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Educational Weekly

VOL. IV.

THURSDAY, NOVEMBER 25TH, 1886.

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The Educational Weekly,

Edited by T. ARNOLD HAULFAIN, M.A.

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JAMES V. WRIGHT, *General Manager.*

TORONTO, NOVEMBER 25, 1886.

MANY of the Teachers' Associations have taken up the consideration of the proposal to form a College of Preceptors for Ontario at their recent meetings. It will be interesting briefly to show how the scheme has been looked upon.

The committee of the South Essex Teachers' Association, to which was referred the circular from the Ontario Teachers' Association, reported in favour of adopting the general principle of the address of Mr. Dickson, concerning the College of Preceptors, and of laying the circular concerning the Teachers' Union on the table. The committee of the East Bruce Teachers' Association reported as follows: "This Association is in sympathy with the general principle of the establishment of a College of Preceptors, as set forth in the circular issued by the promoters of the scheme, but considering the radical nature of the change contemplated, and lack of opportunity for study-

ing the details of the scheme, we prefer to delay assenting to the latter until after further consideration." Both these reports were adopted. At the East Kent Teachers' Association meeting it was moved, seconded, and carried, "That until it is made clearer to this Association how the proposed Preceptor's College is to accomplish the results set forth as likely to follow its institution, that this Association does not see its way clear to recommend it." At the Durham Teachers' Association meeting, after some discussion on the general principles, it was referred to a committee which reported that the majority were in favour of the general principles of the scheme, but objected to a few of its clauses, and proposed amendments. It was moved, seconded, and carried, "That in the opinion of this convention the scheme of a College of Preceptors, as set before us, would not be productive of such benefits to the teachers as would justify us in approving of it." The West Kent teachers came to the conclusion that it was a scheme to control the examinations and embarrass the government, and might possibly do more harm than good. At the North Essex Teachers' Association meeting, it was moved, seconded, and resolved, that "while we sympathize with the aims of the proposed College of Preceptors, as set forth in clause first of the prospectus, we cannot but feel that the methods by which these aims are to be realized are impracticable, and totally opposed to the fundamental principles of our institutions."

The calm, unprejudiced, and sober way in which this radical project has been generally regarded says a great deal for the sagacity displayed at teachers' conventions. It is, we think, a fact for which there is much cause for congratulation, that in assemblies of teachers, at which naturally there is much mutual sympathy, and when there is very likely to be excited no small amount of enthusiasm, which without much difficulty could, perhaps, be fanned into a sentiment not so pure or disinterested, there should be evinced so large a

degree of circumspection and self-restraint, that when a project, containing in it much of value, is laid before them, they should be able to discuss it with a degree of temperance and calm judgment such as many assemblies of a like character might envy.

On the whole the teachers of Ontario seem to view the proposal in much the same light as that in which we regarded the proposal in our issue of August 26th. It contains many good qualities but requires some alterations.

One hint only do we here put forward for the further consideration of our readers.—One of its aims, we were told, was to *advance the interests of education*. (a) By admitting to the teaching profession only those who are fitted for the work; (b) By protecting the public from incompetent teachers. And its powers we are also told, should comprise the right (1) To manage its own affairs, (2) To enact laws for the admission and government of its members; (3) To settle all matters of dispute arising among teachers.

Now the question to be decided is. How can this be done, or rather can this be done so long as teachers are in the pay of the State, are servants of the government? The nation now looks to the government as the responsible head of educational matters in this Province. Teachers cannot take upon themselves this responsibility without devising some means by which it shall be transferred from the government to themselves. This point Mr. Dickson's scheme altogether omits. "It will be necessary," he says, "that the details of the whole scheme should receive his [the executive head of the Education Department's] concurrence, and that the aims and objects of the society should meet with his full and cordial approval. It would be advantageous, moreover, were he to become an *ex officio* member of the college with special powers." But with such indefinite language the scheme naturally could not meet with unqualified approval. It was discussed at the Teachers' Association meetings

Contemporary Thought.

LITERATURE and sensationalism are apparently hand in hand in New York, at least so far as the newspapers go. Mr. Julian Hawthorne's exploit as an interviewer has created much more talk than would be supposed, but the author went into journalism for the avowed purpose of making money, and he has seldom shown squeamishness over small obstacles when in quest of the mighty dollar. His affair with Mr. Lowell has not only been universally condemned, but the most bitter in condemnation are the honest newspaper men who feel that he has degraded his newly-adopted profession. Personally Mr. Hawthorne seems to feel the scandal very little. He turned up at the usual Thursday meeting of the Authors' Club two weeks ago, and talked as though the whole matter was of no consequence. The *World*, which employs Mr. Hawthorne, pays him a large salary for writing book criticisms over his own signature, and offered him a tempting inducement for interviews with both Holmes and Lowell. Dr. Holmes, it is said, was warned by a friend what might be expected, and refused all conversation with the interviewer. The *World* stands by its representative, and so important has he become, that at the recent Liberty unweiling, he was allowed to write his report and sign his name to it.—*The Literary World*.

