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The Educational Weekly

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ON page 371 will be found the names of some graduates of the University of Toronto who have distinguished themselves at the University of Johns Hopkins. Some of our readers may be ignorant of the method and character of the work performed in this splendid educational establishment. The following extract from the *Critic* may, therefore, be not out of place in these columns:—

“From the beginning, the authorities of the Johns Hopkins have recognized the importance of encouraging original investigation, and have been liberal in their grants for laboratories, apparatus, books and everything necessary for carrying on the higher work. They have also provided means for publishing the results. Journals of mathematics, philology, history, bio-

logy and chemistry are maintained, and in their pages are found recorded the chief investigations carried on by members of the university. The starting of these publications was a necessity, for the reason that special journals devoted to the subject were not in existence in the country, and there was no place in which articles on these subjects could be sure of publication. To investigate and not publish the results is not more profitable than hiding wealth in a stocking. The only way in which the investigator can prove to his own satisfaction and that of others that his work is good, is by submitting it to the criticism of the world. If it is bad he will soon find it out, and the sooner he finds it out the better. It cannot be denied that much good work has been done at Johns Hopkins during the past ten years, and there can be but little doubt that at least as much will be done during the next ten years. Regarding the future, there is every promise of a steady, healthy growth. The critical period is over. The University is an established fact. Much is still needed to perfect it—more teachers, more buildings, more books, more apparatus. The fund is not unlimited. It amounts to about three and a half million dollars. It takes more money to equip and maintain a university than is required for a college. As compared with the resources of even the smaller foreign universities, those of Johns Hopkins are far from large. The one thing which the University has most to fear in the future is the reputation which it enjoys of being rich. This will tend to divert bequests, for, whatever may be the foundation for the assertion that ‘to him who hath shall be given,’ the rule doesn’t always work in the case of universities.”

It is now nearly a year since the Senate resolved to abolish scholarships and medals at the University of Toronto. Radical as the measure seemed at the time, it was in reality moulded upon one that has been in effect for many years at universities so conservative in their tendencies as Oxford and Cambridge. The Senate of

the University of Toronto has created in the fourth year three classes of honours instead of two. Those who obtain first-class honours will be men who have gained a percentage high enough to entitle them to a medal. Private scholarships still exist.

One of the most formidable objections to scholarships lies in this, that the revenue of the University, most inadequate as it is, has been diverted in that way from its proper functions. This objection cannot be urged against scholarships given by private persons, whose liberality can never be displayed more easily than in aiding the intellectual development of a young country.

The chief argument in favour of the retention of them is based upon the fact that needy students have found the assistance derived from scholarships very useful, sometimes indispensable, though it is probably true that in the greater number of cases scholarships have found their way into the hands of students who have not needed them in the least. Yet even granting that in all cases they have assisted poverty-stricken students, we do not think the chief objections to their preservation removed. Learning should be sought for itself—not for any ulterior purpose. Like virtue it should be its own reward. When a university sets scholarships and medals before students as rewards it is placing before them an ulterior object to that of learning, and, in the form of scholarships, in a very mercenary form. Just so far as these detract from the true purport of university education, they are wrong and hurtful. If opponents of the recent change could prove that this is never the effect of them, their case would be stronger, but this they have never succeeded in doing, in fact, they have never attempted to do. But as far as the University of Toronto is concerned, nothing, while its revenue remains so small, would justify the expenditure of it in that direction because it needs it all for what (in opposition to scholarships and medals) we may call “necessaries.”—*Communicated.*

Contemporary Thought.

THERE are a large number who have never learned either the meaning or the pronunciation of the word, liberty. They spell it correctly, but pronounce it, *license*.—*American Teacher*.

THE difficulty of obtaining a good model of either sex increases with the increase of civilization. A man's limbs may be perfect but his chest is narrow; or his head is fine while his shoulders are sloping. In one of the churches of New York, directly behind the pulpit, stands a noble stained glass window, in which is represented the full-length figure of a scantily-robed angel. Whether the angel is male or female nobody knows. After photographing fully a dozen female models, selected with infinite pains and at considerable expense, the artist had not one satisfactory figure. In his despair he fell back upon an uncouth Italian tramp, who turned out to be a good model with the exception of his ankles. With some "idealizing" of outlines a moderately successful angel was produced; but none of the worshippers who gaze at him know how much trouble he cost.—*lat.*

THE effort now being made by certain humanitarians to discourage the wearing of birds or their plumage by ladies in their hats is all very good in its way, and gives opportunities for such persons to pose as reformers; but why they should visit their wordy wrath upon the poor milliners, as some have done, is as mysterious as it is inconsistent. The milliner does not kill the birds, nor do they reach her until they have passed through the hands of several dealers or middlemen, and she would not sell them were they not demanded by her customers. The consumer of an article is the person responsible for its being offered as merchandize. So we advise our benevolent brothers and sisters to "go for" the consumers. And while they are about it, let them not stop at plumes on hats; let them recollect the beautiful tortoise-shell comb Miss Fashion wears in her hair was originally taken from a poor innocent creature who used this material for its only defence. The kid gloves she has on her hands were stripped from a babe whose parents had hoped that its maturity would be spent in the harmless amusement of bounding about on suburban rocks and foraging freely on fence-board circus-posters. The satchel she carries on her arm but a short time ago formed part of an amphibious animal, whose only crime consisted in basking in the sunshine on the mud flats of the St. John's River, Florida, occasionally frolicking in its waters, or watching for an incautious black pickaninny on whom to make a meal. The silk dress she robes herself in was made from the winding threads that form protection for thousands of nature's beautiful creations, who were cruelly scalded within their secluded retreats lest they might eat their way out and spoil the continuity of the valuable fibres. The sacque that shields the fair form from the rude and wintry blasts once helped to protect a beautiful animal, whose native home is amid the icy regions of Alaska, where he was ruthlessly sacrificed for a species of skin game; an animal susceptible of domestication, and capable of a high degree of culture, vying with the average Italian in musical ability, as was demonstrated by several that have been exhibited at various museums

where they handle the barrel-organ with marked skill. The porte-monnaie she so faintly carries in her hand, and the card case that accompanies her on calls of ceremony, were once part of beautiful tusks that excited the cupidity of Asiatic or African hunters, who murdered possible Jumbo to secure them for commercial purposes.—*Millinery Trade Review*.

It would be difficult and invidious—and, we are glad to think, therefore, that it is a wholly unnecessary—task to attempt to fix Dr. Holmes' place in the ranks of American men of letters. That, on any reasonable estimate of his claims, his place must be a high one is too clear, we think, for dispute. He possesses what, without disparagement to transatlantic literature, we may say is a rare characteristic among its professors—the quality of originality. The fact that but few of her predecessors or contemporaries can lay claim to this quality is no discredit to them. It is but natural that a literature exposed to such powerful paternal influences as is this young offshoot from the venerable English tree of thought and language should for a long time be imitative, and imitative alone. When we consider how masterfully a great poetic individuality affects all youthful poetic minds within its range, we need not be surprised to see the same phenomenon repeat itself on a national scale, and with the master and the disciples represented respectively by whole communities of men. The test, however, of genius in the individual applies itself pretty speedily with the advance of maturer years. If there is "anything" in the aspiring bard, he will soon outgrow the influence which did "his green, unknowing youth engage," and dare to be himself alone. If there is nothing in him, the echo will remain an echo to the end of his days. And what is true of the individual is true of the nation. When a genuine literature is destined to grow up among the descendant race, it will, as the term of separate national life extends, begin—among the more vigorous intellects of the race, at any rate—to show signs of emancipation from the influence of the parent stock. Such signs are not wanting in the literature of America, and where they are to be found they are marked enough to afford it the fairest promise of a brilliant future; but as yet it must be owned—it is owned, indeed, by the best American critics themselves—that these signs are comparatively few in number. American writers of distinct and undeniable originality would not take long, even if we combine poets with prose writers, to enumerate. Edgar Poe, Nathaniel Hawthorne, and Ralph Waldo Emerson—though the claim of the last to originality has been questioned, and his debt to Carlyle for certain qualities of thought, apart from the mode of expression, must be admitted—these would, perhaps, almost exhaust the list of departed American writers who possess the distinction to which we have referred. Pre-eminent among still living litterateurs stand the names of Mr. Lowell and Dr. Holmes—men who combine the culture of the Old World with the indefinable and incommunicable spirit of the New. Both alike are masters of our common language, but each is to the tips of his fingers an American of the Americans. Men of such gifts are not produced every day in any country, but the originality, or rather the nationality, which belongs to them will,

we doubt not, become a more and more commonly diffused characteristic of their successors when the time comes for the younger of them to hand on the torch which they have so worthily borne.—*Daily Telegraph* (London, Eng.).

THE London journals have naturally had much to say with regard to the Colonial Exhibition. They are unanimous in the expression of admiration of its magnitude and material value, while not a few look beyond and see in it a moral aspect infinitely greater. Take for instance, the *Times*, still the leader of the press. At the time of the first great exhibition, five-and-thirty years ago, it says that it could hardly have occurred to anyone that the British Empire itself would, in the next generation, be capable of furnishing from its own resources an exhibition of the products of its industry, agriculture, and fine arts, by the side of which even the great Exhibition of 1851 would almost have paled its ineffectual fires. But it is as the symbol of the moral unity of national sentiment which constitutes a world-wide Empire that the Exhibition appeals most strongly to every subject of the Queen. In the Conservative press the Exhibition is commented upon with much enthusiasm. To the *Standard* it is the first distinctly Imperial festival celebrated on English soil—a display of immense commercial and political value. The fraternity of nations, to accomplish which was the object of the Exhibition of 1851, was a dream; the oneness of the British Empire, as shown by the present show, is a fact. The *Morning Post* passes in hasty review the vast changes in the British Empire since the age of Exhibitions commenced. India was still unsettled, New Zealand was the object of contention between the English settlers and the Maories, the magnificent colonies of Australia were still but a "dumping ground" for the dregs of the criminal classes of the Old Country, while Canada was only commencing the work of constructing the network of railways which now brings the produce of her most distant fields within reach of the markets of Europe. The occasion reminds the *Daily Telegraph* that Canada is now not only within a week of Liverpool, but has supplied in its transcontinental railway a new link with our distant dependencies in the Pacific Ocean. The evening *Globe* thinks we might fairly challenge the whole world to produce a counterpart of the splendid spectacle. The Liberal press is not less appreciative. The *Daily News* sees in the display a proof of the noble work that England's race has done, and of the birth, or at least the development, of the Imperial idea. It will give a new sense of the vast resources, the industrial activity, and the artistic culture of these new Englands beyond the seas. The *Daily Chronicle* says the work of organizing this collection under one roof in the heart of London of articles from every corner of the Empire, was done with a feeling that all so engaged were toiling for the common good. The Radical *Echo* also regards the opening as an event of national importance. It will, it says, bring home to the crowds, as nothing has brought home to them before, the greatness of that Colonial Empire of which most Englishmen know so little, and show them that if the union of the whole be once beyond uncertainty a career lies before us which may even eclipse our past lustre.—*Canadian Gazette*.

Notes and Comments.

VICTOR HUGO's posthumous poem *Satan*, is six thousand lines in length. It will soon be published.

AFTER having made a very lively stir in Norwegian politics, Björnsterne Björnson has determined to devote himself entirely to literature in the future.

A GERMAN inventor is building, at a cost of \$125,000, a balloon five hundred feet in length to be operated by steam. He is very sanguine of success and has been offered \$150,000 for his patent.

FEW great men have died in recent years whose obsequies were attended with the manifestations of such high honours and genuine public sorrow as marked those of Von Ranke the historian.

LIEUTENANT GREELY believes that Arctic expeditions will be continued despite past disasters and predicts that the beginning of the twenty-first century will witness a revival in the world's interest in polar expeditions.

THE Rev. Hugh Johnson, B.D., of Toronto, is to deliver the Baccalaureate Sermon which is included in the annual closing exercises of Alma College, St. Thomas, on the 27th inst. He is also to deliver a lecture on "Books and how to Read Them."

MR. WM. LOCHHEAD, B.A., of McGill University, and second man in first rank honours in Natural Science, has been appointed to the vacant fellowship in Chemistry and Mineralogy, in Cornell University. Mr. Lochhead is Science Master in Perth Collegiate Institute.

