—provided always that the mental faculties take their proper share in the work. I believe the root of the trouble is, that the intimate relation that the mind bears to the physical system has not been truly understood, or at least appreciated.*

Let it be thoroughly understood that to make physical education truly efficient, the mind must be actively employed, for if not, then a distaste is created which not even the thought of the acquirement of health and strength will eradicate and a large majority will shirk it whenever they can, while others will practice it spasmodically.

I am happy to state that I am not alone in my opinion as to the relation of the mind to the physical system.

Dr. George J. Preston, in an article on "Hereditary Diseases and Race Culture" says: "A fallacious notion has somehow crept in, that an *intellectual* man must be below par *physically*, and that the one faculty is necessarily cultivated at the expense of the other. The old proverb, '*mens sana in corpore sano*,' has been flout-

ed as an absurdity. So much for one cause of race degeneration." E. M. Hartwell, M. D., Ph. D., after describing The Prize Turning, or "Wettturnen," of the Dresden Turnfest in 1885, remarks: "The victors did not seem to be men of phenomenal muscular development, though it should be said that the turner costume, of loose jacket and trousers, is not calculated to set off the figure to the best advantage. They did, however, exhibit an astonishing power of executing difficult and pleasing feats—feats which called for a combination of strength, dexterous agility, prolonged endurance, close attention, purposeful daring, and cool judgement. They illustrated most admirably the truth of the poet's lines:—

'It is not growing like a tree
In bulk, doth man better be.'

The qualities which make 'the better man' among athletes and gymnasts are moral and mental, rather than muscular, in their nature. Muscular action, unless it be altogether abnormal, cannot be dissociated from mental and nervous action. Precise and purposeful movements of the trunk and limbs involve the possession of an intelligent and educated nervous system. From the failure of parents and teachers to apprehend this fact, it has come to pass that the average man can control and use only fractional parts of his muscular system. . . . The German turner's aim is to make his entire body the ready servant of his will."

All muscular exercises require action of the mental powers. In some it is very slight when first commenced, and becomes still less on repetition. These are the kinds of exercises which become monotonous and create a distaste for physical culture, or, at least, do not excite sufficient interest to carry it on. Others, on the contrary, exert all the powers of the mind and consequently their interest is not only maintained throughout, but also increased. The latter exercises are undoubted by the truly efficient, and though one or two of the other class can be added with a good effect, they would be inefficient if used alone from lack of sufficient stimulus. This being the case, the first thing to seek is the groundwork of exercises of interest, then try in every way to make them pleasurable, and the interest will be maintained by endeavouring to attain perfect action, trying to perform them in an easy and graceful manner and advancing onward to a higher grade.

Health and strength of body being the ultimate aim of physical education, it does not follow on that account that such aim should be continually impressed on the pupil. Interest in the exercises is the object to be sought for, and health and strength will follow. Ask the amateur fencer if he fences for "health," and he will answer that though he may have commenced the practice with

that idea he now really does so from pure pleasure. Ask him does he fence for "muscle," and he will laugh and say "no," that it is because he can measure his mind against that of others; that the movements and combinations of movements are varied; that his attention is engrossed, controlling and putting them in practice, and consequently he feels the exercise exhilarating and beneficial. Ask him again if after a year or two of practice will he not become perfect at the exercise, and, consequently, will it not become monotonous? He will reply that not in two years nor in four, if ever does he expect to become perfect, but that he always expects to become more expert, and that he has no expectation of his ever losing interest in it. Ask the amateur who practices the horizontal bar, who commenced when young enough, under a genuine gymnast as a teacher, (on entering the high school I believe to be the best time to commence that branch, after having been thoroughly grounded in the public schools in the exercises given in the authorized manual of Physical Culture.) if he practices to "get his muscle up." He will say "no," that he practices because he likes it; ask him if it is not hard work and he will answer "yes," but that he does not feel it so, as there is so much to learn and so much interest attached to everything to be done; that even after he has learned to accomplish an exercise he still wishes to perform it with the utmost ease and grace. And so you may take the other exercises of the same class and receive similar replies. That such is the fact I can avouch from my own experience, both in performing the exercises myself and in teaching others. I have frequently had pupils, both boys and girls, ask me to come at the "recalls" to help them at some exercise that they were anxious to learn.