As far back as our records reach—perhaps, as Mr. Spencer thinks, from the childhood of our race—a belief in the existence of invisible and, on physical grounds, unexplainable beings and modes of action has existed in human society. Sometimes this belief has dominated a larger, sometimes a smaller portion of mankind, and the attitude of the intelligent classes toward it has correspondingly varied. In our own day this belief not only exists, but it influences a far greater number of persons than the chance observer supposes. Of late years the effects of this belief in supersensible beings and influences have shown themselves in many ways and places, particularly in Great Britain and America. We have heard of numberless clairvoyants, spiritualists, mesmerizers and mind-readers. The nineteenth-century scientist has hitherto found no leisure to investigate the many remarkable occurrences that, from time to time, have been spoken and written of; or, if he has had the leisure, he has spurned the reports of these occurrences as beneath his notice as an educated and well-balanced man. Nevertheless, the fact that such occurrences as we refer to, numerous instances of which are familiar to every one, have been allowed to pass uninvestigated, has been a standing reproach to true science. Science prides itself on dealing with phenomena of any kind whatsoever, without fear or favour. And these occurrences, and the belief which many intelligent men and women hold in reference to them, are certainly phenomena. Grant, for the sake of argument, that the occurrences are fictitious and fraudulent, the belief in them remains as a phenomena in human nature. Instances of this form part of our experience quite as truly, if not so frequently, as the sensations of heat and light do. If they are false, let us know the fact on demonstrable

grounds; if true, let us know how and why. At all events, we must have scientific knowledge concerning them. If this investigation is to be scientific, it must be undertaken in a thoroughly impartial spirit. We must lay aside our preconceived notions, and examine the facts as we find them. We want to know the truth, the whole truth, and nothing but the truth.—From "*The Progress of Physical Research*," by Professor N. M. Butler, in *Popular Science Monthly*.

NOTHING would help the man of science of the future to rise to the level of his great enterprise more effectually than certain modifications, on the one hand, of primary and secondary school education, and, on the other, of the conditions which are attached by the universities to the attainment of their degrees and their rewards. As I ventured to remark some years ago, we want a most-favoured-nation clause inserted in our treaty with educators. We have a right to claim that science shall be put upon the same footing as any other great subject of instruction, that it shall have an equal share in the schools, an equal share in the recognised qualification for degrees, and in university honours and rewards. It must be recognised that science, as intellectual discipline, is at least as valuable, and, as knowledge, is at least as important, as literature, and that the scientific student must no longer be handicapped by a linguistic (I will not call it literary) burden, the equivalent of which is not imposed upon his classical compeer. Let me repeat that! I say this, not as a depreciator of literature, but in the interests of literature. The reason why our young people are so often scandalously and lamentably deficient in literary knowledge, and still more in the feeling and the desire for literary excellence, lies in the fact that they have been withheld from a true literary training by the pretence of it, which too often passes under the name of classical instruction. Nothing is of more importance to the man of science than that he should appreciate the value of style, and the literary work of the school would be of infinite value to him if it taught him this one thing. But I do not believe that this is to be done by what is called forming one's self on classical models, or that the advice to give one's days and nights to the study of any great writer is of much value. "*Le style est l'homme même*," as a man of science who was a master of style has profoundly said; and aping somebody else does not help one to express one's self. A good style is the vivid expression of clear thinking, and it can be attained only by those who will take infinite pains, in the first place, to purge their own minds of ignorance and half-knowledge, and, in the second, to clothe their thoughts in the words which will most fitly convey them to the minds of others. I can conceive no greater help to our scientific students than that they should bring to their work the habit of mind which is implied in the power to write their own language in a good style. But this is exactly what our present so-called literary education so often fails to confer, even on those who have enjoyed its fullest advantages, while the ordinary schoolboy has rarely been even made aware that its attainment is a thing to be desired.—From "*The Extension of Scientific Teaching*," by Professor T. H. Huxley, in *Popular Science Monthly*.

MANY of our readers probably are in some doubt as to the precise course of events which has led up to the present Bulgarian crisis with which the whole European press—in fact Europe at large—is now occupied. A very interesting, and apparently authentic, account of the history of the forced abdication of Prince Alexander appeared in a recent number of the *Contemporary Review*; but those who are not able to peruse that will find some information in the following paragraph from Cyrus Hamlin's "*The Dream of Russia*" which is to appear in the *Atlantic Monthly* for December. The writer's views on the policy of Prince Alexander need not be accepted *au peid de la lettre*:—