WE call attention to the article from *The Week* which we re-publish in this issue, under "Educational Opinion." The subject of University Confederation is again coming up for discussion, and the views expressed by "C" are well worth a hearing. It is a most involved problem, and too much light cannot be thrown upon it.

AMONG the Fellows in the University of Johns Hopkins for the ensuing year are Mr. John R. Waitman, B.A., of the University of Toronto, in the department of Modern Languages; M. Milton Haight, B.A., of the University of Toronto, in the department of Mathematics; and Mr. Andrew C. Lawson, B.A., of the University of Toronto, in the department of Mineralogy.

It seems to have been foolishly said by the old poets that Shakespeare wrote not for a day, but for all time. The corrected statement should be that Shakespeare could not write, and wrote not for a day, but until Ignatius Donnelly and Appleton Morgan should be born. Ages elapsed ere Donnelly's lamp appeared, and tedious years of Shakespearean darkness passed.—*The Current*.

THE death of John R. Bartlett, the compiler of "Familiar Quotations," and the "Dictionary of Americanisms," removes from among the scholars of America one of the most respected of their number. He issued other books, but his fame rests particularly upon the two named. They represent a vast amount of the most labourious research and the keenest scholarly acumen.

THE unanimity of sentiment which resulted in the call of Professor Timothy Dwight to the presidency of Yale College argues well for the future of the institution. President Dwight's educational policy will be noted with great interest to see if he abandons any of the old lines for which Yale has been committed. He is fifty-eight years old and the grandson of a Professor who was president of Yale from 1795 to 1817.

THERE is much that is and must be done for pay, and it is right that it should be so; but there is also much that can be best accomplished without any thought of pay—even the pay of love—but simply from the desire of doing good. If each one will devote some regular portion of his leisure to such of this work as is most congenial to his taste and nearest to his heart, striving to understand its principles, and to employ wise methods with system and order, success will crown his efforts, his own character will develop harmoniously, and the welfare of the community will be furthered in the most speedy and effective manner.—*The Teacher's Aid*.

THE demand of English women for higher education, and the opening of "annex" universities by them, has led to the establishment of women's colleges at both the great universities of England. The oldest of them is "Girton College," about two miles from Cambridge. The experiment was begun in 1869, by six earnest students, and, in spite of all the difficulties, the cause has prospered. The college is now recognized by the Cambridge authorities, and the latter, at present provides the teaching and examiners in the honour examinations. College certificates may be obtained by those passing the same examinations as prescribed for men students. (See article in *Westminster Review*.)

It will be, perhaps, as well to refer once again to the communication inserted on page 355 of our last issue, stating that separate school children were admitted to the public school, but no taxes were obtainable from their parents for the benefit of the public school. As separate school supporters are exempt for the year from public school rates, they lose their right to send their children to the public school. The public school trustees can admit them as an act of grace, but may very properly impose the condition that they shall pay a fee, as if they were non-

residents. This seems to be all the trustees in this case want, and it is quite within their power. If there is a possibility, in any such case, that the tax will be found payable to the public school, the fee for the period for which the tax is so recovered can be refunded, and may be exacted with this understanding.

E. R. SILL, in *The Century* for June, discusses the question, Shall women go to college? He answers in the affirmative. As to the further question, Shall the two sexes get this college training together? he says:—"It certainly would seem natural and reasonable—unless some very serious objection to it is discovered—that the two sexes, growing up together in the family, studying together in the school, associated together all the rest of their lives in the work and play of society, should also receive their liberal culture together. It would seem an obviously unwholesome contrivance that should, for this single period of four years out of a lifetime, compel an artificial separation into two flocks: a scholastic monastery on the one hand, a scholastic nunnery on the other. As if history had not plainly enough declared the results of such unnatural contrivances! And the question forces itself on the mind, Is not this whole superstition of a separate sex education a relic of the dark ages? Is it not a part of the medieval plan of shutting women up in towers; a modified form of the Mohammedan custom of forcing them to muffle up their heads, peer out upon the world with one eye?"

THE following are the rules of spelling English words recommended by the English Philological Society and by the American Philological Association:—1. Drop the final e when it is phonetically useless, for example *giv*, *hav*, etc. 2. Drop the phonetically useless letter from the digraph *ea*; as in *hed*, *hart*, for *head* and *heart*. 3. Drop the *a* from *beauty*. 4. Drop *o* from *eo* when the digraph has the sound of *e*, as *lepard*, *peple*. 5. Omit *i* from *parliament*. 6. Write *u* for *o* in *above*, *some*, etc. 7. Drop *o* from the digraph *ou* when it has the sound of *u* as in *nourish*. 8. Drop silent *u* after *g* in native English words, such as *guard*, *guest*, etc. 9. Drop final *ue* in *catalogue*, etc. 10. Substitute *rime* for *rhyme*. 11. Drop the final consonant in such words as *egg*, *odd*, etc., when it is phonetically useless. 12. Drop silent *b* in *bomb*, *dumb*, *lumb*, *debt*, *doubt*. 13. Change *c* back to *s* in *cinder*, *pence*, etc. 14. Drop *h* in *choler*, *school*, etc. 15. Change *d* and *ed* final to *t* when so pronounced; as *crost*, *past*, *wisht*, etc. 16. Drop *g* in *feign*. 17. Drop *h* in *ghost*, *aghost*. 18. Drop *l* in *could*. 19. Drop *p* in *receipt*. 20. Drop *s* in *island* and *aisle*. 21. Drop *c* in *scent*. 22. Drop *t* in *catch*. 23. Drop *w* in *whole*. 24. Write *f* for *ph* when the digraph has the sound of *f*.

Literature and Science.

A LEGEND OF FLOWERS.

"THEY are the gold cups of the sun,
In his great face they shine;
They are the chalices of God,
That hold His sacred wine."

So mused the tonsured priest, as he
Passed through his garden gate
To where the great cathedral towers
Reared up to heaven in state.

The gardener's little daughter smiled,
And trotted by his side;

"See, father, see the rain has kissed my flowers,
And heaven is open wide."

Her face was like the sky itself;
Her eyes like its soft blue,
Though far more gentle, like her flowers,
That took from it their hue.

'Twas Rome, the Tiber sung so low
Some dreamy old-time song
Of Roman age, caught far away
The Alban hills among.

The old priest muttered, "Blessing comes,
Though it be long delayed,
For our dear Lord above is good;"
He crossed himself and prayed.

Up through the narrow postern gate,
Within the great arched aisle,
He saw the jewelled cups of gold
Wherein the wine doth smile.

The sacred chalices of God
That hold the ruddy wine
Blessed by the priest to sacred use,
And muttered, "These are mine

Alone to care for, I was wrong
To think so of those flowers,
Plucked by any sinful hand,
But these have holy powers."

Those days old Rome was compassed round
By savage barbarous foes—
Goths, Vandals, Slavs, and wild sea-kings,
From Scandinavian foes.

And everywhere throughout her streets
A vengeful horde they came,
Slaying and burning, bringing death,
And worse, with sword and flame.

Next dawn an old crone tottered in:
"Father, the barbarian!
They are in the cathedral! hasten quick
And save whate'er you can."

He gained the door, the garden gate,
In haste for one so old,
One only thought within his heart,
To save his cup of gold.

With hurried gait and heedless steps
He crossed the garden plot,
In danger were his cups of gold,
For else he troubled not.

The gardener's little daughter,
Her voice rose like a knell,
"O, father, father, my poor flowers!"
But a sound came like a hell

From out the great cathedral nave,
And with a single bound
He heedless passed, the chancel reached
His darling treasures found;

And, in a secret drawer beneath
The altar cornice rolled,
With nerveless hands and beating heart
He hid the cups of gold,

Then forward toward the rabble bent,
"Back, fiends!" he boldly cried,
"Ye desecrate our Father's house,
And His who for you died."

"Back, fiends!" A light shone on his face
That even their rude souls filled,
And, like a wave stayed in its course,
Their wild tumult was stilled.

Then out of that grim house of God,
With shrines of saints o'erthrown,
They passed, like driven cattle, cowed,
And left him there alone.

Then backward, with far slower steps,
He reached the garden ground,
And there all crushed, with dews spilled out,
The child's poor flowers he found.

"I, too, have sinned, my God!" he cried,
"And greater sin is mine;
For I have crushed these cups of gold,
And spilled thy sacred wine."

WILLIAM WILFRED CAMPBELL.

WEST CLAREMONT, N.H.

ADVENTURES OF ULYSSES.

BY CHARLES LAMB.

CHAPTER I (Continued).

BUT Ulysses, whose first artifice in giving himself that ambiguous name had succeeded so well with the Cyclop, was not of a wit so gross to be caught by that palpable device. But casting about in his mind all the ways which he could contrive for escape (no less than all their lives depending on the success), at last he thought of this expedient. He made knots of the osier twigs upon which the Cyclop commonly slept; with which he tied the fattest and the fleeciest of the rams together, three in a rank, and under the middle ram he tied a man, and himself last, wrapping himself fast with both hands in the rich wool of one, the fairest of the flock.

And now the sheep began to issue forth very fast; the males went first, the females, un milked, stood by, bleating and requiring the hand of their shepherd in vain to milk them. Still, as the males passed, he felt the backs of those fleecy fools, never dreaming that they carried his enemies under them; so they passed on till the last ram came loaded with his wool and Ulysses together. He stopped that ram and felt him

and had his hand once in the hair of Ulysses, yet knew it not, and he chid the ram for being last, and spoke to it as if it understood him, and asked it whether it did not wish that its master had his eye again, which that abominable Noman with his execrable rout had put out, when they had got him down with wine; and he willed the ram to tell him whereabouts in the cave his enemy lurked, that he might dash his brains and strew them about, to ease his heart of that tormenting revenge which rankled in it. After a deal of such foolish talk to the beast, he let it go.

When Ulysses found himself free, he let go his hold and assisted in disengaging his friends. The rams which had befriended them they carried off with them to the ships, where their companions, with tears in their eyes, received them as men escaped from death. They plied their oars and set their sails, and when they were got as far off from shore as a voice could reach, Ulysses cried out to the Cyclop: "Cyclop, thou shouldst not have so much abused thy monstrous strength as to devour thy guests. Jove, by my hand, sends thee requital to pay thy savage inhumanity." The Cyclop heard, and came forth enraged, and in his anger he plucked a fragment of a rock, and threw it with blind fury at the ships. It narrowly escaped lighting upon the barque in which Ulysses sat, but with the fall it raised so fierce an ebb as bore back the ship till it almost touched the shore. "Cyclop," said Ulysses, "if any ask thee who imposed on thee that unsightly blemish in thine eye, say it was Ulysses, son of Laertes; the king of Ithaca am I called, the waster of cities." Then they crowded sail, and beat the old sea, and forth they went with a forward gale; sad for former losses, yet glad to have escaped at any rate; till they came to the isle where Æolus reigned, who is god of the winds.

Here Ulysses and his men were courteously received by the monarch, who showed him his twelve children which have rule over the twelve winds. A month they stayed and feasted with him, and at the end of the month he dismissed them with many presents, and gave to Ulysses, at parting, an ox's hide, in which were enclosed *all the winds*: only he left abroad the western wind, to play upon their sails and waft them gently home to Ithaca. This bag, bound in a glittering silver band so close that not a breath could escape, Ulysses hung up at the mast. His companions did not know its contents, but guessed that the monarch had given to him some treasures of gold or silver.

Nine days they sailed smoothly, favoured by the western wind, and by the tenth they approached so nigh as to discern lights kindled on the shores of their country earth: when, by ill-fortune Ulysses, overcome with fatigue of watching the helm, fell asleep.

The mariners seized the opportunity, and one of them said to the rest, "A fine time has this leader of ours; wherever he goes he is sure of presents, when we come away empty-handed; and see what King Æolus has given him, store no doubt of gold and silver." A word was enough to those covetous wretches, who quick as thought untied the bag, and, instead of gold, out rushed with mighty noise *all the winds*. Ulysses with the noise awoke, and saw their mistake, but too late, for the ship was driving with all the winds back far from Ithaca, far as to the island of Æolus, from which they had parted, in one hour measuring back what in nine days they had scarcely tracked, and in sight of home too! Up he flew amazed, and, raving, doubted whether he should not fling himself into the sea for grief of his bitter disappointment. At last he hid himself under the hatches for shame. And scarce could he be prevailed upon, when he was told he was arrived again in the harbour of King Æolus, to go himself, or send to that monarch for a second succour; so much the disgrace of having misused royal bounty (though it was the crime of his followers, and not his own) weighed upon him; and, when at last he went, and took a herald with him, and came where the god sat on his throne, feasting with his children, he would not thrust in among them at their meat, but set himself down like one unworthy in the threshold.