I will also add, that I believe gymnastics, etc., based on the influence the mind has on the physical system, will prove to be the greatest advocate of temperance, both in eating and drinking, as well as of hygienic measures in general, beyond anything of which I know, as the children wishing to excel in exercises that they take a delight in, will early turn their attention to these important matters and appreciate their value. After many years of experience, study, actual practice and teaching, and after having met and seen first-class gymnasts from all parts of the world, the views that I have herein expressed are those in which I am a firm believer, and I hope that this expression of them may contribute towards breaking up the deplorable lethargy that so long has made physical education practically a dead letter in the schools of Ontario, and that actual work may speedily and energetically be taken up in every school in the Province.

E. B. HOUGHTON.

* While engaged in gold digging I have often been led to notice the influence of the mind over the physical system. In washing 'dirt' that contains but little gold, the body soon becomes weary—so much so, that the work is intermitted. On the other hand, when the 'dirt' is 'rich' the digger can exert himself energetically from sunrise to sunset, without feeling fatigue at the termination of such a long spell of labour.—Capt. Wayne Reid.

Methods and Illustrations

EXERCISES IN ENGLISH.

1. POINT out the phrases in the following, telling their kind and relation :—

(a) Finding it impossible to effect a landing in the face of such opposition, the Americans, leaving a few of their number to occupy the attention of the troops on the bank, disembarked some distance up the river, and succeeded in gaining the summit of the height by a difficult and unprotected pathway.

(b) The gallant hound the wolf had slain
To save Llewellyn's heir.

(c) Cordelia, disgusted with the flattery of her sisters, whose hearts she knew were far from their lips, and seeing that all their coaxing speeches were intended only to wheedle the old king out of his dominions, that they and their husbands might reign in his lifetime, made no other reply but this, that she loved his majesty according to her duty, neither more nor less.

(d) Lear, soon after expiring, Kent, this faithful servant to the king, between age and grief for his old master's vexations, soon followed him to the grave.

(e) When Hamlet saw his end draw near, there being yet some venom left upon the sword, he suddenly turned upon his false uncle, and thrust the point of it into his heart, fulfilling the promise which he had made to his father's spirit.

(f) At this moment the figure of a woman emerged from a screen of Virginia creeper near them, and looking straight in Kate's face, with a light laugh passed through the long French window into the drawing-room.

2. Construct sentences to show that each of the following words may be used with the value of different parts of speech :—

(a) English, French, German, fair, orange, right, sound, gold.

(b) Eyes, sentence, name, station, doubt, load, arm, can, fly, left, fight, ring, thunder.

(c) All, none, some, little, other, this, each, same.

(d) Near, little, fast, exceeding, well, like, pretty, no.

(e) Save, on, for, off, up, down.

3. Pick out the (1) modifying (2) connecting words in these sentences :—

(a) A wide plain, where the broadening floss hurries on between its green banks to the sea, and the loving tide, rushing to meet it, checks its passage with an impetuous embrace.

(b) On this mighty tide the black ships, laden with the fresh-scented fir-planks, with rounded sacks of oil-bearing seed, or with the dark glitter of coal, are borne along to

the town of St. Ogg's, which shows its aged, fluted, red roofs and the broad gables of its wharves between the low wooded hill and the river bank, tinging the water with a soft purple hue under the transient glance of this February sun.

A. M. B.

FOR PRONUNCIATION.

TEACHERS may use this list of words to advantage, on Friday afternoons :—

Nominative.	Museum.
Florist.	Pedestal.
Conflagration.	Irrefutable.
Maritime.	Kiln.
Orthœpist.	Llanos.
Nephew.	Isthmus.
Boil.	Archipelago.
Mischievous.	Antarctic.
Opponent.	Peremptory.
Senna.	Oblique.
Length.	Tremendously.
Breadth.	Ghoul.
Awkward.	Prestige.
Servile.	Cortege.
Nothing.	Protege.
Cucumber.	Jugular.
Deign.	Memoir.
Indict.	Neither.
E'er.	Creek.
Extraordinary.	Breeches.
Uproarious.	Iron.
Trait.	Yellow.
Illustrate.	Arctic.
Valise.	The.
Gigantic.	My.
Gunwale.	Recipe.
Food.	Inquiry.
Wholly.	Shone.
Loch.	Gesture.
Lough.	Food.
Lieutenant.	Con tractile.
Fjord.	Fahrenheit.
Manes.	Destined.
Either.	Publicist.
Orchestra.	Dude.
Consummate.	Duel.
Azure.	Furlough.
Lespt.	Oriental.
Invalid (noun)	Intrigue.
Mercantile.	Intricacy.
Oases.	Geyser.
None.	Tassel.
Invalid (adj.)	Tiger.