"When Plevna fell, the object of Russia, as diplomatically stated, was attained. Bulgaria was in her possession. It was hers by conquest; and had she stopped there she could have expanded into European Turkey at her leisure and Europe would not have interfered. But, as often before, her military officers and counsellors—General Ignatieff especially, who has always known how to ruin success, and who was at that time supreme—cast aside all prudence, rushed across the Balkans in winter, with the loss of twenty thousand men, and were almost at the gates of Constantinople before astonished Europe could act. Then followed the celebrated treaty of San Stefano, between Russia and Turkey, March 3rd, 1878. So soon as Europe had time to study the treaty, and to get at the geography of it, it saw that Turkey had ceased to exist. The fine phrases that showed the contrary had no substantial meaning. England demanded that the treaty be submitted to a convention of the great powers, signatories of the treaty of Paris, and received a courteous but haughty negative. General Ignatieff had boastingly said, '*J'y suis; j'y reste!*' Lord Beaconsfield had, in the meantime, brought up seven thousand Sepoys from India into the Mediterranean, as an intimation of the vast number of Sepoys and Moslems at England's command. The war had already made unlooked-for demands upon the army and the treasury. The indignation of Europe was rising to a dangerous pitch, and Russia changed her tone. 'The treaty was elastic, and would admit of any modifications that the great powers might deem necessary.' Hence the great Congress of Berlin, which required that Russia should withdraw all her troops from European Turkey within a specified time. Then the delimitations of the treaty were materially changed, and the principality of Bulgaria was organized. Unwisely, this enterprising, thrifty, and united people was divided, by the Balkan Mountains, into two governments. The portion between the Balkans and the Danube were the principality; that south of the Balkans, under the name of Eastern Roumelia, remained nominally under the Sultan, but with great municipal freedom. The principality was made self-governing. Its young patriots, many of them educated at Robert College, intelligent students of American history and of the Constitution of the United States, took the lead in the formation of the government, and greatly disgusted the Russian agents. They chose Prince Alexander, and he gradually fell in with the policy of these eager young Bulgarians. Russia's firm purpose to upset this free government, and to expel the prince, beloved by all the people, is the cause of the present Bulgarian complication."

Notes and Comments.

MR. NEIL MCEACHREN'S salary at Massey should have read \$450, not \$440 as appeared in our issue of November 11th.

WE publish in this issue, and call attention to, portions of the last Blue Book of the Ontario Agricultural College.

MR. J. C. HARSTONE, M.A., has been appointed head master of Lindsay High School. Mr. Clarkson will probably take Mr. Harstone's vacated post.

WE learn that in a certain village in Ontario, not a hundred miles from Hamilton, a teacher is not going to remain next year, a matter of fifty dollars of salary being the only obstacle between him and the trustees. It seems a pity that the latter cannot find some way of overcoming so small a difficulty.

AT the last meeting of the Uxbridge Town Council a petition was received from the School Board asking the Council to submit a bye-law to raise \$5,000 for new high school. After hearing the representatives of the Board it was decided to submit the bye-law, which was read a first and second time, and is now being advertised.

A "TRUSTEE" writing to an Eastern paper says:—"To our way of thinking when children leave school they should be able to read well and understandingly, at sight, ordinary reading, write a letter in a neat, rapid and legible hand, and to perform any arithmetical problem they would be likely to meet in practical life. Now we assert, and we challenge contradiction, that there is not one in fifty of the young people in the county can do this. And why? Because their time was worse than thrown away in memorizing difficult geographical names, historical dates, and the technical terms of botany, chemistry, etc., together with poetry and dialogues for exhibition day, which children very wisely make all haste to forget when they leave school."

AN interesting gathering took place at the Colonial Exhibition recently, when, at the invitation of Mr. D. Tallerman, a dinner was given in the Royal Commission Dining Rooms to illustrate the food resources of the Empire. The bill of fare consisted of over thirty dishes, on which were salmon from British Columbia, shad from Prince Edward Island, mackerel from New Brunswick, cod and lobster from Nova Scotia, white-fish, trout, and pickerel, from Lake Huron, Australian rabbits, and Australian mutton and beef. Among the vegetables were Canadian beans. The sweets consisted of Fiji arrow-root puddings, Canadian farina pudding, tartlets and pastry of Canadian flour, and Canadian apple jelly. The fruits were pine-

apples from Singapore, Victorian pears, Victorian white cherries in syrup, and Canadian apples and pears. There were also Canadian cheese and butter, and Western Australian and Canadian honey.

"THE *Canadian Baptist*," says the *Week*, "finds a conclusive answer to all our misgivings as to the probable efficiency of a new local and denominational college, in the resolution of the Baptist Convention that the university powers asked for, 'are not to be exercised until the college is efficiently equipped to the satisfaction of the Lieutenant-Governor in Council.' But the same provision or something equivalent, we believe, was made in the case of London, and has been made in other cases where, nevertheless, university powers have been exercised without what we should deem the necessary equipment of a university. We do not doubt the upright intention of the framers of the resolution; what we doubt is the possibility of maintaining, with only such resources as are likely to be furnished by a single Church in this Province, such a staff and apparatus as, especially in these days of scientific education, a university absolutely requires. We know that the Baptist Church has a most magnificent benefactor in the person of Mr. McMaster, but even his generosity must have bounds. The half million given by Ezra Cornell went a very little way towards the foundation of Cornell, which, when it comes into possession of its expected ten millions, will not have a cent more than it wants. When we said that under the system of small local universities, institutions scarcely superior in equipment to a high school were sometimes invested with the power of granting degrees in all the departments of human knowledge, we were speaking of what we had actually seen on both sides of the line, and every one will surely admit that degrees so granted are impositions. The truth must be stated plainly when great interests are involved. We could not possibly be referring to the Baptist University, which is not yet in existence. Our reference was to the tendencies of the system. We do not think that we are incapable of understanding what Voluntaryism in high education means, and of political interference we have as hearty a dislike as the *Canadian Baptist* itself. But we do not think that the clergy of any denomination can be well fitted to play their part, in a highly intellectual and scientific age, by a university training of a poor or even of a kind below the highest."