Indignation seized Æolus to behold him in that manner returned; and he said: "Ulysses, what has brought you back? Are you so soon tired of your country; or did not our present please you? We thought we had given you a kingly passport." Ulysses made answer: "My men have done this ill mischief to me; they did it while I slept." "Wretch!" said Æolus, "avaunt, and quit our shores: it fits not us to convoy men whom the gods hate, and will have perish.

Forth they sailed, but with far different hopes than when they left the same harbour the first time, with all the winds confined, only the west wind suffered to play upon their sails to waft them in gentle murmurs to Ithaca. They were now the sport of every gale that blew, and despaired of ever seeing home more. Now those covetous mariners were cured of their surfeit for gold, and would not have touched it if it had lain in untold heaps before them.

Six days and nights they drove along, and on the seventh day they put into Lamos, a port of the Læstrygonians. So spacious this harbour was that it held with ease all their fleet, which rode at anchor, safe from any storms, all but the ship in which Ulysses was embarked. He, as if prophetic of the mischance which followed, kept still without the harbour, making fast his barque to a rock at the land's point, which he climbed with purpose to survey the country. He saw a city

with smoke ascending from the roofs, but neither ploughs going nor oxen yoked, nor any sign of agricultural works. Making choice of two men, he sent them to the city to explore what sort of inhabitants dwelt there. His messengers had not gone far before they met a damsel of stature surpassing human, who was coming to draw water from a spring. They asked her who dwelt in that land. She made no reply, but led them in silence to her father's palace. He was a monarch, and named Antiphas. He and all his people were giants. When they entered the palace, a woman, the mother of the damsel, but far taller than she, rushed abroad and called Antiphas. He came and snatching up one of the two men, made as if he would devour him. The other fled. Antiphas raised a mighty shout, and instantly, this way and that, multitudes of gigantic people issued out at the gates, and making for the harbour, tore up huge pieces of the rocks and flung them at the ships which lay there, all which they utterly overwhelmed and sank; and the unfortunate bodies of men which floated, and which the sea did not devour; these cannibals thrust through with harpoons, like fishes, and bore them off to their dire feast. Ulysses, with his single barque, that had never entered the harbour, escaped; that barque which was now the only vessel left of all the gallant navy that had set sail with him from Troy. He pushed off from the shore, cheering the sad remnant of his men, whom horror at the sight of their countrymen's fate had almost turned to marble.

(To be continued.)

Special Papers.

THE PLANS AND METHODS OF COOK COUNTY NORMAL SCHOOL.

NOTE.—This school, of which Col. Parker is principal, is one of the most notable in the country. We recently visited it, and since returning, have thought that it would interest the readers of the *Practical Teacher* to know how Col. Parker's work appears when put in practice. On this account we publish these notes. JEROME ALLEN.

CLASSES AND ROOMS.

1. Kindergarten, . Mrs. A. Putnam.
- 1 and 2. Primary, . Belle Thomas.
- 3 and 4. Primary, . . Helen Maley.
- 5 and 6. Grammar, . . Miss Scurry.
7. Grammar, . . Miss Bacmeister.
8. Grammar, . . . Miss Coffin.
- Principal of Public (Primary and Grammar) School, Miss Mary A. Spear.
9. High School, . Miss Emily Rice.
Assistant, . . . E. Schwartz.
10. High School, Mrs. H. H. Straight.
Assistant, . . . George W. Fitz.

- 11 and 12. High School, W. W. Speer.
Assistant, . . . Helen Jordan.
- Professional Training Class, . Francis W. Parker.
Assistant, . . . Alexander E. Frye.

The latter class (Professional Training Class) presents the purpose or motive of the school; it is essentially the normal school. Graduates of four years' courses at regular accredited high schools and colleges are admitted to this class at any time without examination. Two years or more experience as a successful teacher is accepted as an equivalent for the above four years' course.

The Professional Training class is divided into first and second divisions for their regular studies, and into primary and grammar divisions according to their respective places in the practice teaching.

Changes in these divisions are frequently made, the strongest thinkers and best workers being placed in the first division. Places in the primary and grammar divisions are assigned according to circumstances.

The prime motive of the school is to centre everything in the practice teaching; psychology, pedagogy, academic instruction, and technical training are brought to bear upon the practice teaching. The best indication of good results is that a pupil *applies* his or her knowledge and skill in actual teaching.

PLAN OF PRACTICE TEACHING.

In the public school (primary and grammar) there are two hundred and sixty pupils, eight grades, five rooms in the building. One hour each day all the classes in the public school are used for the practice teaching; the eight classes are separated into forty small classes, or groups; each group has a head or teacher (from the professional training class), and one or more assistants. Each room (four groups, more or less) has a head teacher or principal, virtually chosen from heads of groups. This head teacher is virtually principal of the room; he or she acts as head of all the teachers in the room, holding meetings, selecting subjects for lessons, maintaining general order, etc.

SUBJECTS TAUGHT IN PRACTICE WORK.

The member of the faculty who teaches a particular branch, is charged with the work of introducing that branch into the public school (primary and grammar) through the practice teaching. Mr. Speer teaches the training class arithmetic and geometry; Mrs. Straight, botany and zoology; Mr. Frye, geography; Mr. Fitz, physics and geology; Miss Rice, history and literature; Mrs. Parker, elocution. Through either the primary or grammar division of the training class, or both, the teacher of a subject supervises the teaching of that subject in the practice teaching. The teacher meets the division and gives lessons in methods and the selection of subjects.

CRITICISM.

Formerly there was a great deal of open criticism, *i. e.*, criticism in classes. This plan has given way to private and personal criticism. The principal constantly supervises all the practice teaching, going from room to room and observing the work. The principal of the public school, Miss Speer, also supervises all the work, making changes in heads of groups and rooms when necessary. The teacher of a special subject, Mr. Frye, for instance, closely watches the lessons given in geography. The regular primary and grammar teachers (five) are especially charged with the unification of the practice work with the regular work. Thus the group leaders criticise their assistants, and *vice versa*. The heads of rooms criticise all under them. The regular teachers criticise the teachers who teach pupils from their rooms, and so on. Each member of the professional training class gets the benefit of personal criticism in all directions, from her immediate classmates to the principal. The main point of criticism is the *main fault*. If a pupil teacher fails to hold a class, he or she is quietly changed to another class.

RESULTS OF PRACTICE WORK.

The great danger of practice teaching is desultory, aimless, pointless, experimentations. Much teaching of this kind is bad for pupils and useless for the teacher. The first great aim of practice teaching is to do the pupil *the least possible harm*, and, second, to do him as much good as possible. The amount of good done to pupils, measures exactly the amount of good received in practice by the pupil teacher.

The conclusion is a fair one, taking the impartial evidence of all the teachers that the practice teaching is an essential help to the pupils—that is, pupils could not otherwise get the benefit from regular teaching that they get from the same with practice teaching. In investigations in elementary science, in manipulation of objects, and in technical training, there are great advantages in having five or six pupils in one class. Pupil teachers get more practice in teaching than by any other plan; they also get more personal criticism. Practice teaching, with close and continuous criticism, is not effective. A teacher may teach without criticism until her worst faults sink into confirmed habits, and in this sinking drag everything good with them.

ITEM.

No assistant teacher is allowed to take notes during a lesson; he or she must take an active part with the children in the lesson.

PROMOTIONS AND EXAMINATIONS.

Promotions are made upon the careful consideration and decision of all the teachers of a pupil that he or she can do more good in a higher class. Education is founded upon the power to work—to work with brains

and hands—to do with the greatest economy the most economical work; that is, the work which leads to the highest, broadest, and most harmonious development of body, mind and soul. This work, though full of toil and prolonged persevering effort, brings its own sweet and strong reward at every step. A pupil in this school is never *paid* for his work, or bribed to perform it. There are no credits, goods, checks, per cents, or prizes in the school. The governing principle is that each pupil should go where he or she can do the most good. *There is often far more real merit in staying in a class than there is in being promoted.* Theory and practice are generally very far apart. So far that they may not know each other when they meet. Take teachers who have in practice the old bribing theory thoroughly inwrought; take pupils whose one absorbing thought is bribes for prolonged drudgery, and set their faces in the new direction—the way is difficult, the steps are slow.

Enough has been accomplished to prove that pupils work better, more cheerfully and thoroughly; that they become more honest, faithful and trustworthy without bribes, than with them. Chaos, or something like it, was the beginning of the experiment; but out of the nebula there is coming now something like genuine, self-sustaining growth. Examinations are held in great numbers—both oral and written—in drawing, painting, and manual training, in walk and conversation, in power to overcome bad habits, *in love for others*, in past examinations, in all that makes up harmonious growth so far as we understand it. Criticisms through the whole school are private and personal, and that criticism generally bears upon a bad habit, rather than an incidental error.

SKILL IN THOUGHT-EXPRESSION.

Perhaps the best and most palpable gain has been in expression—oral, written, drawing, moulding, etc. The fundamental principle upon which the method of teaching all forms of expression is founded, is that in normal or natural development no form of expression need be used simply *for the sake of the form*; or, in other words, every form of expression used by the child should spring from the inner necessity of thought utterance. Thus all forms of expression are made the immediate means of thought development. In an economical point of view, no moment need be spent in learning any form of expression that does not have a higher purpose of developing thought power.

If this principle be true, then the following deductions are true:

1. In the *natural development* of normal children any direct instruction in pronunciation, spelling, punctuation, penmanship, and language is unnecessary.

2. All reading should be taught as a direct and immediate means of thought evolution.

3. Drawing, painting, moulding, and manual training, like other forms of expression, are also immediate means of thought growth. In other words, these forms of expression, instead of taking *extra time* in their teaching, really take less time, as they broaden, deepen, and intensify the power of thought. There are in the primary and grammar schools very few, if any, language lessons, no spelling lessons, and no lessons in penmanship, except drills in movement, which can be dropped when all finger movement from the fist is prevented.

Painting with water-colours comes before drawing, and is used *almost exclusively* as a means of observing plants, animals, minerals and geometric solids. By another year's experience, Col. Parker thinks that he will be able to use painting and drawing entirely as a means of observation.

It is found to be a great economy of time and power to concentrate all reading upon the subject taught; for instance, if the subject of study is plants, then all the reading is about this subject.

SUBJECTS TAUGHT.

A sharp discrimination is made between forms of expression and subjects or branches of teaching. The teaching of elementary science to the primary and grammar grades has produced very satisfactory results. The great interest in the investigation of natural objects, even among the smallest children, is a marked feature; painting objects is a constant delight, moulding them is another. Oral and written language may be taught better by studying animals and plants than in any other way, and elementary science, as a means of teaching the first steps of reading, is unsurpassed. Indeed it is entirely possible to sink reading into a simple incident to science-teaching, and have the reading excellent.

The necessities of proper science-teaching make thinking in number an indispensable element. I am sure that the time is coming when science, form, and manual training will furnish all opportunities needed for finest results in number and elementary arithmetic.

The Herbartian doctrine of concentration is here illustrated. Science as the centre—oral and written language, reading, painting, drawing, moulding, and modelling, number and arithmetic centered upon it, each as a means of thinking, and the thinking in itself joined to all other intellectual activity by the common and universal band of moral development.

MANUAL TRAINING.

Normal Park has a wood-work shop, a pasteboard and miscellaneous shop, a clay and sand-moulding room. The work has developed steadily from the beginning. For results, Col. Parker concludes that:

1. Manual training is an excellent physical exercise for both girls and boys.

2. Form (elementary geometry) and arithmetic may be taught in a very economical way, by making forms in clay, pasteboard and wood.