A. M. B.

EXERCISES IN ENGLISH.

PARAPHRASE the following, using your own words as much as possible :—

1. Better than fame is still the wish for fame,
The glorious training for a glorious strife.
2. This is not the last we hear of Mr. Nutt. That penitent person achieved still greater fame than before on the seas, and became, say the records, the most incomparable nuisance in all his majesty's dominions.
3. Then I'll not be proud of my youth or my beauty,
Since both of them wither and fade,

But gain a good name by well doing my duty ;
This will scent like a rose when I'm dead.

4. When winter winds are piercing chill,
And through the hawthorn blows the gale,
With solemn feet I tread the hill
That overbrows the lonely vale.

O'er the bare upland, and away
Through the long reach of desert woods,
The embracing sunbeams chastely play,
And gladden these deep solitudes.

5. Adieu ! adieu ! my native shore
Fades o'er the waters blue,
The night-winds sigh, the breakers roar,
And shrieks the wild sea-mew.

Yon sun, that sets upon the sea,
We follow in his flight ;
Farewell awhile to him and thee,
My native land, good night !

6. A hundred of the foe shall be
A banquet for the mountain birds.

7. As I sat down to breakfast in state,
At my living of Tithing-cum-Boring,
With Betty beside me to wait,
Came a rap that almost beat the door in.
I laid down my basin of tea,
And Betty ceased spreading the toast ;
"As sure as a gun, sir," said she,
"That must be the knock of the Post."

8. "All quiet along the Potomac," they say,
"Except, now and then, a stray picket
Is shot, as he walks on his beat to and fro,
By a rifleman hid in the thicket."

9. The twilight hour like birds flew by,
As lightly and as free ;
Ten thousand stars are in the sky,
Ten thousand in the sea.
For every wave with dimpled cheek
That leaped upon the air,
Had caught a star in its embrace
And held it trembling there.

10. From an eminence which commanded a view of the Mexican capitol, the American chieftain beheld his country's flag erected by the vanguard of the army, floating above the palaces of the Montezumas.

11. The tissue of our life to be
We weave in colours all our own ;
And in the field of destiny
We reap as we have sown.

A. M. B.

THE regulations in some cities says the *New England Journal of Education* make corporal punishment effectively a lost art, by merely throwing around its practice so many requirements as to give the teacher so much trouble that she uses it only as a last resort. We were recently in a city school, and it is a sample of many in this day, in which the teacher was required to send the superintendent a report of each case of corporal punishment on the same day in which it was inflicted, the name of the pupil, age, the kind of punishment and extent, and also the number of cases of corporal punishment she has had during the school year. These are placed in a memorandum book, so that the school committee can turn and at a glance know the record of each teacher in her punishments for the year. Most teachers will resort to every other device in the world before running the risk of having their reports accumulate against them. There are some methods of punishment much worse than corporal.

Mathematics.

ANSWERS TO THE PROBLEMS IN ARITHMETIC FOR CANDIDATES PREPARING FOR THE ENTRANCE EXAMINATIONS.

(See issue of Nov. 25, No. 97, page 714.)

119. 9 men.
120. 5% gain.
121. 400
122. 45816.11479.
123. 121.
124. \$36.33½.
125. 24.
126. 1320 yards.
127. 0 00071.
128. 4 qrs.
129. \$945.
130. 27 men.
131. 18 men.
132. 85¢ per cent.
133. 59½¢.
134. 42 sq. ras., 22 sq. yds., 6 sq. ft., 27 sq. inches.
135. 34 days.
136. 0.4427.
137. 18 horses.
138. 12½ per cent. nearly.
139. 248,832.
140. \$59.15½¢.
141. 8½¢.
142. 4 hours.
143. \$2.89.

Educational Intelligence.

WEST VICTORIA TEACHERS ASSOCIATION.

THE semi-annual convention of the teachers of West Victoria was held at Fenelon Falls on Thursday and Friday, December 2nd and 3rd.

After the convention was opened in the usual form, the president, Mr. Reazin, gave the opening address.