DR. TASSIE, principal of the Collegiate Institute, Peterborough, died at noon on Sunday last, November the 21st. We hope in our next issue to do honour to one to whom education in Canada owes a large debt. At present we cannot do better than

reproduce an account of his death given in a Peterborough journal, the *Evening Review*:

"On Sunday morning when Dr. Tassie, principal of the Collegiate Institute, rose from his bed and partly dressed himself, he sat down in a chair as he was accustomed to do. While busy in arranging his clothing he fell forward heavily to the floor in a kind of fit. He did not, however, lose consciousness, and in a few minutes after recovered. He remained in the house during the forenoon, and at about 11 o'clock lay down on his bed. He slept till ten minutes to twelve o'clock. At waking he spoke to his sister who was sitting at his bedside, saying in a cheerful manner that he felt a great deal better. Before the clock struck twelve he was dead. The family physician, Dr. Burnham, was called, and the cause of death was pronounced to be apoplexy, brought on by an affection of the heart.

"The deceased was a man to whom educational interests in Canada owe much. He was born in Dublin, Ireland, in 1813, and there, at Trinity College, he received his education. While still in the vigour of early manhood, being only nineteen years of age, he left home and came to Canada. He settled in Hamilton, and for a number of years was connected with educational institutions in that city. He left Hamilton to take charge of the Galt Grammar School, which institution he managed with marked ability. While in Galt, as in Peterborough, he had the education of a large number of boys under his personal supervision, and many of the prominent men of this Province look back and credit their success in life to their thorough grounding in essential subjects at Dr. Tassie's hands. His strictness of discipline, too, had the effect of grafting habits of punctuality and order on the characters of the boys under his care. Among others, the Rev. D. J. Macdonnell, of Toronto, was one of his former pupils, and, coming to our town, Mr. John Burnham, M.P., and Dr. Burnham were among them. After twenty-eight years as principal at Galt, during which time the grammar school was raised to the status of a collegiate institute, he went to Toronto and managed a private school with much success for two years. At this time he accepted the position of Principal of the Peterborough Collegiate Institute, which position he held with credit to himself and the institute till his untimely and much lamented death.

"Since coming to Peterborough, two years ago, the deceased, by urbanity and courtly manners and impartial dealings in affairs relating to the institute, has won the respect and esteem of every member of the staff and of his pupils, as well as the approbation of the Board of Education. All who knew him deeply regret the loss of one so faithful in the discharge of duty."

Literature and Science.

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

It seems an odd anomaly that, while respect for age and deference to its opinions have diminished and are still sensibly diminishing among us, the relish of antiquity should be more pungent and the value set upon things merely because they are old should be greater in America than anywhere else. It is merely a sentimental relish, for ours is a new country in more senses than one, and, like children when they are fancying themselves this or that, we have to play very hard in order to believe that we are old. But we like the game none the worse, and multiply our anniversaries with honest zeal, as if we increased our centuries by the number of events we could congratulate on having happened a hundred years ago. There is something of instinct in this, and it is a wholesome instinct if it serve to quicken our consciousness of the forces that are gathered by duration and continuity, if it teach us that, ride fast and far as we may, we carry the Past on our crupper, as immovably seated there as the black Care of the Roman poet. The generations of men are braided inextricably together, and the very trick of our gait may be countless generations older than we.

I have sometimes wondered whether, as the faith of men in a future existence grew less confident, they might not be seeking some equivalent in the feeling of a retrospective duration, if not their own, at least that of their race. Yet even this continuance is trifling and ephemeral. If the tablets unearthed and deciphered by Geology have forced us to push back incalculably the birthday of man, they have in like proportion impoverished his recorded annals, making even the Platonic year but as a single grain of the sand in Time's hour-glass, and the inscriptions of Egypt and Assyria modern as yesterday's newspaper. Fancy flutters over these vague wastes like a butterfly blown out to sea, and finds no foothold. It is true that, if we may put as much faith in heredity as seems reasonable to many of us, we are all in some transcendental sense the coevals of primitive man, and Pythagoras may well have been present in Euphorbus at the siege of Troy. Had Shakespeare's thought taken this turn when he said to Time,

Thy pyramids built up with newer might
To me are nothing novel, nothing strange;
They are but dressings of a former sight?