3. Making physical apparatus is a great aid in the study of physics.

4. The members of the professional training class will be able to make their own apparatus, when they teach.

Col. Parker says the strongest argument for manual training does not lie in the above reasons for its use in the school. It is one of the very best means of building into the mind of the child those primary ideas which serve to make his concepts of the external world clearer and more adequate, upon which clearness all future judgments, in the main, depend. Infancy, childhood and youth present the necessary mind conditions for impressibility, which later stages do not possess so largely, and it is economy to use in an educational environment that which best furthers this end, *i.e.*, the activity of the senses and the building into the mind sense products.

Not only does manual training aid and quicken the growth of primary ideas, but what is better still, the growth (as it should be, and, previous to the drill advent at school has been) is unconscious. It continues in a more systematic manner the education which the child has been receiving, using the same method. All units of measurements, upon the learning of which all future judgments of quantity, distance, etc., depend, are best taught by actual experience with the same; to memorize a table which affirms that 12 inches make a foot; that three feet make a yard, is not actually to know the fact which the statement implies. Through the necessary doing involved in the various kinds of industrial work, concepts are constantly strengthened, and the child knows and uses the facts gained without becoming conscious that he is learning them, or that they are to be learned, any more than a child properly taught in learning to read knows how or when he learned the alphabet.

The necessity for this work is greatest in the kindergarten and the primaries, and lessens as the pupil moves from grade to grade, but is always a part of the pupil's education—a better knowledge of things demanding always a higher use of skill.

There is no space to mention many points which might add to this description. Among them are:

1. The use of the library in study.
2. Cultivation of the study of a taste for literature.
3. The Delszrte system in practice.
4. The study of geography in history.

That which gives Col. Parker the most satisfaction is the spirit of the pupils—growing more and more into a love and habit of work, more and more into a love for, and a desire to help each other.—*Teachers' Institute.*

Mathematics.

SOLUTION TO THIRD CLASS ALGEBRA PAPER, 1885.

NOTE.—For Problems see EDUCATIONAL WEEKLY, No. 32, page 512, Vol. II.

1. Sum $a^2 + b^2 + c^2$
 $- a^2 + b^2 + c^2 - 2bc$
 $+ a^2 - b^2 + c^2 - 2ac$
 $+ a^2 + b^2 - c^2 - 2ab$

$$= 2(a^2 + b^2 + c^2 - ab - bc - ca)$$

2. Dividend
 $= a^4 + b^4 + c^4 + 2a^2b^2 - 2b^2c^2 - 2c^2a^2 - 4a^2b^2$
 $= (a^2 + b^2 - c^2)^2 - (2ab)^2$
 $= (a^2 + b^2 - c^2 - 2ab)(a^2 + b^2 - c^2 + 2ab)$
 $= \frac{1}{2}(a-b)^2 - c^2 \cdot \frac{1}{2}(a+b)^2 - c^2$
 $= (a-b+c)(a-b-c)(a+b-c)(a+b+c)$

Divisor
 $= (a+b)^2 - c^2 = (a+b+c)(a+b-c)$
 \therefore Quotient $= (a-b+c)(a-b-c) \cdot a^2 + b^2 - c^2 - 2ab$

3. Product
 $= x^n + x^n - x^n - 1$

4. Expression
 $= (a^2 + 2ac + c^2) - (b^2 + a^2 + 2bd)$
 $= (a+c)^2 - (b+d)^2$
 $= (a+b+c+d)(a-b+c-d)$

5. Expression
 $= a^2 + 2ab + b^2 + 2bc - c^2 + 2ac$
 $\frac{a^2}{a^2} - \frac{b^2}{-b^2} + \frac{c^2}{+c^2}$
 $= 2a^2 + 2ab + 2bc + 2ac$
 $= 2(a^2 + ab + bc + ca)$
 $= 2(a+b)(a+c)$

6. Numerator
 $\frac{2c^2}{x(x+c)(x+2c)}$

In denominator combine first and last fractions, also second and third, then results: denominator is found to be

$$\frac{6c^2}{x(x+c)(x+2c)(x+3c)}$$

Hence answer

$$= \frac{x+3c}{3c}$$

7. $xm - m^2 + nx - n^2 = 2mn$, or
 $x(m+n) = m^2 + n^2 + 2mn$ or $(m+n)^2 \therefore x = (m+n)$

8. $4 \frac{1}{2} x^2 - ax - bx + ab - x^2 + cx + dx - cd = (d-c)^2 - (b-a)^2$
 $\therefore 4 \frac{1}{2} x(c+d-b-a) + ab - cd = (d-c)^2 - (b-a)^2$
 $\therefore 4x(c+d-b-a) = (d-c)^2 + 4cd - (b-a)^2 - 4ab$
 $= (d+c)^2 - (b+a)^2$
 $= (d+c-b-a)(d+c+b+a)$

$$\therefore x = \frac{a+b+c+d}{4}$$

9. Divide each side of second equation by xy

$$\therefore \frac{2}{x} + \frac{1}{y} = 1 \quad (a) \quad \frac{1}{x} + \frac{2}{y} = 8 \quad (b) \quad \text{Multiply (b) by 2} \therefore \frac{2}{x} + \frac{4}{y} = 16 \quad (c) \quad (c) - (a) \text{ gives } \frac{3}{y}$$

$$= 15, \quad y = \frac{1}{5} \quad \text{Substitute value of } y \text{ in (a) and } x = -\frac{1}{2}$$

10. $x =$ cost of an ox, and y of a sheep, in first case, $\therefore 12x + 20y = \$1340$. Also $10(x+8) + 26(y+3) = \$1340$. $\therefore 10x + 26y = \$1182$. Multiply first equation by 5 and second by 6, and subtract. $y = \$7$. $x = \$100$.

TORONTO:

THURSDAY, JUNE 17, 1886.

THE BIBLE IN SCHOOLS AGAIN.

THE first page of a recent number of the *Presbyterian Review* contained an article with the title "The Patent Bible." The contents of this article were as slipshod as its title, and their object was to hold up to ridicule the Scripture Readings authorized for use in High and Public Schools by the Minister of Education.

A few paragraphs will show such of our readers as have not seen the article in question its style and purport.

"Your question may be," it proceeds, after narrating a witticism, directed against the Scriptures, "'Have you any copies of the Word of God revised and corrected by the Education Department, so as to be fit to be read in public schools? Have you anything in the shape of a Bible that will not offend the prejudices of a sceptic, an infidel or anybody else? Have you a copy of the sacred Scriptures so ingeniously altered and adjusted as to suit the views of both Protestants and Roman Catholics, and all other antagonistic classes? You have editions of the works of Burns and Byron with the objectionable parts left out—have you similar copies of the writings of Moses and the Apostle Paul? Have you an expurgated edition of the Holy Bible? Have you, in book form, any selections from the Old and New Testaments fit for a woman to read?' And before you have finished your first sentence the ready clerk will whip down a book from his shelves and say, 'Here it is, the very thing you want, Scripture Readings for High and Public Schools, Authorized by the Education Department;' or, to be more explicit he will turn to the title page and read, 'Scripture Readings for use in the Public and High Schools of Ontario, patented by the Minister of Education, in the office of the Minister of Agriculture, Toronto. Printed for the Education Department, 1885.' Then, by way of further commendation, the salesman will call your attention to the preface, where it is stated that the volume has been carefully revised by representatives of all the leading religious denominations, and will probably add in an undertone that it was not thought necessary to send a copy to the Pope for his approval, but the Archbishop has examined it and pronounced it

all right. Reading further on in the preface you will learn that with this expurgated Bible in his hand a teacher can avoid giving a sectarian bias to the instruction imparted, and can give proper attention to the moral training of the pupils."

We had thought that by this time a fairly liberal and unprejudiced view was beginning to be taken by the people on this vexed question of the Bible in schools. But ever and again arise some such expressions of opinion as those above quoted. Let us, therefore, once more state as briefly as possible what we believe to be the radical error of such criticism as that made public by the *Presbyterian Review*.

There is a difference between religion and morality. It is not within the sphere of government to teach the former; it is within its sphere to inculcate the latter. The Bible is admitted by the vast majority of people to contain the highest ethical code yet formulated. But the Bible, or portions of the Bible, are made use of to teach very different forms of religion. With these portions of the Bible, therefore, the State and State-aided schools have nothing to do; with such portions as contain moral principles they have, in a Christian country, everything to do. Creeds cannot be taught by governments. These surely may be left to the parent, the pastor, and Sunday-school teacher, to whom those who believe that morality is the outcome of religion should look for the task of inculcating moral principles in the hearts of their children. They cannot expect a government which educates the children of parents of all the various orthodox and heterodox creeds to take into its consideration these varieties. Irresponsible religious periodicals lose sight of this.

Let us, however, suppose for a moment that the Bible were read in its entirety in schools. What contrarieties of opinion our pupils would learn from different teachers on such subjects as "justification by faith," "works of supererogation," "baptism," "regeneration," the "Trinity," the "Virgin Mary," the "Mosaic cosmogeny," "miracles," "prophecy," and the myriad other points of dispute which divide churches and sects?

But we consider it unnecessary to pursue the discussion further. It is necessary only to call attention to the fact that criticism still continues to be passed on the authorized Scripture Readings, and to point out how they are to be met.

OUR EXCHANGES.

The Pansy for June is as pretty and bright as ever. To those who have read our repeated recommendations of this admirable household visitor we can say nothing more. We knew of nothing better for its price.

Wide Awake for June opens with a very pretty frontispiece by Langren, illustrating an interesting article on Japanese children. Professor C. G. D. Roberts, our Canadian poet, has turned story-writer, and contributes an account of a thrilling adventure entitled "Bear vs Birch-Bark." "A Little Lady of England" is an account of Margaret, Daughter of Henry VII. There is also an account of the Princess of Wales' sisters and their home, and many exquisite poems, by Sarah Orne Jewett, Mrs. Butts, Kate Osgood and Mrs. Chatfield. In literary character and artistic elegance combined, *Wide Awake* is unsurpassed.

Lippincott's Monthly for June is taken up mainly with the two current popular interests, fiction and the labour problem. The anonymous author of "Taken by Siege" still holds our eager attention; and W. E. Norris, in "A Bachelor's Blunder," shows himself one of the leading novelists of to-day. Mr. Power's article on "The Industrial Republic" should be read by all who sympathize with the efforts labour is making, not always wisely perhaps, but yet with a full right to secure for itself the equality with capital to which it is entitled. *Lippincott*, with this number, completes its first volume, and a capital beginning it has made. Its low price and good quality should secure for it a large patronage.

The Atlantic for June has that fine literary flavour for which, from all time, it has been noted; that which enables it to maintain, without expensively decorated pages, its full measure of popularity, despite all its attractive pictorial competitors. "The Princess Casamassima" still delights its select circle, but to many it is wearysome. In "In the Clouds" Miss Murfree again reminds her readers of George Eliot, although, perhaps, not so forcibly as in the "Prophet of the Great Smoky Mountain." Mr. Parsons' article on "Balzac" has excited considerable favourable comment. The critical article of the number, one of an excellent series which the *Atlantic* is now publishing, is on "James, Crawford, and Howells," three of America's popular writers.

In the *Century* for June, what one will look for, as usual, will be abundant and excellent illustrations; in this, perhaps, there will be some disappointment, although the "Franklin Portrait" is superb. But the literary character of the magazine is more than sustained in this number. Austin Dobson's "Literary Ramble" will delight the student and the traveller alike. "Meh Lady" is a tale in negro vernacular. The account of "Harvard's Botanic Garden" is exceedingly pleasing. Mr. Howell's serial is continued; amusing fiction is represented by the *Hotel Experience* of Mr. Pink Fuller; and poetry by Bessie Chandler, Harriett Prescott Spofford and Edmund Gosse. The "War Sketches" are continued, and there is the usual amount of excellent editorial and contributed matter.