He spoke of the extension of third-class certificates. First, by the Minister of Education; second, by county boards, third, by inspectors. Only two had been granted by the Minister for 1886. None by the Inspector except in the Parry Sound district. The county board granted extension third class certificates, but only upon the candidate passing again the third class examination, or some higher examination. The board had no choice but to grant them. He pointed out the great advancement of education in the country in sixteen years, as shown by the Entrance Examinations, which are much harder than the Third Class Examination was then. He mentioned English grammar and mental arithmetic as the weak subjects in the schools of West Victoria, but this was owing largely to the fault of the text-books. He closed by pointing out the great advantage to teacher and pupil of strict government, and urged teachers leaving their schools not to relax in the least until after 4 o'clock on the last day.

Mr. Morris, of Cobocok, read an interesting essay on the subject, "Private Opinions," which

was criticized by the president and others. Convention adjourned.

At 1.30 convention re-assembled to transact business. Moved and seconded, that a committee consisting of Messrs. Reazin, Weir, Ross and Gilchrist be appointed to make a suitable selection of books as an addition to the library. Carried.

Moved and seconded that our next convention be held at Cobocok. Carried.

Moved and seconded that the secretary be instructed to get that part of the library now kept at Oakwood, and that the whole be kept at Woodville. Carried.

Mr. Weir gave an interesting and instructive lecture on teaching decimals, clearly showing each successive step taken until the whole is mastered.

Miss Macniven read a well arranged and deeply interesting essay, entitled "A Lesson on the Fable of the Fox and the Crow." This paper was so well received that a motion was passed requesting Miss Macniven to furnish the secretary with a copy for publication.

Mr. Gilchrist followed with a paper on history, in which he exemplified his method of teaching the subject to a fourth class by a lesson on the English Revolution.

Interesting discussions followed each subject. Convention adjourned.

Convention re-assembled at 9.30 a.m. on Friday.

Mr. Reazin spoke briefly on the College of Preceptors for Ontario. He explained the changes suggested by it in our educational system. After a discussion by the teachers, the following resolution was drafted by a committee and passed by the Association:—

"That in the opinion of the teachers of West Victoria, the action of the Provincial Teachers' Association in attempting to establish a College of Preceptors upon the English basis is premature, and that the advantages proposed to be secured thereby can be better attained by retaining the present system of examinations, and by re-modeling the Provincial Teachers' Association so as to make it purely a representative body.

In the absence of Mr. Knight, Mr. Reazin took "Elementary Algebra," and showed how it should be taught to a class of beginners.

Mr. Weir gave a lesson on "Factoring" in algebra, beginning with simple examples and proceeding to factoring by symmetry.

At the request of a number of the teachers who were absent on Thursday, Miss Macniven kindly consented to again read her essay.

Convention adjourned to meet at the call of the president.

L. GILCHRIST,
Secretary.

MR. J. J. TILLEY was in Mitchell recently inspecting the model school.

MR. JAMES MOORE, JR., has been appointed teacher of Leslie's School for 1887.

MISS SMITH, of Wellington County, has been engaged as teacher of Loine School.

THE Kinmount trustees have again engaged Mr. Irvine at a salary of \$475 per annum.

MR. J. E. FRITH has been re-engaged as teacher of the Governor's Road School, Princeton.

MR. HOGG has been re-engaged as teacher for Holbrook School for 1887 at an increased salary.

MR. JAMES D. WEIR, teacher of S.S. No. 1, Mara, has been re-engaged at an advance of \$50.

MR. C. M. FRENCH has been re-engaged in S.S. No. 3, Nichol at an increase of \$50 on last year's salary.

MR. HAYES, King, has to leave on account of ill-health. Mr. Doan, also, is leaving the Tenth Line School.

AS teacher for the year 1887, the Macville Trustees have secured the services of Miss Fannie Ferrier, of Islington.

MISS M. ALLEN, teacher at Hampshire Mills, leaves that locality at the end of the present term to teach at the public school at Coldwater.

MR. T. G. RATCLIFFE has been re-engaged in the Donegal School for the next year with an increase of salary of \$40, making his salary \$500.

MR. GEO. THOMPSON, who has taught the Newbury School for the past two years and three months, has been re-engaged for another year at a salary of \$500.

THOMAS PEARCE, Esq., County School Inspector, was in Galt for several days lately, examining into the work done by students, and also inspecting the schools generally.

THE present staff of Listowel Public School teachers have been re-engaged for next year, with the exception of Miss Martin, who will be replaced by Miss M. Gibson.

AT the annual concert recently held by the Wingham Public School, an exhibition of club-swinging was given by seven young ladies, also dialogues, charades, and *tableaux vivants*.