But this imputed and vicarious longevity, though it may be obscurely operative in our lives and fortunes, is no valid offset for the shortness of our days, nor widens by a hair's

breadth the horizon of our memories. Man and his monuments are of yesterday, and we, however we may play with our fancies, must content ourselves with being young. If youth be a defect, it is one that we outgrow only too soon.

Mr. Ruskin said the other day that he could not live in a country that had neither castles nor cathedrals, and doubtless men of imaginative temper find not only charm but inspiration in structures which Nature has adopted as her foster-children, and on which Time has laid his hand only in benediction. It is not their antiquity, but its association with man, that endows them with such sensitizing potency. Even the landscape sometimes bewitches us by this pathos of a human past, and the green pastures and golden slopes of England are sweeter both to the outward and to the inward eye that the hand of man has immemorably cared for and caressed them. The nightingale sings with more prevailing fashion in Greece that we first heard her from the thickets of a Euripidean chorus. For myself, I never felt the working of this spell so acutely as in those gray seclusions of the college quadrangles and cloisters at Oxford and Cambridge, conscious with venerable associations, and whose very stones seemed happier for being there. The chapel pavement still whispered with the blessed feet of that long procession of saints and sages and scholars and poets, who are all gone into a world of light, but whose memories seem to consecrate the soul from all ignobler companionship.

Are we to suppose that these memories were less dear and gracious to the Puritan scholars, at whose instigation this college was founded, than to that other Puritan who sang the dim religious light, the long-drawn aisles and tattered vaults, which these memories recalled? Doubtless all these things were present to their minds, but they were ready to forego them all for the sake of that truth whereof, as Milton says of himself, they were members incorporate. The pitiful contrast which they must have felt between the carven sanctuaries of learning they had left behind and the wattled fold they were rearing here on the edge of the wilderness is to me more than tenderly—it is almost sublimely—pathetic. When I think of their unpliant strength of purpose, their fidelity to their ideal, their faith in God and in themselves, I am inclined to say with Donne that

We are scarce our fathers' shadows cast at noon,

Our past is well-high desolate of æsthetic stimulus. We have none or next to none of these aids to the imagination, of these cogns of vantage for the tendrils of memory or affection. Not one of our older buildings is venerable, or will ever become so. Time refuses to console them. They all look as if they meant business, and nothing more.

And it is precisely because this College meant business, business of the gravest import, and did that business as thoroughly as it might with no means that were not nigardly except an abundant purpose to do its best—it is precisely for this that we have gathered here to-day. We come back hither from the experiences of a richer life, as the son who has prospered returns to the household of his youth, to find in its very homeliness a pulse, if not of deeper, certainly of fonder, emotion than any splendour could stir. "Dear old Mother," we say, "how charming you are in your plain cap and the drab silk that has been turned again since we saw you! You were constantly forced to remind us that you could not afford to give us this and that which some other boys had, but your discipline and diet were wholesome, and you sent us forth into the world with the sound constitutions and healthy appetites that are bred of simple fare."

It is good for us to commemorate this homespun past of ours; good, in these days of a reckless and swaggering prosperity, to remind ourselves how poor our fathers were, and that we celebrate them because for themselves and their children they chose wisdom and understanding and the things that are of God rather than any other riches. This is our Founder's Day, and we are come together to do honour to them all: first, to the Commonwealth which laid our cornerstone; next, to the gentle and godly youth from whom we took our name—himself scarce more than a name—and with them to the countless throng of benefactors, rich and poor, who have built us up to what we are. We cannot do it better than in the familiar words: "Let us now praise famous men and our fathers that begat us. The Lord hath wrought great glory by them through His great power from the beginning. Leaders of the people by their counsels, and, by their knowledge of learning, meet for the people; wise and eloquent in their instructions. There be of them that have left a name behind them that their praises might be reported. And some there be which have no memorial, who are perished as though they had never been. But these were merciful men whose righteousness hath not been forgotten. With their seed shall continually remain a good inheritance. Their seed standeth fast, and their children for their sakes."

The fame and usefulness of all institutions of learning depend on the greatness of those who teach in them.

Quis arte benigna,
Et meliore luto finxit præcordia Titan,

and great teachers are almost rarer than great poets.

But the chief service, as it was the chief office, of the college during all those years