In the *Popular Science Monthly* for July, Canadians will be most interested in Mr. LeSueur's "Evolution bounded by Theology," a criticism:

of an article on "Evolution and Theology," by Dr. Lyman Abbott, that appeared in a late number of the *Andover Review*. Hon. P. A. Wells continues his excellent articles on Mexico; in the present number he shows how the unskilled labour of the Mexican mechanic, absurdly cheap as it undoubtedly is, still is very dear and makes domestic manufacture economically impossible. "What animals may be taught," by Prof. Delboeuf, is a commentary by the eminent French scientist on the experiments and conclusions of Sir John Lubbock. There are numerous other articles; probably no publication of to-day contains so much matter that is interesting to the student of modern thought and science, so much that is apprehensible without special scientific preparation.—*COM.*

THE June number of *Education* is a good one. Among the writers in this number are Prof. Wm. T. Harris, of Concord, Mass.; Prof. Herbert B. Adams, of Johns Hopkins University; Mrs. Addie A. Knight and Miss Julia H. May; Dr. Charles E. Lowrey, of Ann Arbor; Lillie J. Martin, of Indianapolis; May Mackintosh, Elizabeth Porter Gould, and Francis C. Sparhawk. Prof. Adamshasa discussion of "History in Harvard College"; Dr. Harris treats of "Industrial Education"; while "Chemistry," "Classics," "The Education of Girls," "The Three Necessary Powers of this Age," and other topics of timely interest, are treated with skill.

REVIEWS AND NOTICES OF BOOKS.

JOSEPH ALLEN'S "Life of Nelson," with an introduction by the Rev. Mr. Haweis, appears in Routledge's World Library.

MR. JULIAN HAWTHORNE has become literary editor of the *World*, and Mr. G. P. Lathrop fills the same place on the *Star*.

GINN & Co. will publish early in July "A Beginner's Book in French," by Sophie Doriot, with comic illustrations, designed for children.

THE *Literary World* reports Mark Twain as saying that he was much better satisfied with his career as a publisher than with his literary success.

THE Shakespeare Memorial building at Stratford is now out of debt, and a sustaining fund has been provided. In this building are the theatre, library, and picture gallery.

THE new play by W. D. Howells and Mark Twain was found, on rehearsal, to need important alterations and its production has therefore been delayed until next season.

GINN & Co. announce that they will soon issue a *Zoological Journal*, edited by C. O. Whitman, of Milwaukee, Wis., which will occupy a field at present entirely unfilled. It will be issued semi-annually.

ALTHOUGH the report that the Pope's book was to be placed in the hands of the publishers of General Grant's memoirs has been denied, the *Literary World* states that the head of the firm has gone to Rome to secure it.

"INDIA REVISITED," by Edwin Arnold, author of "The Light of Asia," consists of the letters sent home by Mr. Arnold to the London journal of which he is the editor, in the course of his recent visit to the Queen's eastern possessions. It will contain thirty-two full-page illustrations from photographs.

BAKER & TAYLOR have just ready a new and revised edition of "Human Psychology, an introduction to philosophy, being a brief treatise on intellect, feeling and will," by E. Janes. This book is intended for use in schools and colleges, by classes beginning the study of philosophy, and is also adapted to the wants of the general reader.

A FEATURE of *Babyhood*, for June, is an article by an expert chemist, giving a practical method of testing wall-paper, the subject having been suggested by a Massachusetts lady, who recently wrote to *Babyhood* relating how a severe sickness of one of her children had been traced directly to arsenic in the paper of three rooms.

THE first edition of the "Pilgrim's Progress" was believed until recently to be represented by a single copy only. Within a few weeks, however, two copies have been picked up by collectors at the price of sixpence each. One has been secured by the British Museum for £65, while the other has passed into the hands of a London publisher for £25.

MACMILLAN & Co. have just issued the long-expected journal of "The Cruise of H.M.S. *Buchante*, 1879-1882," compiled from the journals, letters and note-books of Prince Edward and Prince George, of Wales, sons of the Prince of Wales. The work is said to "present a fresh and simple record of their impressions from an intelligent study of the countries visited, with a painstaking collection of data."

ONE of the latest books to circulate in the Canton bazaars is a Chinese version of "The Pilgrim's Progress." "The little volume is illustrated," says the *N. Y. Times*, "with pictures drawn and engraved by Chinese artists. In these Christian figures appear in Chinese costume, the house beautiful as a Chinese pagoda, and all throughout the book all the scenes and incidents are depicted in a garb familiar to the people for whom the book is intended."

G. P. PUTNAM'S SONS announce that they propose to follow the publication of Lodge's edition of Hamilton's works, which they expect to complete by midsummer, with the issue of a new and complete edition of the works of Benjamin Franklin. The set is to be edited by the Hon. John Bigelow, who has made himself the authority on matters connected with the history and bibliography of Franklin's writings. The edition will, like that of the "Hamilton," be a limited letter-press issue, printed from type, which will be distributed as used. It will be completed in ten octavo volumes uniform with the "Hamilton," and will contain two portraits and possibly further illustrations.

D. C. HEATH & Co., have just ready a new and enlarged edition of "Common Minerals and Rocks," by W. O. Crosby, Assistant Professor of Mineralogy and Lithology, Massachusetts Institute of Technology. The addition is nearly equal in amount to the original book, and is on the subject of petrology. It is illustrated by forty figures, which add very materially to the clearness and value of the text. This little volume is not merely a guide to teachers, but it is also a simple and logical presentation of the leading facts and principles of structural geology, and is well adapted for class use. They have also

just ready "The Teacher's Manual, to accompany Sheldon's Studies in General History," which contains summaries of all the results expected to be attained by the student's work; "Lectures to Kindergartners," by Elizabeth P. Peabody, a valuable series of eight lectures on the kindergarten; and "Bibliography of Pedagogical Literature," selected and annotated by Dr. G. Stanley Hall, of Johns Hopkins University. They have in press a "Text-book on Civil Government," by Woodrow Wilson, of Bryn Mawr, designed for classes in high schools and colleges, containing essays on origin of government, early history nature and forms, functions, laws, etc.

BOOKS RECEIVED.

Announcements and Catalogue. Boston: Ginn & Co. 1886.

Annual Calendar of McGill College and University. 1886-87: Montreal.

The Library Magazine. June 26, 1886. New York: J. B. Alden. Weekly: \$1.50 a year.

Grammar for Common Schools. By B. F. Tweed, A.M., late Supervisor in the Boston Schools. Boston: Lee & Shepard, 10 Milk Street 1886.

Thoughts on the Present Discontents, and Speeches. By Edmund Burke. New York: Cassell & Co. 1886. 192 pp. 10c. (Cassell's National Library.)

The Art Gallery of the English Language. By A. H. Morrison, Assistant Master, Brantford Collegiate Institute. Toronto: Williamson & Co. 1866. 282 pp.

Maple Underwood Rudely Cut by a Youthful Beaver: a Collection of Infant Verse. By James A. McGowan. Toronto: Hunter, Rose & Co. 1884.

Numbers Applied, a Complete Arithmetic for Intermediate and Grammar Schools. By Andrew J. Rickoff. New York, Boston and Chicago: D. Appleton & Co. 1886.

Studies in General History. By Mary D. Sheldon, formerly Professor of History in Wellesley College, and Teacher of History in Oswego Normal School, N.Y. Boston: D. C. Heath & Co. 1886. 167 pp. 85c.

Numbers Illustrated and Applied to Language, Drawing and Reading Lessons, on Arithmetic for Primary Schools. By Andrew J. Rickoff and E. C. Davis. New York, Boston and Chicago: D. Appleton & Co. 1886.

The Child's Book of Health, in Easy Lessons for Schools. By Albert F. Blaisdell, M.D., author of "Our Bodies, and How We Live," and "How to Keep Well." Boston: Lee & Shepard. New York: Charles T. Dillingham. 1866.

Public School History of England and Canada, with Introduction, Hints to Teachers, and Brief Examination Questions. By G. Mercer Adam and W. J. Robertson, B.A., LL.B. Authorized by the Education Department of Ontario. Toronto: The Copp, Clark Co. 1886. 200 pp. 35c.

Educational Opinion.

UNIVERSITY CONFEDERATION.

WE are heartily glad to find that the question of university confederation is not dead, but has only been sleeping. Why it should even have slept may seem unaccountable to those who have given any close, unprejudiced attention to the subject, especially if they have been much addicted to the consideration of university and educational matters. It is not, however, very difficult to account for the small amount of friendly interest manifested in the proposals for federation. Many persons are indifferent, thinking that no change of any kind will make much difference in the actual educational results. A good many are hostile, some fearing that the denominational universities will be injured by being merged in a larger and less definite system, others fearing that they will gain additional strength by becoming an integral portion of the national university. Upon the whole, we think the latter probability the greater. We think the religious universities will distinctly be benefited by the union. Unless this should be the case, it would be absurd to ask them to surrender their independent existence and put themselves to all the trouble and expense of changing their location.

But we are far from thinking that, because the denominational universities would be benefited, the University of Toronto would therefore be injured. On the contrary, it is quite certain that it would gain much and lose nothing, and even University College, as distinguished from the University, would gain far more than it would lose, by having an increased number of colleges affiliated with itself in the same university, engaged in a spirit of friendly rivalry in doing the same work.

The advantages of university confederation have been frequently set forth in these columns and elsewhere. It is not too much to say that many persons who had a strong prejudice against the union have been won to its support. It is clearly advantageous, for example, that there should be a common standard for the university degrees. In the multiplicity of universities and examinations it is hardly possible to gain any clear notion of the educational value of B.A., M.A., or any other academical distinction. It would extend the scope of the examinations to have the religious principle clearly recognized as optional in the national university, without making it compulsory on any candidate for its degrees. Moreover, it is clear that the department of science could be more thoroughly equipped if the resources of all the universities were united. These and many other considerations have been dwelt upon at great length on previous occasions, and

are here simply noted, that they may not be forgotten or ignored.

The difficulty of carrying out the scheme generally agreed upon by the commission appointed by the Government of Ontario speedily became apparent. We wish to recognize the value of the work done by that commission, consisting of some members of the Government, and of the heads and leading members of the various colleges and universities. We think that their scheme, although susceptible of amendment, was in the main an excellent one. The slight alterations afterward suggested by the corporations of Victoria and Trinity might have been adopted in whole or in part without making any great difference to the general theory of federation. Besides, it would have been quite easy to make further changes whenever any part of the scheme might be found unsuitable.

The first check came from the University of Queen's College. On the whole, we are inclined to think that the supporters of the Kingston University were right in their decision to remain where they are. We are aware that not a few persons, whose judgment is of weight, are of a different opinion. When, however, we consider the distance between Toronto and Kingston, the excellent university buildings possessed by Queen's College, the claim which the city of Kingston may be said to have upon the university, the fact that it draws its alumni, in a considerable measure, from its own side of the Province, and further, the large amount of prosperity which it actually enjoys, it must be confessed that it would be difficult to prove that it was a duty to remove such an institution, and that those who did so would undertake a very grave responsibility.

The case of Victoria and Trinity was in various respects different. Cobourg has not the same claims that Kingston possesses. Trinity is already in the same city as the University. In the former case there appears to be a considerable diversity of opinion among the leading men of the Methodist body. It would be useless to follow here the arguments adduced on both sides. As a general rule, the opponents of federation seem to regard the subject from a merely denominational point of view. The advocates of union appear to have broader conceptions of their duty to the country and the cause of education at large. Among the friends of Trinity College there is also some lack of unity, some of its old and devoted supporters being vehemently opposed to the scheme. It may, however, be said that among the members of the corporation, and those who are most intimately acquainted with the working of the institution, there is a decided feeling in favour of union.

The final difficulty is the money question. Neither Trinity nor Victoria can afford, or

would think it right, to sacrifice the capital invested in college and university buildings. Unless some compensation could be obtained for this outlay, or the buildings were sold to those who could make use of them and not merely have to pull them down, the loss would be considerable. Is the Government, is the country, prepared to meet that loss—to compensate these two universities for the sacrifices they would be called upon to make in moving their quarters? This would appear to be the present state of the question.

Full credit must be given to Mr. Mowat, the Premier of Ontario, and Mr. Ross, the Minister of Education, for the real and deep interest which they have manifested in the matter since it was first taken up. Their numerous and pressing duties in other departments have not hindered them from seeing that the future interests of education in this country are, in no small degree, involved in the solution of this question. To have one great university in Toronto, with its cluster of colleges around it—a cluster increasing from age to age—would be an inconceivable gain to the cause of higher education. We might hope to see the advantages of the English universities on the one side, and those of the Scotch and German on the other side, to some extent combined. It was evident that Mr. Ross at least had a very clear vision of the grandeur of the conception, and was thoroughly in earnest in wishing to see it realized. At one time he spoke with the ardent hope that seemed begotten by undoubting faith. His faith has not failed, we may be sure; but hope is in danger of being quenched by the lukewarmness of fellow-counsellors. It is obvious to remark that the Government can do nothing unless the country is favourable to the outlay; that is to say, unless the country can be got to see the importance of the scheme. When that is achieved, then it will also be seen that no public money has ever been expended more profitably than that which is invested in perfecting the educational system of the country.