THE teachers, Mr. J. Amos and Miss Bancroft, of Corinth, have been re-engaged for the coming year. It will make eleven years' consecutive teaching at Corinth for Mr. Amos.

THE Oakwood staff of teachers in the high and public schools have been re-engaged, with the exception of Miss Ford, who goes to the Station School, Miss M. A. Thomas filling her place.

MUCH regret is expressed at the departure of Mr. Gittoy, school teacher of Seagrave, who has sent in his resignation after being re-engaged for another year. Mr. P. Anderson, of Oakwood, is to be his successor.

THE following changes have been made at Peterborough. Miss Hall appointed to Miss Johnson's place; Miss Keele to Miss Hall's; Miss Errett to Miss Keele's, and Miss Errett's place filled by Miss Richardson.

AT the last meeting of the Amherstburg School Board, Miss Powell was appointed teacher *vice* Miss McDougall, resigned. On motion, the secretary was authorized to enter into an agreement with Miss Johnson, as teacher for 1887, at a salary of \$275.

AT a special meeting of the Dutton High School Board, the application of Mr. James Short, B.A., of Hamilton, for the position of assistant teacher, was accepted. At the same meeting, owing to the growth of the school, the board decided to engage a third teacher.

MR. D. J. KINNON, Public School Inspector for Peel, has decided not to extend any third-class certificates for next year. He says he is aware there are legally qualified teachers enough to fill

all the positions. This action will not only raise the standard of teachers, but also of salaries in proportion.

INSPECTOR McBRIEN has been inspecting the Whitley Schools during the week, and reports everything working to his entire satisfaction. Accompanied by Mr. G. Y. Smith, one of the County Board of Examiners, he visited the Model School, and examined the teachers most minutely in the practical work of their profession.

THE teaching staff of Lindsay Collegiate Institute for next year will be as follows: Head master, J. C. Harstone, M.A., late of Whitley, salary \$1,400; classical master, W. S. Milner, M.A., \$1,000; modern language master, G. F. Lawson, B.A., late of Uxbridge, \$900; science master, Mr. Lennox, B.A., late of Campbellford, \$750.

THE following is a list of the teachers at the Orillia High School for 1887, and the grades assigned to them: No. 1, Mr. McKee; No. 2, Mr. Kinnell; No. 3, Mr. Huff; No. 4, Miss Cooke; No. 5, Miss McKay; No. 6, Miss Green; No. 7, Miss Pert; No. 8, Miss Chase; No. 9, Miss Lytle; No. 10, South Ward School, Miss Delmage, and 11, Miss Allan.

PRINCIPAL MERCHANT, of the Owen Sound Collegiate Institute, has organized in connexion with the school, a society for the cultivation of flowers. Each member is to place one plant in the school and care for it while he is in attendance. Already many of the pupils have joined the new organization, and the rooms present quite a new and attractive appearance.

At a late meeting of the Allenford School Board Mr. H. B. McKay was re-engaged at a salary of \$500 per annum. The school is well attended, and progressing favourably. Half a dozen are taking up third-class work. The board is advertising for an assistant third-class teacher. This will be gratifying news for Mr. McKay's old friends in and about Barrie, where he taught for nine years.—*Kincardine Review*.

W. GREY, Esq., Chairman of the Woodstock Board of Trustees, visited the High School and announced to the pupils that the old name was no longer applicable to the school, but that, on the advice of the Hon. Minister of Education, the Lieutenant-Governor in Council has raised the school to the status of a collegiate institute. After a few complimentary remarks, in which he congratulated the teachers and pupils on their great success, he proclaimed the rest of the day a holiday.

RYDE NEWS.—Miss Mosgrove, of Lindsay, teaches in No. 1 section; she also teaches music. Miss Rose Hacking teaches No. 2 school; she has a large school. Miss Agnes McKrae teaches No. 3; Miss E. Clark teaches in No. 4, Bush's section. Miss Hacking resigned No. 5 to attend the Bracebridge Model School. Miss Hill, of Bracebridge, takes her place; Miss A. B. Kincaid teaches Union School No. 6. Miss Maud Dames, of Oakwood, teaches the new school, No. 7. McDonald settlement.