was to maintain and hand down the traditions of how excellent a thing Learning was, even if the teaching were not always adequate by way of illustration. And yet, so far as that teaching went, it was wise in this, that it gave its pupils some tincture of letters as distinguished from mere scholarship. It aimed to teach them the authors, that is, the few great ones—the late Professor Popkin, whom the older of us remember, would have allowed that title only to the Greeks—and to teach them in such a way as to enable the pupil to assimilate somewhat of their thought, sentiment, and style, rather than to master the minuter niceties of the language in which they wrote. It struck for their matter, as Montaigne advised, who would have men taught to love Virtue instead of learning to decline *virtus*. It set more store by the marrow than by the bone that encased it. It made language, as it should be, a ladder to literature, and not literature a ladder to language. How many a boy has hated, and rightly hated, Homer and Horace the pedagogues and grammarians, who would have loved Homer and Horace the poets, had he been allowed to make their acquaintance. The old method of instruction had the prime merit of enabling its pupils to conceive that there is neither ancient nor modern on the narrow shelves of what is truly literature. We owe a great debt to the Germans. No one is more indebted to them than I, but is there not danger of their misleading us in some directions into pedantry? In his preface to an Old French poem of the thirteenth century, lately published, the editor informs us sorrowfully that he had the advantage of listening only two years and a half to the lectures of Professor Gaston Paris, in which time he got no farther than through the first three vowels. At this rate, to master the whole alphabet, consonants and all, would be a task fitter for the centurial adolescence of Methuselah than for our less liberal ration of years. I was glad my editor had had this advantage, and I am quite willing that Old French should get the benefit of such scrupulosity, but I think I see a tendency to train young men in the languages as if they were all to be editors, and not lovers of polite literature. Education, we are often told, is a drawing out of the faculties. May they not be drawn out too thin? I am not undervaluing philology or accuracy of scholarship. Both are excellent and admirable in their places. But philology is less beautiful to me than philosophy, as Milton understood the word, and mere accuracy is to Truth as a plaster-cast to the marble statue; it gives the facts, but not their meaning. If I must choose, I had rather a young man should be intimate with the genius of the Greek dramatic poets than with the metres of their choruses, though I should be glad to have him on easy terms with both.

(To be continued.)

Special Papers.

AGRICULTURAL EDUCATION.

(From the Eleventh Annual Report of the Ontario Agricultural College and Experimental Farm for the year ending 31st December, 1885. By James Mills, M.A., President.)

BEFORE proceeding to report on our work and attendance for the past year, I wish to say a word regarding agricultural education in the Dominion of Canada.

For many years the Province of Ontario—not to speak of the other parts of the Dominion—has had a good school system. We are proud of this system, and congratulate ourselves on its excellence.

Our public schools are among the best in the world. We do not say that they are faultless; but in many respects I think they are as nearly perfect as we can make them. We may differ somewhat about the programme of studies, but as regards the division of the country into sections, uniformity of text-books, the training and licensing of teachers, the system of inspection, and the means of support, I do not think there is much room for improvement; and, as regards the course of study, we must admit that it embraces all the essentials of an elementary education, and that the boy or girl who masters it will be fairly well equipped for the duties and responsibilities of Canadian life. The instruction also is, generally speaking, thorough, and it is always within the reach of the poorest in the land.

Our high schools also, distributed all over the Province, will compare favourably with schools of the same grade in other countries. They have done good work since 1860, but especially within the last ten years, they have furnished an excellent type of intermediate education. The course of study in these schools is broad, the teachers are generally well equipped, and the teaching is good, so that, within a few miles of home, the young women of every county in Ontario can get an education which will fit them for the varied duties and responsibilities of their sphere in life; and the young men can readily qualify themselves for mercantile life, for any of the learned professions, or for the university—all without charge, or for a very small fee.

So in regard to these two classes of schools, the Province of Ontario has more or less ground for claiming to be in advance of most other places on this continent; but in the matter of technical schools we must admit that we have very little to boast of. In almost every State in the American Union there is, at least, one school or college maintained "to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and profes-

sions in life." In the Province of Ontario, and I may add in the whole Dominion of Canada, we have no schools of any kind for instruction in the mechanic arts, and very few for instruction in agriculture.

The people of this country seem never to have seriously thought of doing anything to develop the inventive faculties or improve the mechanical skill of young Canadians; and they have been slow to admit that instruction in the principles of agriculture would be of advantage to us. Hence, we have not as yet made much progress in this department of education.

Speaking more particularly of agricultural education, I beg to say that, in my opinion, there are two or three circumstances which have hitherto prevented us from advancing so rapidly as we might have done in this direction. First, the unfortunate fact that those among us who have talked and written most on agriculture have not always been the most successful farmers; in too many instances their practice has very greatly discredited their teaching. Secondly, men without any practical knowledge of farm work, have occasionally undertaken to manage farms according to the instruction given in books, and have nearly always failed. Hence, the cry against "book-farming," and the widespread conviction that the more a man reads and studies, the less likely he is to succeed as a farmer.

Certainly, it is much to be regretted that men do not always practice what they preach, even in agriculture; and it is a misfortune that persons sometimes invest money in land and undertake to farm with no other preparation than mere book knowledge; but all this has very little to do with the question of educating young men for the farm; and those who sneer at agricultural education, as if it were synonymous with "book-farming," make a mistake. They fail to distinguish between things which differ, and their vigorous thrusts are altogether wide of the mark; for no advocate of agricultural education has ever maintained that mere study, even of books on agriculture, will fit a young man for farming. Far from it. We are well aware that nothing can take the place of a thorough apprenticeship in every department of farm work, and that no amount of theoretical, or even practical knowledge of the minutest details can attain success, without good management, and the constant exercise of industry, prudence and economy. What we do maintain is, that neither theory nor practice should stand alone; but that they should go hand in hand, and the farm apprentice receive instruction in both. In fact we are unable to see how any one can doubt the statement, that the young man who has chosen agriculture as his occupation, will be benefited by acquainting himself with the experience of the most successful farmers,

by studying their practice, and discussing the principles and maxims which guided them on the way to success.