A very few words may be given to that aspect of the subject which will most readily occur to the supporters of the various institutions which would come into the confederation. There is no ground that we can discern for the supposition that such an union would act injuriously upon any of the colleges. Each would retain its own internal organization and discipline. Victoria College would be as much a Methodist institution when it was part of the University of Toronto as it is now. Trinity College would have its chapel, its services, its Divinity School precisely as it has now. No Government would have any more power to interfere with the constitution or the internal management of these institutions than it has at the present moment.

It would appear, therefore, that the only thing needed to bring about the completion of the work of federation is a grant of public money. It is greatly to be hoped that this will be obtained before the difficulty is increased by further expenditure upon the present buildings.—*C. in The Week.*

WHAT SHALL WE PLAY?

A SERIES OF LETTERS TO A FRIEND BY CARL REINECKE.

(Translated for *Musical Items* by H. D. T.)

MUCH-ESTEEMED MADAM:

YOU request me to give you some good advice in regard to the manner in which you are, in part, to arouse, and partly to foster the musical talents of your growing children, and in which you can best cultivate music in your home circle; you desire in short—let us speak plainly—nothing less than a complete guide through the literature of home-music. You fancy that, because your old friend has composed so much for the home and the little ones—and I must express my hearty thanks for the epithet that you conferred upon my works belonging to that category—he must therefore be conversant with all the literature relating to this style and represent, as it were, a living text-book for the same. Now, although in this respect, as in so many others, you may exaggerate my merits, I will nevertheless attempt to fulfil your wishes in a measure, at the same time relying on your leniency; pray do not forget that it is a different task to compose suitably for the young folks than it is to write with wisdom about their musical education. I am not sorry to learn that it is not your intention to make musicians of your children, but merely men and women who shall be competent to appreciate and love music, without making it their vocation. In the first case, my reply would be far simpler, for then I should say in a word: Strict discipline theoretically and practically at the hand of an excellent teacher! with good natural capacities and thorough industry an ordinary result may always be attained. The extraordinary is rarely arrived at; to accomplish that, extraordinary gifts and extraordinary industry are required.—But to the matter under consideration!

The age at which a child's musical education should be commenced cannot naturally be determined without a thought, for everything depends upon the natural ability, upon the bodily constitution, yes, and even upon the size and strength of the fingers. In the case of a normal child I should advise that the study of music be already begun before the child shall attend another school. The A B C (or, if you like, the C D E) of the study of music, that is, a familiarity with the notes and the rudiments of a general musical knowledge, as well as the first technical studies at the instrument itself, should

be completed before school makes its demands upon the child. For these preliminaries exact a certain concentration of the youthful mind upon one subject, that becomes more difficult at a later period when interests are divided. And while it is a matter of pride for the child at this early stage to practise the first ear-torturing exercises upon its instrument and to occupy itself with reading notes, at a later time and after school hours and the completion of school work, it becomes a burden that the child would prefer to shake off. Before thorough study, however, and the cultivation of a particular instrument are begun, the ear of the child ought to be trained through the medium of song.*

The desire and talent for singing are natural in different degrees to all children, and while many a child, that cannot yet speak, is still able to sing several melodies in an intelligible and distinct manner, many an older one will appear extremely awkward and adhere with persistency to the tone that it first caught, apparently unmoved by its mother's most impressive efforts in singing the various tones forming the given melody. But, be not dismayed by similar experiences, dear madam, for you will always find to your delight that the ice will be suddenly broken, and that your child's voice will ere long follow your guiding tones.

To accomplish this result with the greatest possible expediency, it were advisable to sing the melody in several keys, now in a higher and then in a lower position, that you may, by this experimenting, discover the position most convenient for the childish voice. In general, though, children should not be permitted to sing too high; low singing does not affect the voice, while singing too high will, on the other hand, frequently do so. As a general thing, the compass within which children's songs should be written lies between the *c* on the treble staff and the *c* or *d* in alt.

Singing also serves the purpose of cultivating an idea of time, since the measure of the verse keeps the child in the correct time without an effort. Respecting the choice of children's songs, the question arises whether he who accompanies the children at the piano be sufficiently musical to improvise the accompaniments; in this case, any good school song-book—their name is legion—will answer the purpose. Under other circumstances, and if price be a matter of no consequence, sets of songs with pianoforte accompaniments should be chosen. I would suggest in this connection, Erk's "Youth's Album," 112 songs for young people (Edition Peters); furthermore of Breitkopf & Hartel publications, Carl Wilhelm's 62 songs for growing young people (one and two-voiced); "Jung Brunnen" (Youth's Fountain), lovely

* "The cultivation of the ear is of the greatest importance," says Schumann in his musical home and life maxims.

children's songs published by K. Reinecke; 53 children's songs by Karl Reinecke; children's songs by Attendorfer; Song Album for children, by Robert Schumann and "Sounds from the Child-world," by Taubert, Berlin, published by M. Bahn. Concerning the two last named works, it may be stated that but few of the Schumann songs are well adapted to very young children; perhaps No. 1, "The Evening Star," No. 5, "About Utopia," No. 12, "Child's Guard," and No. 13, "Ladybug" (and even these few are amply difficult from a rhythmical point of view), form the exceptions. And the well-known, most charming Taubert songs are for the greater part better adapted to be sung to children than by them. Many of these songs are even successfully included in the repertory of concert-singers, an honour that would not likely be granted genuine children's songs. But—holy Beethoven! a pianoforte has just been opened in the apartment above my own, and I am compelled to listen for the third time this day to the "Maiden's Prayer." Such music, dear friend, you would surely not tolerate in your home, would you?

It is a mistake to talk so much about the distinction between the moral and intellectual training. There is no good training of the mind that does not also establish the character. All education that merely stimulates mental activity, or strengthens the analytical or synthetical tendencies, leaving out of account the connection of thought with action, emotion, choice, etc., is unworthy the name. On the other hand, any attempt at moral instruction on the sentimental or credulous side without ennobling it by the highest and best intellectual activity, is out of tune with the age in which we live, is out of harmony with all philosophy. The best possible answer to the senseless talk of "godless schools" is to use the opportunities that are ours for the formation of character based upon the keenest intellectual appreciation of the condition of life, the balance of physical, mental, emotional, volitional inspirations and temptations. Not even the pastor or Sunday School teacher has anything like the privilege of character-forming that the teacher enjoys, even in a school from which religious teaching is most rigorously excluded. The best mental training is at the same time moral training.—*American Teacher.*

HOUGHTON, MIFFLIN & CO. have in preparation a new, complete and systematic edition of Longfellow's works, in eleven volumes, crown octavo. The prose will occupy two volumes, the poetry six, and three will be given to the translation of the "Divina Commedia." Foot-notes, head-notes concerning the history of the separate works, copious indexes, and several portraits will make this edition particularly valuable. It will be printed from new plates, will be published during the fall, and the price will be \$16.50 for the set in cloth.

Methods and Illustrations

QUESTIONS IN ELOCUTION.

1. In what does correct reading consist?
2. Distinguish between *Oratory, Elocution, and Reading*.
3. "Elocution concerns the commerce of mind and soul." Explain this.
4. What elements should enter into a correct voice?
5. What do you mean by the *timbre* of the voice?
6. Where is the *fulcrum* power of the voice?
7. What is the first natural division of voice?
8. Upon what does the quality of voice depend?
9. What is simple pure voice?
10. In what manner of readings is simple pure voice used?
11. What is the *orotund* voice?
12. How is it produced?
13. Name two essential elements in the *orotund* voice.
14. In what manner of readings is it employed?
15. What condition of mind does an *impure* voice denote?
16. Upon what does it depend?
17. Derive and explain *pectoral, guttural, aspirated* and *falsetto* in relation to reading.
18. Point out which of the above qualities of voice should be employed in reading the following selections:—
Hark! they whisper: angels say,
"Sister spirit, come away."
What is this absorbs me quite,
Steals my senses, shuts my sight,
Drowns my spirit, draws my breath?
Tell me, my soul, can this be death?

I'll have my bond; I will not hear thee speak:
I'll have my bond; and therefore speak no more.
I'll not be made a soft and dull-eyed fool,
To shake the head, relent, and sigh; and yield
To Christian intercessors. Follow not;
I'll have no more speaking. I will have my bond.

Will the new year come to-night, mamma, I'm
tired of waiting so,
My stocking hung by the chimney side full three
long days ago.
I run to peep within the door by morning's early
light,
'Tis empty still—oh, say, mamma, will New Year
come to-night?

19. What do you mean by articulation?
20. What element is frequently overlooked in the subject of articulation?
21. What should be our guide in pronunciation?
22. Pronounce the following words:—
alma, chance, duce, laugh, pastor, superintendent, nucleus, rude, sure, eyes, sir, prefer, verge, fir, fur, earn, urn, bird, gubernatorial, dog, often, realm, romance, routine, ally, adult, finance, financier, disputant, demoniacal, bronchitis, defalcate, obligatory, fragmentary, formidable, despicable, contumely,

indissolubly, abdomen, decorum, horizon, pedagogue, pedagogic, lyceum, plethora, diploma, diplomatist, diplomacy, bastille, antique, repertoire, connoisseur, diverse, sinecure, cynosure, biography, hypocrisy, quinine, hypothesis, comely, bomb, conjure (to adjure solemnly), conjure (to influence by magic), exult, exotic, esoteric, exoteric.

THOMAS O'HAGAN.

PROHIBITIONS IN LATIN PROSE.

AT almost the outset the student in Latin Composition is forbidden to use the imperative in prohibitions which he has just been taught to employ in commands. Though he has the choice of three constructions which he may substitute, he is quite apt, as I think his teachers find, to fall back into the error of which he has been warned, and is hardly satisfied, even when it has been pointed out to him that in the phrase *do not suppose*, he has a construction analogous to *noli putare*. I have thought it helpful to set before the eyes of a class a connected statement of the usage of the most familiar of standard Latin authors, which, although far from exhaustive, is careful so far as it goes, and sufficient, I think, to show the proportion in which the three constructions were used and perhaps to give some clue as to the principles underlying the usage, besides the primary object of satisfying the student and impressing his memory. We must depend mostly upon Cicero, since from the form of their language we get little aid from the historians; but so far as they employ such forms, we shall find their practice correspondent to his.

In the seven books of the Gallic War there are only nine speeches in oratio recta, and of these only one (IV., 22) in the four books most commonly read. In these speeches, all short, there is only one prohibition, *nolite hos exspoliare* (VII., 77). Salust, who uses oratio recta preferably, has only (Cat. LII.) *nolite existumare* and (LVIII.) *caveate amittatis*; in Jugurtha (XIV.) twice *nolite pati*. In Books I.-V. of Livy, numerous as are his speeches in oratio recta, I find only *cave sinas* (V., 16) and the one exception in classical prose given by Roby and others, *ne timeate* (III., 3). In Book XXI., which is the only other one I have examined, he has *ne existimaveritis* (43), *ne transieris*, and *nunquam moveris* (44).

Turning then to Cicero, I find in Cato Major (10), *ne requiras*, used in a general sense, and therefore no exception, and *nolite arbitrari* (22). In Laelius, *cave anteponas* (2). In the Tusculan Disputations, *ne timueritis* (I., 41), *ne reliqueritis* (I., 47), *noli vereri* (V., 5), *cave putes* (V., 7), and a quotation from Ennius, showing that the peri-

phrasid was used early, *nolite adire* (III., 3). In *De Natura Deorum*, *noli ferre* (II., 7), *nolitote consumere* (II., 29), *noli agere* (III., 8).