At a meeting of the governors of Acadia College, held recently, it was determined to secure the services of a teacher in modern languages for

the balance of this year, with a view to a permanent appointment of a professor next year. It was also determined to proceed with the repairs on the seminary as soon as practicable. The attendance at the institution is large. There are seventy-four names on the register of the academy, seventy young ladies at the seminary, and ninety-one students at the college.

At the last meeting of the Peterboro' School Board Mr. Rutherford moved, seconded by Mr. Denne, that in the opinion of this Board Mr. Long be and is hereby appointed Principal of the Collegiate Institute, thus filling the vacancy caused by the death of Dr. Tassie; the salary to be the same as paid the late Dr. Tassie, and the duties to commence on January 1st. The following applications for the position were received: from Mr. J. O'Connor, Lindsay, and L. Lapp, Uxbridge. The motion was carried unanimously.

At a special meeting of the Lindsay School Board, the special committee appointed to deal with the question of re-engaging teachers for the high school reported as follows: "Your committee beg to report that they recommend the appointment of the following staff of teachers for the high school: Head master, Mr. J. C. Harstone, M.A., at a salary of \$1,400; assistant master (in classics), Mr. W. S. Milner, M.A., at a salary of \$1,000; assistant master (modern languages), Mr. G. F. Lawson, B.A., at a salary of \$900; assistant master (science department), Mr. Lennox, B.A., at a salary of \$750." The report was, on motion of Mr. Winters, seconded by Mr. McNeillie, adopted. The board then adjourned. Mr. Lawson has been engaged in teaching at Uxbridge and Mr. Lennox at Campbellford.

At the last meeting of the Brantford Public School Board Miss Hattie Brown made application for position as teacher in the public schools of the city. Dr. Kelly recommended that in future promotions be made the basis of the standing of the pupils during the term, a plan that now prevails in Toronto. Mr. Thomas McLean presented the report of the Committee on Education and Salaries: From it we take the following: (II) Grades 1, 2, 3, and 4 to be called the lower grades. All teachers in the lower grades, who have a second class B., Normal School certificate, to be paid at the rate of \$250 per annum; those with a lower certificate at a rate of \$225. In the higher grades the salaries shall be as follows: Grade 4½, salary \$265; Grade 5, salary \$270; Grade 6, salary \$300; Grade 7, salary \$325; Grade 8, salary, \$375; Grade 9, salary, \$450. The report was adopted.

PARKDALE NEWS.—F. W. Raiston, teacher of the sixth division, sent in his resignation, which was accepted. Miss Martha Boyd was appointed an assistant in the kindergarten without salary. Miss Jennie Elliott, of Agincourt, was appointed teacher to fill a vacancy in the public school. In Committee of the Whole the question of teachers' salaries was discussed and the following were adopted for the ensuing year:—Principal J. A. Wismer, \$1,100; Headmaster R. W. Hicks, \$850; Miss H. R. Currie, \$450; Miss Eadie, \$425; Miss Littlefield, \$400; Miss Noble, \$350; Miss Elliott, \$350; Miss L. M. Currie, \$335; Miss Cook, \$335; Miss Warren, \$325; Miss Duff, \$325. Kindergarten teachers — Miss Lawson,

\$300; Miss Berkinshaw, \$150. Steps were taken to finally close the purchase of the new school site on Close Avenue.

At the last meeting of the London Board of Education, held on December 7th, a large amount of business was transacted. The following applied for positions as teachers:—Misses H. Young, L. Walton, M. Skelton, Florence Pocock, Bella Grieve, M. Fleming, Sarah J. Copeland. A manifesto setting forth reasons why they should be paid according to the same scale as are the male teachers was received from the following lady teachers:—Misses M. Coyne, E. Yates, J. A. Simpson, C. Cannell, M. Yates, R. A. Booth, I. Magee, and C. Dunbar. Misses Agnes McLeod, Jarvis and Natrass tendered their resignations as teachers, to take effect at end of year. Accepted. Dr. Campbell reported that present buildings, courses and apparatus in the schools would not admit the introduction of the kindergarten system, though it is an excellent one. Action deferred till such changes are made by the board. Adopted.