Further, the first settlers in this country, the men who cleared the farms which we now occupy, were nearly all from the middle and lower classes of society in Great Britain and Ireland. They represented a variety of occupations, but very few of them had either a theoretical or practical knowledge of agriculture. Most of them could truthfully say that they had started in the woods with little or no money, and a very meagre education; but they had gone to work with a will, and were successful. Having virgin soils to cultivate, they raised large crops from year to year, till they made themselves comfortable homes, and acquired considerable wealth. All this without any preparatory training, and when such a thing as a school to teach agriculture had not found a place in their most visionary speculations. They had got on well without such help, and, naturally enough, they concluded that nothing of the kind was necessary. In fact, they set it down as a self-evident truth that the only requisites for success in farming were physical strength, industry, prudence and economy.

In view of these facts, it is not at all surprising that the public and high schools of our Dominion were long in successful operation, before anything was done to provide for instruction in the principles of agriculture and the branches of learning relating thereto.

In the Province of Ontario the first step in this direction was taken by the Rev. Dr. Ryerson, Chief Superintendent of Education, in the year 1870, when he published an elementary work on agriculture, and recommended it for use in the high and public schools. But then, as now, the fixed programme of studies was sufficiently heavy for both masters and pupils. Hence no place was found for this or any other optional subject, and the Chief Superintendent's recommendation never resulted in any practical benefit to the class whose interests it was intended to promote.

In 1874 the Ontario Agricultural College was established, and in 1882 the Hon. Adam Crooks, late Minister of Education, authorized Professor Tanner's "First Principles of Agriculture" for use in the public schools of Ontario, and "Elementary Lessons in Agricultural Science," by the same author, for use in the high schools; and since that time the Council of the Agricultural and Arts Association has prescribed a course of reading for farmers' sons, and has held two examinations for second and third class certificates in agriculture.

This is the sum total of what we in Ontario have done in the line of agricultural education; and what has it amounted to?

The authorization of Professor Tanner's books has not led to any practical results, because the teachers are not qualified to give

instruction in agriculture, and the programme of studies is already crowded.

The laudable efforts of the Board of Agriculture to induce farmers' sons to spend a portion of the long winter evenings in reading something which will make them more intelligent and efficient workers have been fairly successful. The course of reading is comprehensive, but strictly confined to the principles and practice of agriculture in its various branches. The examinations are held annually, in the month of July, at the same time and places, and subject to the same rules and regulations as the high school examinations for teachers' certificates; and the papers are examined by a special committee which is appointed by the board. The number of candidates has not been so large as could be desired; but eighteen third and three second class certificates have already been granted, and there is reason to hope that the number will gradually increase.

Then, as to the Ontario Agricultural College, what shall we say? The institution was founded to give instruction in the theory and practice of agriculture, horticulture, and arboriculture, and to conduct experiments relating thereto. It has been in operation for a little over eleven years, and I think has fairly well fulfilled the purpose for which it was established. It may not have done all that the farmers expected; but I believe that the work which it has accomplished will compare favourably with that of any similar institution in the same time, on this continent or elsewhere. There have been 858 students in attendance since the college opened in 1874—some for a short time, and others for the period of two years or over. We have made no effort to swell the list of graduates, but have rather insisted on a somewhat rigid adherence to the standard laid down in our public announcements. Hence, many who have studied inside and laboured outside the full time necessary for graduation, have gone away without diplomas. We grant no degrees, but a diploma admitting to the status of associate of the college; and the number of those who have succeeded in taking this diploma is 101.

Even those whose confidence we have not hitherto enjoyed, generally admit that the Ontario Agricultural College is an institution at which a farmer's son can get a fairly liberal education in the line of his own occupation, without any risk of acquiring a distaste to farm work; and no one will deny that the instruction given and the experiments made here for the last few years have contributed in a large degree to the development of an interest in agriculture throughout the country. But after all is said and done, we must admit that there is need of some more extended effort in the line of agricultural education in this Province.

(To be continued.)

Educational Opinion.

MODES OF RELIEF FOR THE TEACHER.

AN editorial in a recent number of the *Christian Register* gives a word of sympathy to the overworked teacher, and speaks of "the silent teacher-killing going on under our public school system." One often hears it said, that no company of workers looks as tired and worn as a company of teachers. If these sayings are true—and I fancy many weary teachers feel that they are only too true—it seems to me needful to begin to look for reliefs for the teacher, as well as for the pupils.