To find most abundant examples we must go to the orations, though in some, as the four Catilinarian, the orations Pro Archia, Pro Deiotaro, In Caecilium, Pro Rabirio, and the first, ninth, and fourteenth Philippics, not one can be found. In Pro Lege Manilia, is *nolite dubitare*; in Pro Milone, *cave mentiaris* (22), *nolite parcere* (34), *nolite pati* (37). In Pro Marcello, are *nolite defatigari* (6), *noli esse sapiens* (8); in Pro Ligario, *cave ignoscas* twice; *cave te misereat*, *cave credas* (5), *noli putare* (11), *noli dubitare* (12). In the second Philippic is *nolite quaerere* (28), in Pro Caelio *nolite velle* (32), in Pro Roscio (53) *nolite pati*, in In Pisonem *nolite putare* (20), and *nolite cogitare* (27). In the oration Pro Murena I find the largest number, *noli tam esse injustus* (4), *noli contemnere* (19), *nolite commoveri velle* (25), *nihil ignoveris*, *nihil feceris*, *ne commotus sis* (31), *noli eripere* (34), *noli reprehendere* (36), *nolite arbitrari*, *nolite subtrahere*, *nolite adimere* (37), *nolite privare* (40), *nolite avellere* (41).

In the nine orations, then, from which I have quoted, there are thirty examples of prohibition, twenty-two of which are expressed by *noli* with the infinitive, five by *cave* with subjunctive, and three by the subjunctive perfect with *ne*.

In the Haupt-Sauppe selection of the Epistolal, I find *cave dicas*, *noli putare*, *noli vexari*, *tu ne putaris*, *ne dubitaris*, *cave festines*, *nolite commoveri*, *noli quaerere*, *noli oblivisci*, *noli committere*, *cave putes*, of which eleven examples six have *noli* or *nolite*.

The poets, of course, are not bound by prose laws, but we notice along with the imperative and the subjunctive present such forms as Horace's *tunc quascieris* (Car. I. 11) and *nullam severis* (I. 18). The variety is especially noticeable in Plautus. In the Captivi we find *nunquam dixis neque induxis* (149) *noli irascier* (845) *cave tu iratus suas* (430) *ne verere* (554) and *ne postules* (186). Mr. Roby's statement (Gram. Part II. p. 258), that the present subjunctive in prohibition to a definite person is occasionally found in comic poets, seems to be within bounds, at least, as in the Captivi alone there are ten examples, two of which, it is true, are in the prologue, but seem to be addressed to a person singled out of the audience. In the Andria of Terence, also, without more than glancing over its pages, I see *cave dicas*, *noli suadere*, *ne expectetis*, *ne clama*.

Perhaps, then, we are not far from right in thinking that the early and more familiar Latin used all these forms, for variety, and probably with some difference of mean-

ing, but when the orators came to study elegance of style, the wish to avoid abruptness of address and the same desire for courtesy of expression that showed itself in such forms as *velim existimes* and in the use of *quominus* for *ne* and *quin*, led them to abandon the imperative and even the subjunctive present, and choose the periphrastic expressions we find in prose. *Noli* or *nolite* with the infinitive, the most colourless of the phrases, perhaps for that reason was most generally used. *Cave* perhaps originally expressed more earnestness. *Ne* with the perfect subjunctive was even less direct than the present, and perhaps, too, the latter was felt to be ambiguous from its use in final clauses and optative sentences. Its analogy to the Greek aorist, with *vij* in prohibition, might recommend or even suggest it. Sometimes the wish for an emphatic *tu* with the *ne* seems to have made this form preferable to *noli* with the infinitive, and sometimes the union of the negative with another word, as in several of the above examples, *nihil ignoveris*, *nullam severis*, make a concise and forcible expression. These theories may not recommend themselves to any one, and are put forward with no confidence or authority, but they may be suggestive to others who will think more clearly and acutely.—*Latine et Græce*.

PRIMARY READING.

OUTLINE OF WORK FOR THE FIRST YEAR.

1. SHORT and simple sentences from the blackboard. The phonic analysis of words already learned. The phonic synthesis of words.
2. Simple sentences and stories containing only words already learned from the blackboard, from a primer, or first reader.
3. Reading from first readers, or carefully graded second readers, children's magazines, and story books.

SUGGESTIONS AS TO METHODS AND MEANS.

The best results in reading can only be secured in the first year's work by an intelligent use and judicious combination of the different methods of teaching known as the Word and Sentence methods, the Phonic and the Script methods. It is only by the use of these different methods that a safe and sure foundation can be laid for all future work in reading.

Teacher and pupils will need to become acquainted in the school-room, at first by means of conversational lessons or familiar talks about interesting subjects, and these lessons should soon develop into reading lessons. At first very short and simple blackboard lessons, in which words and short sentences or phrases are recognized by pupils as wholes, and not as made up of parts. The teacher should have in mind a list of words selected from the primer or first

reading-book in use, and these words should be taught a few at a time in sentences, but the words need not necessarily be taught in the order given in the reading-book.

It is often a good plan to indicate to the children the subject of a lesson, and let them give their own thoughts and ideas for the subject-matter of the lesson, which the teacher will print and write upon the board. By skilful questioning the teacher can bring out sentences containing the words she wishes to teach. It is not wise, always, to discard or be afraid to use words which may serve only to interest the pupils at the time, but which may not be among those selected by the teacher for the work. Such words as *beautiful*, *butterfly*, *Christmas*, etc., might be used by the pupils and teacher without harm, although they serve only to interest pupils in the work, and may be soon forgotten by them. These words need not receive much attention, but it often happens that they are remembered until they appear in late work. There is seldom too little drill-work on words and sounds, but many pupils are not benefited by this work, because it is not made pleasing and interesting to them.

The teacher must herself judge, from the age and mental capacity of the children, as to the number of words which had best be taught before the sounds are introduced, and as to the amount of blackboard work necessary before they are able to use reading-books. Books can be used quite early in the year if the transition from blackboard to books is not too suddenly made.

When pupils are ready for the sounding of words, ask them to listen carefully as you say such a word as *man*, very slowly, and tell you how many different sounds or parts of the word they can hear. They will readily tell you three sounds, and will then be ready to point out and make the separate sounds themselves. There are many ways of making this sounding or phonic drill interesting to them, and the sounds will be easily remembered.—*The American Teacher*.

LANGUAGE METHODS

THE various ways by which language is taught through the primary grades are familiar to every live, ambitious teacher. There is reading, first of all; there is oral work—there is the preliminary analysis of the phraseology of every lesson to make sure that it is perfectly understood; the review and illustration of text-book statements to secure accurate conceptions of the facts involved; the requisition—to be rigidly adhered to under all circumstances, and in every grade, to the end—that the answers given by pupils shall be expressed in complete sentences; and a short season of vocal gymnastics to accompany every recitation,

to secure clearness and accuracy of enunciation. All these agencies, moreover, to be applied to a greater or less extent in the primary department, are equally indispensable in the grammar department.

Then there are the various forms of profitable written work—dictation exercises for written reproduction; the similar reproduction of object lessons, stories, class lessons; descriptions of pictures, sights, scenery, journeys, events; the writing of letters; and now and then, attempts at original composition.—*The American Teacher*.

WE take the following from the *Cosmopolitan Shorthand*: Here are some hints to students from Miss Willard: Every student has his own methods. For myself, the little that I know has been stored up in my memory; pencil in hand, note-books, "marginal readings," fly-leaf abstracts, emphasized passages, all these are the hints and helps that have served me as sign-boards on the way. I have tried to live up to that golden rule of mental acquisition: "*Seize upon the moment of awakened curiosity to satisfy the inquiries growing out of the thought uppermost in your mind.*" For instance, is there a word whose definition you could not give, turn at once to the dictionary; is there a new geographical reference or allusion to biography or history, consult the gazetteer or cyclopædia. Best of all, *talk the topics over with a friend*; rehearse them to an audience, if it be but the tea-table or fireside group; inflict them, if you can get the opportunity, upon the W. C. T. U. meeting; simplify them for the Band of Hope. For this is a blessed law of learning that we twice possess what we have once imparted, so that in helping others we cannot fail most powerfully to help ourselves.

DR. THOMAS ARNOLD, who lived fifty years ago, said: "As a good general rule, never read the works of any ordinary man, except on scientific matters or when they contain simple matters of fact. Even on matters of fact, silly and ignorant men, however honest and industrious in their particular subject, require to be read with constant watchfulness and suspicion; whereas great men are always instructive, even amidst much of error on particular points. In general, however, I hold it to be certain that the truth is to be found in the great men and the error in the little ones."

It is one thing to indulge in playful rest, and another to be devoted to the pursuit of pleasure; and gaiety of heart during the reaction after hard labour, and quickened by satisfaction in the accomplished duty or perfected result, is altogether compatible with—nay, even in some sort arises naturally out of—a deep internal seriousness or disposition.—*John Ruskin*.

Educational Intelligence.

A \$3,500 addition is to be made to Strathroy Collegiate Institute.

A FLORAL society, composed of girls at the London Central school, has been formed under the direction of Miss Coyne.

REV. W. E. KERR, formerly a teacher in London township, passed his first ministerial examination at Stratford, taking a first-class certificate.

AT a late meeting of the London Board of Education, Mr. Sanderson, B.A., was chosen assistant English master of the collegiate institute.

THE College for the Higher Education of Women at Egham, raised by the munificence of the late Mr. Holloway, is to be opened by the Queen on the 26th of June. Little short of £500,000 has been spent on its erection.

AT the last meeting of the Oshawa Board of Education a letter was read from Mr. L. C. Smith, Head Master of the High School, which announced the gift to the Board of a piano and \$50 in cash, from the High School Literary Society.

THERE are now four of the United States which have passed the Act requiring morphine and its salts to be put up in scarlet labels and wrappers. They are Georgia, Florida, Kentucky and Virginia.

PROF. MEACHAM, principal of the Centreville schools, Michigan, will retire from educational work after the close of the present term. Prof. Munson, of Lima, Ind., will succeed him in the Centreville work.

MR. OSGOOD's companions on his recent voyage to England were Mr. Edwin A. Abbey and Mr. Frank D. Millet, both having commissions from the Harpers. Mr. Millet keeps two establishments, one in Boston, and one in rural England.

WE have been requested to publish, for the information of East Lambton teachers, a list of the officers appointed at the last meeting. They are as follows:—H. N. Norton, President; T. B. Hoidge Vice-President; John R. Brown, Secy.-Treas. and Librarian; D. Whyte, T. Henderson, D. B. Bentley, C. S. Falconer, W. B. Anthony.

THE Parry Sound District Teachers' Association will hold their next regular annual meeting in the school house, Parry Sound, on Thursday and Friday, June 24 and 25. The following topics will be taken up: Grammar, Discipline, Kindergarten, Arithmetic, Writing, Junior Reading, Senior Reading and a Reading, Geography, Method and Management, Aims in Teaching.

AT his late public examination, Mr. Copeland, of the Otterville school, was presented by his pupils with a handsome plush case, and his assistant, Miss Irwin, with a beautiful toilet set. About \$60 worth of books was divided amongst the pupils. Kindergarten songs was one of the features of the examination. Messrs Dowler, Moore and Garthwaite, surrounding teachers, assisted at the examination.

AT the close of the week's duties the teachers and pupils of the Bathurst street, Toronto, school met in the school grounds to tender a token of their esteem to Mrs. G. C. Warburton on her leaving to assume her duties as head of the Boys'

Home school. Miss Wallace, in the name of those assembled, presented her with a handsome easy chair, wishing her every success and happiness in her new sphere. Many friends present also contributed souvenirs.

THE production of Greek tragedies by undergraduates in England and America has been followed by the revival of "The Acharnians" of Aristophanes by the students of the University of Pennsylvania. The comedy was presented in Greek, at the Academy of Music, Philadelphia, on Thursday and Friday evenings of last week. The rehearsals had been conducted by Dr. M. W. Eaton, Professor of Greek, and the music was composed by Mr. Clarke.

FROM Nebraska there is blown to us on the north-west breeze this legend:—In southern Nebraska, a certain enterprising and long-headed man, having a numerous family of children, squatted on a section of school land. Around him was the boundless prairie, with not another settler within several miles of him. By some sort of strategy he induced the superintendent to form a school district, having the settler's school section as the centre. Then he built a fine school-house, non-residents, of course, paying the taxes, and moved with his family into the school-house, and occupied it as a residence. Next, he employed his own wife at a salary of forty dollars per month to teach his own children.—*The Schoolmaster.*

THE last meeting of the Teachers' Association for the County of Portage la Prairie was well attended. Papers were read by Dr. Macklin, on "Health and how to Preserve It"; Dr. Mackie, "The Study of German"; Rev. Allen Bell, "English Literature"; Neil McCallum, "Written Examination"; Howard King, "Teaching Geography"; Mr. J. B. Somerset, Superintendent of Education, delivered an interesting address on "The Relation of the Teacher to the Educational System of the Province." After a vote of thanks to the Superintendent and the several essayists the session adjourned.