THE following is from the Colonial Exhibition Supplement of the *Globe*: Unfortunately, in this country, sufficient attention has not been directed by schoolmasters to the importance of providing desks and seats adapted to the requirements of children. We are told by persons in authority that the death-rate of children is diminishing in consequence of improvements in sanitary surroundings. We do not hesitate to say that the death-rate would diminish in a much greater proportion if proper school desks and seats were provided for them. The suitability and adaptability of school-desks form one of the most important considerations in the school-room, and in relation to the physical training of children. If the desk be not properly constructed—if, for example, it be too low, or projects too far over the edge of the seat, the pupil stoops forward, and the consequence may be congestion of the head and shortsightedness, or myopia. In these days of close application of the visual organs of children at school, near-sightedness is rapidly increasing, and this is no doubt partly produced by the pupils placing their books flat on imperfectly constructed desks and bending their heads forward so as to shade their eyes from the light, thus interfering with the free return of the blood from the eye and the brain. This position is also bad as regards respiration and the condition of the spinal column. Stahl Schmidt & Co. have been successful in constructing a folding-lid desk, the lid of which can be adjusted to any angle for reading or writing, a desideratum long demanded by physicians, but only now accomplished. We find, too, that the respiratory organs are interfered with and injured, enfeebled digestion produced, and spinal deformity caused in children by their stooping and improper positions when seated in badly constructed seats. This is obviated by using Stahl Schmidt & Co.'s desks, which have the seats and backs curved, on physiological principles, to fit the shape of the human body, and which, by the aid of the book-rests, enables the pupils to work in perfectly healthful and natural positions. These desks have also adjustable foot-rests to accommodate pupils of different heights. In France, and some other European countries, the pupils are measured every six months, and seats and desks of suitable proportions are assigned to them.

Promotion Examinations.

DURHAM PROMOTION EXAMINATIONS.

NOVEMBER 26TH 1886.

GEOGRAPHY.

SENIOR III. AND JUNIOR IV.

1. Define: sound, prairie, meridian, plateau, zone.
 2. What coasts are indented by the following gulf and bays, and of what waters are they arms: Hudson Bay, Gulf of California, Gulf of Guinea, Bay of Biscay, Bay of Bengal.
 3. A person travels from Toronto to Ottawa on the C.P.R., mention the counties through which he would pass, and the leading stations on the way.
 4. Name five ports in the Province of Ontario; state in what counties and on what waters they are situated.
 5. Sketch an outline map of South America, and fill in the boundaries of the counties, the mountains, the rivers, the cities, &c., as far as your time will allow. Write names on the map.
 6. Give the boundaries of Europe, and trace five of its large rivers, mentioning the countries in which they rise, and the waters into which they empty.
 7. Sketch an outline map of the Dominion, and fill in the boundaries of the provinces, the lakes, the rivers, the railroads, &c., as far as your time will allow. Write names on the map.
- Value 10 each. Time, 9.10 a.m., to 10.10 a.m.
- NOTE.—Senior III. will omit questions 6 and 7, and Junior IV. will omit questions 1 and 5.

GRAMMAR.

JUNIOR III. TO SENIOR III.

1. Define: sentence, predicate verb, adverb, conjunction.
 2. Combine the following statements into one sentence; place a bracket around the subject of the sentence you form, and a line under the predicate.
John owns that house on the hill.
It is a new house. It is a white house.
It has two chimneys.
 3. Form two sentences, the first with subject modified by two adjectives and a phrase; the second with subject modified by a noun in apposition and a phrase.
 4. Form two sentences; one containing two nouns, two adjectives, one adverb and one verb. The other containing four nouns, three adjectives, one verb and one proposition.
 5. Come back, *come back*, he cried in grief, across this stormy water, and I'll forgive your Highland chief, my daughter, *oh*, my daughter.
(a) Re-write the above stanza correctly punctuated, and with capitals properly used.
(b) State to what class each italicized word in the above belongs.
 6. Write a letter of at least eight lines, to an absent schoolmate, giving an account of your school work this term. Special attention must be given to the arrangement of the date, introduction, margin and subscription.
Value 10 each. Time 1 to 2.30 p.m.
- ##### SENIOR III. AND JUNIOR IV.
1. Define: predicate adjective, abstract noun, personal pronoun, limiting adjective, transitive verb.

2. John, the good boy, will not go.
That little man with the black hat was there last night.
(a) Divide the above sentences into subject and predicate.
(b) Name the modifiers of the subject in each, and tell their kind.
 3. On arriving home in the morning, my hired man ran rapidly through the garden into the house.
(a) Divide the above sentence into subject and predicate.
(b) Name the modifiers of the predicate, and tell their kind.
 4. The golden touch exclaimed he. you certainly deserve credit friend midas for striking out so brilliant a fancy. but are you quite sure that this will satisfy you.
(a) Re-write above correctly, with punctuation marks and capitals.
(b) Give the class and sub-division of the italicized words.
 5. The servant, John Babb, went through the field of corn to-day.
(a) Analyse the above sentence.
(b) Parse the nouns in it.
 6. Give the comparative and superlative degrees of the following adjectives, and the past tense and the past participle of each of the verbs. Well, little, tall, far, blue: begin, come, jump, get, sow.
 7. The assailants were driven br; and far through the long summer evening, and deep into the summer night the battle raged.
(a) Analyse the above sentence.
(b) Parse the italicized words.
 8. Write a letter, not less than 10 lines, to a friend in Montreal. You may give an account of your school work, and the progress you have made in the different subjects this term. Special attention must be given to the arrangement of date, introduction, margin and subscription.
Value 10 each. Time 1 to 2.30 p.m.
- NOTE.—The Senior III. will omit questions 6 and 7; Junior IV. omit questions 4 and 5. The Junior IV. should make at least 10 marks on Nos. 6 and 7.

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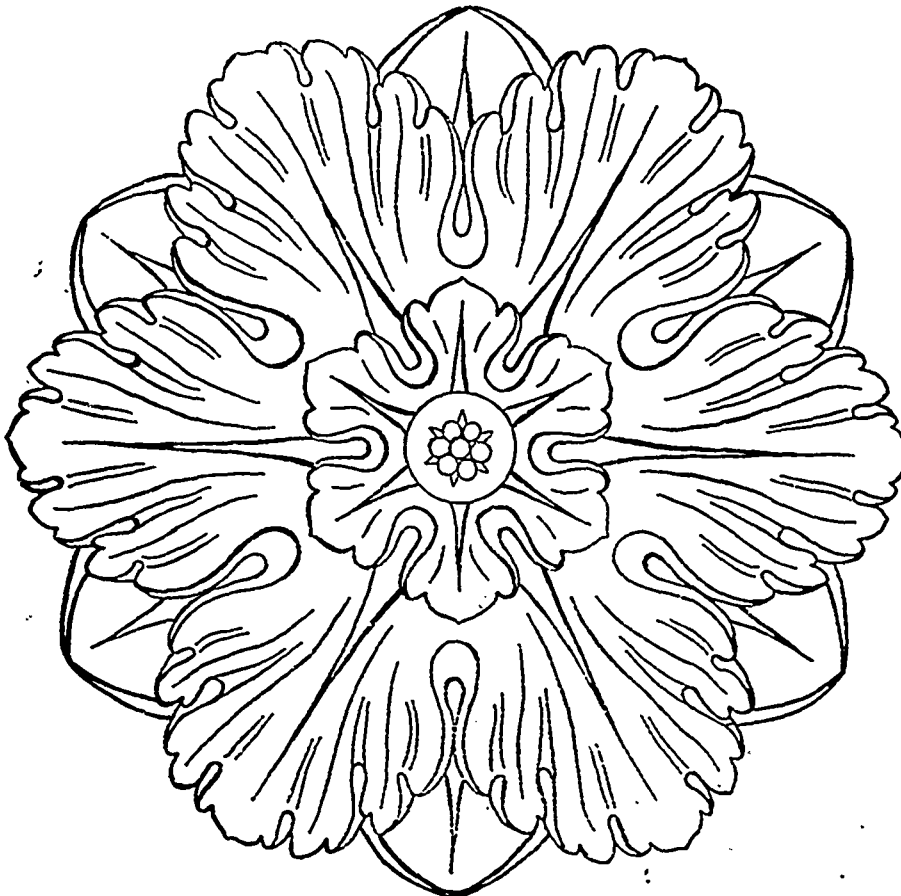
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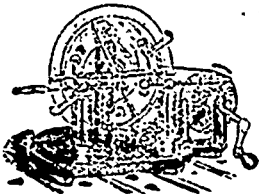
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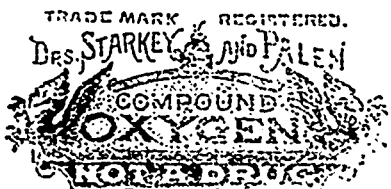
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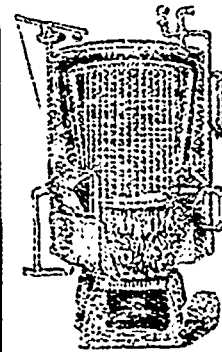
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