VACATION schools have been established in Boston (U.S.), for the benefit of poor children who cannot go away during the summer vacation, and who find it hard to amuse themselves. In these schools they are taught to draw, to sew, to cook, and carpenter's work, and to make themselves generally useful. One of the committee writes that an important lesson was learnt in a summer's work: that the hearts of these children were most easily reached through their hands. If something was given them to do, they listened with respectful and attentive manner, but with idle hands they are restless, dissatisfied, rebellious.

THE Senate of one of the Scotch Universities has done everything short of offering a reward to discover who it was that put up this intimation on the door of one of the class-rooms:—"Notice.—There will be no lecture to-day, as the student is unwell." The student says that he is incapable of a practical joke, and the professor does not want the matter to go any farther. Naturally enough he does not care to have it known that his class is so select; though there is another professor in the same university said to be in much the same predicament. It is told of an Oxford lecturer that he had to bribe a young man with gold to attend

his lectures, as had their been no attendance, he would have forfeited his salary. Often the blame does not attach, in these pathetic circumstances, to the lecturer; but that is no reason why chairs should be endowed for nobody's benefit but that of the holder. An inquiry into the cases of "professors without students," would lead to some interesting discoveries.

AT a recent meeting of the Peterboro' Board of Education, Dr. Tassie, Principal of the High School, reported that one of the high school inspectors had informed him that if the high school pupils did not improve in their writing and reading, especially the former, plucking would be general at the approaching examinations. He thought it was about time the writing of the pupils was improved, and he was pleased to know that more attention was being paid to this branch in the lower classes. He was pleased to make three important announcements to the board. The Governor-General's medal had arrived and was now in his possession. Mr. J. H. Burnham had offered a silver medal for the institute pupil who ranks first in the Toronto University matriculations this year; and Mrs. Nicholls generously offers a free scholarship at Queen's University to be competed for by pupils of the institute. The principal complained that the Easter holidays had materially interrupted the school work, and advised that as few holidays as possible be granted. Moved by Mr. J. R. Stratton, seconded by H. Denne, "That the thanks of this board be tendered to Mrs. Nicholls for her liberal grant to the Endowment Fund of Queen's College, Kingston, whereby a free course scholarship in arts is available for a student of the college, and in her liberality in permitting Dr. Tassie, principal, to nominate the student; and the thanks of this board be also tendered to Mr. J. Hamblin Burnham for his gift of a solid silver medal for the pupil of the institute taking the highest marks at the matriculation examinations of University College, Toronto, and that the secretary forward a copy of this resolution to the parties above named."—Carried.—*Peterboro' Examiner.*

Correspondence.

TEACHERS' UNION.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—As you have already very kindly referred to this proposed organization, you will confer a favour by informing your readers that a meeting of delegates and others interested will be held in Stewart's Hall, at the corner of Yonge and Gould Streets, Toronto, at 2 p.m., on the Monday preceding the meeting of the Provincial Association.

Owing to the fact that some county associations have not had the subject of union under consideration, and therefore, have appointed no representatives, all who are interested will be welcomed at the gathering on Monday, August 9th.

It is expected that several experienced educationists will briefly address the meeting.

Teachers sympathizing with the movement, and who desire to join it, but who cannot attend on the day named, will oblige by writing to, yours respectfully,

DAVID BOYLE, 353 Yonge St. Toronto.

Promotion Examinations.

NORTH HASTINGS—JUNE, 1886.

ENTRANCE TO SECOND CLASS.

LITERATURE.

NOTE.—The teacher will give such explanations as may be needed to enable the pupil to see the full meaning of the question. The answers must be sentences.

I. Their hue is bright. My brother is not satisfied. It was a gloomy place. The dinner followed the lesson. They were full of mirth. I will bide my time. The base of the hill is wet. They could not refrain from weeping.

Write these sentences, using for "hue," "satisfied," "gloomy," "followed," "mirth," "bide," "base," and "refrain," words having the same meaning.

II. What is a lane? a lake? a raft? a nook? a tube? a cliff? Answer in sentences.

III. What is meant by making "sunshine in the house?" How can little boys and girls do this?

IV. A year for trying, and not for sighing;
A year for striving, and hearty thriving.

What is meant by "sighing," "striving" and "thriving?"

V. Write the latter half of the last verse of the lesson on "The Strange Little Boy."

VI. What is a ten cent piece made of? By what other name is this bit of money spoken of in your Reader? At first, what was the colour of the stuff of which a ten-cent piece is made? How was it made white?

VII. Name ten animals spoken of in the First Book.

VIII. In the words buy, country, fine, shining, hearts, and learn, what letters say nothing, or have no sound?

LANGUAGE.

NOTE.—Every answer must be a sentence. Capitals and full stops must be used correctly.

1. Finish this story:—I went to see Ned and Tom, but — were not at home. They had — to the woods. I waited till they — back. Ned — me some flowers that he had —.

2. Name five parts of an apple?

3. What is your name? How old are you? In what country do you live?

4. What is a man who builds with stone called? What is a man who builds wooden houses called?

5. Write answers to these questions. (Do not use "did" in the answers.) When did the wind blow? Where did he sit? How did he break the pencil? From what place did he come? How did he do his work?

6. Which is right, "Me and Mary," "I and Mary" or "Mary and I"?

7. "The boy has been making shavings with his knife to light the fire for his mother." Write this story so that it will be about more than one boy, knife and mother.

8. Write a short story telling how maple sugar is made.

9. Name four kinds of meat (flesh).

10. Tell, in a story, what your teacher has done.

MENTAL ARITHMETIC.

NOTE.—The work must be wholly mental. Neither pen nor pencil must be used for any purpose but to write the answers on this paper in the allotted spaces. The teacher is expected to have this rule followed.

I. $9+12-7+6+3=$ 14.

$29+12-9-16+7=$ 15.

$30+33-40+23-7+70=$

II. $53-7-9-9+4-9-8+30=$

III. $\frac{1}{2} \cdot 18 =$ 35.

$19 \div =$ 34.

IV. A farmer went to town with 45 dollars: he spends 9 dollars in cloth, 5 dollars in boots, 15 dollars on a plough, and the half of the remainder on a cap. How many dollars had he left? Ans. dollars.

V. A cow and a sheep are sold for 38 dollars. The cow was sold for 29 dollars: what was the price of the sheep? Ans. dollars.

VI. A boy has 24 cents: he spends 15 cents in buying lead pencils at 5 cents each, and the rest in glass marbles at 3 cents each. How many pencils did he get? Ans. How many marbles? Ans.

VII. A man is 25 years younger than his father. His father's age is 65. How old is the son? Ans. years.

ENTRANCE TO THIRD CLASS.

GEOGRAPHY.

I. Draw a map of that part of the county which contains Thurlow, Tyendingaga, Huntsgton, Rawdon and Hungerford. Mark on it the positions of Belleville, Trenton, Deseronto, Stirling, Roslin, Tweed and Hog (or Moira) and Stoco lakes.

II. Name three important streams that flow into the Bay of Quinte.

III. Name a village on each of the ———.

IV. When is a village said to be ———? Name the incorporated villages in Hastings.

V. What name is given to the body of men who govern a county? a township? a village?

VI. What is the chairman of each of these bodies called? By whom is he elected?

VII. What are the chief employments of the people of Hastings?

VIII. What branch of the Trent River drains a large portion of the northern part of the county? What stream flowing into this branch drains portions of Marmora, Lake, Tudor, Limerick and Cahel?

IX. What railroads pass through Trenton, Tweed, Frankford, Deseronto?

X. What branch of the Moira rises in Grims. thorp and flows through Queensboro? What branch of the Moira flows through Bridgewater?

LANGUAGE AND COMPOSITION.

NOTE.—In all these exercises, capitals, full stops and question marks must be used correctly.

II. Write sentence-answers that mean "yes," and that do not contain the word *did*, to these questions: Did Mary eat her dinner? Did the bad man steal the dog? Did he ring the bell?

Did he lie in bed? Did the hen lay an egg? Did he sit on the floor? Did the sun shine yesterday?

II. Write sentences containing the words road, rode, rowed; pair, pare, pear; ring, wring; berry, bury.

III. I see a dog in the picture. I see six rats in the picture. I see a spade in the picture. I see a broom in the picture. Write these four statements in one sentence, using the right stops.

IV. Examine carefully the middle picture on page 172 of your Reader, and then write a story about it. In it, speak of the worker, his home, his family, the horse, what he has been doing, his owner's name, those who are looking on, where they came from.

(Encourage the pupils to use their imaginations.)

V. Listen very attentively to the story your teacher will read and, when he has read it, write it.

(The story will be found, by the teacher, in the Special Paper sent to him.)

VI. In the blanks put the words that tell the relationship:—My sister is my aunt's —. My mother is my uncle's —. My — is my aunt's nephew. I bear my grandfather's name, therefore he is my — father.

VIII. Name eight trades.

ARITHMETIC.

NOTE.—Full work required. The denomination of the answers in 3, 4, 5, 8, 10, should be written.

I. Add together sixteen, two hundred and two thousand and twenty, six thousand and six, eighty thousand nine hundred and nine, thirty, and four hundred thousand four hundred and four.

II. Subtract 399,486 from the answer of the first question.

III. Bought 495 bushels of wheat for \$446, and sold the whole at 83 cents a bushel; how much did I lose?

IV. A farmer of Rawdon bought 89 sheep at \$12 each, his expenses in getting them to his farm were \$22; three of them died in a short time and the others he sold for \$1,290; how much did he gain or lose?

V. Two men start from the same place and travel in opposite directions, one at the rate of 3 miles an hour and the other at the rate of 4 miles an hour: how far apart will they be in 247 hours?

VI. Divide 33,049,812 by 9897.

VII. Multiply 78,469 by the factors of 63, and prove by dividing the product by the same factors, that your multiplication is correct.

VIII. If 16 pounds of butter are sold for 352 cents, for how much should 48 pounds be sold? Answer this question without finding the price of one pound.

IX. A farmer's wife sold a grocer 27 dozens of eggs at 12 cents a dozen and 19 pounds of butter at 23 cents a pound: for the eggs and butter she got 14 pounds of sugar at 8 cents a pound, 7 pounds of tea at 55 cents a pound, and the rest of the price in cash: how much cash did she get?

X. I received tea at 60 cents a pound for 9 bushels of oats at 32 cents a bushel and 12 pounds of pork at 16 cents a pound: how much tea did I receive?

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With the consent of the Hon. the Minister of Education, the undersigned will conduct a Shorthand Class in the Education Department concurrently with the sessions of the Botany Class in July. For particulars address,

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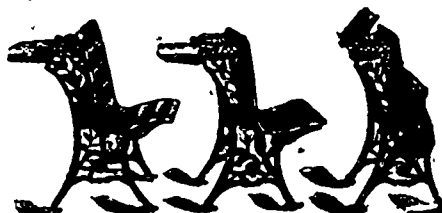
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EDUCATION DEPARTMENT, ONTARIO,

TORONTO, 29th April, 1886.

SIR,—I have been informed that many High School Masters and Assistants would gladly avail themselves of a course of lessons in Botany during the summer vacation, provided arrangements were made by the Education Department for that purpose.

It has occurred to me that a series of lectures by some competent teacher each forenoon for three weeks, with field work in the afternoons, would be such a happy combination of both theory and practice as would secure the best results, and at the same time prove the least irksome to many who could not very well dispense with the relaxation which the summer vacation is intended to provide. The lectures would be given in the Public Hall of the Education Department by Mr. Spotton, M.A., and the field work directed according to his instructions.

As it is desirable to ascertain the number likely to take this course in order to complete arrangements, would you kindly let me know, at your earliest convenience, how many of your staff are prepared to join this class.

Yours truly,

GEO. W. ROSS.

CIRCULAR TO PUBLIC SCHOOL INSPECTORS.

EDUCATION DEPARTMENT, ONTARIO,

TORONTO, May 1st, 1886.

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

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

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

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

Yours truly,

GEO. W. ROSS.

Minister of Education.

Horton Chas 1 May, 88.
Masonville