Those engaged in other professions often find it helpful to have some interest outside their regular work, some occupation followed for the joy of it. Ministers and business men have sometimes found the care of a garden, a relief for a tired brain. It is told of Dickens, that when he began to write, the characters of his novels were always with him; if he went to walk, one of the unfortunate beings of the story on which he was at work would be sure to go with him, tugging upon his arm and heart. He soon found that if he could not, for a time each day, separate himself from his work, his strength would give way. When awakened to his danger, by an effort of will, when he left his study, he shut the door upon all the pathetic beings his fancy had pictured.

It would be well for every teacher, when she locks her school-room door, to leave behind her, for a time at least, her school-room cares, and this outside interest of which I have spoken will help her to do it. I fancy I hear some conscientious teacher say, at this moment: "But I have no time for an outside interest. It wouldn't be right to have one; I ought to give my pupils all my strength."

I wish it were possible for me to assure such teachers that any outside occupation they may choose, if there is anything ennobling or restful in its nature, be it as remote as possible from their school-room work, will still make them better teachers than they would be without it. The more they are themselves, the more they can do for their scholars. An outside interest, that has become a delightful recreation to me, is making a collection of pictures, studying about them and the artist whose work they represent. Copies of famous pictures, from old and modern artists, can now be obtained for a trifle; so this pleasure is within the reach of every lover of art. I have also found it a relief from my school-room work to follow some course of reading on subjects that I have not been required to teach. The knowledge I have gained in this way, how-

ever, I have often been able to use to advantage in my school-room work.

I have an acquaintance who is skillful with her needle, and she finds that it diverts her thoughts from school care to spend a little of her leisure in making garments for some poor children. One child, who had before been obliged to stay at home when her dress was washed, through this teacher's kindness was able to go to school all the term.

The recreations that lead the teacher out of doors are probably the most helpful—giving new strength to the tired body, as well as rest to the tired mind. Those who live in the country if they have never made a collection of ferns or wild-flowers, will be surprised at the number and variety they can find in their familiar haunts. Those who live near the seashore, and begin to make a collection of sea mosses, will have as great a surprise.

In these days of many magazines and papers, there is an opportunity for those who find enjoyment in writing to make that an outside interest. Many teachers find diversion in music and painting. Fancy work has a large element of usefulness in it, when it can turn a tired mind from the cares that weigh upon it. Teaching produces greater mental than physical weariness, and any innocent hobby that, by changing the current of thought bring rest and pleasure, is not to be derided.

In any out-of-school occupations care must be taken not to continue them until they produce fatigue, otherwise they will be harmful, and they should never engross the time that the teacher ought to give to outdoor exercise or to sleep.

Physicians say that bad air is almost as fruitful a source of nervous prostration as overwork. School-room air, in the best ventilated rooms, is never the purest; and for that reason the teacher ought to walk each day, if possible, in the open air. It will also help the teacher to keep her strength and cheerfulness, to remember and act upon Rev. E. E. Hale's wise saying, that sleep is the central duty about which all other duties revolve. For relief in the midst of school cares I will add two directions, given by gentlemen who have devoted much time and thought to the subject of education: "Never do yourself what some pupil can do as well for you." "Stand as little as possible. You will show greater power if you can control and teach your scholars sitting, than if you are obliged to stand."

The work a teacher might do for her school is almost without limit. The limit of her strength is much sooner reached. Since, then, one cannot exhaust the possibilities of school work, it is wise for the teacher to heed the warning of the tired body and mind by taking needful rest, exercise and recreation; then, although the amount of work she accomplishes may be less than her wish, its quality will more than compensate.—*The American Teacher.*

A CAUTION TO TEACHERS.

LET me warn teachers, especially young ones, against attempting to reply to any question asked by a scholar when they do not really know what answer to give. No one can be prepared for every question which can be asked. The veriest fool can ask more in five minutes than the greatest philosopher can answer in a lifetime. I know the temptation is great to give a reply of some sort, which may be right or may be wrong, "for fear the scholars should think us ignorant;" but that temptation must be battled with. The real reason why an answer is attempted, in ninety-nine cases out of a hundred, is pride, and it is pride which will certainly have a fall, for if the scholar does not know at once that the reply was a guess, he will remember it at some most inopportune time—perhaps quote his own words against him. Then, indeed, will the scholars look down upon that teacher, and probably give him a far lower place in their regard than he really deserves. If, however, that teacher is well informed, and well ahead of them, he will not sink at all in their estimation if he honestly confesses that he cannot answer some particular question—it is generally one of fact—on the spur of the moment. Still he should carefully treasure the question, and see that he obtains the correct answer to it, for the very next time he meets his class he should give them the reply with any other information he may think fit: I can speak from a lively experience on this matter. A few days after I took my first and only class, we had a lesson in which some of the mountains of the Holy Land were mentioned, and as we spoke of them, I was suddenly taken aback with the question, "Teacher, what's the highest mountain in the world?" I confess I had some sort of an idea that it was Chimborazo; but, fortunately, my better nature conquered, and I admitted that I did not know, but added that I would tell them in the afternoon. I know that I have never forgotten since then that it is Mount Everest, and I do not think they have forgotten it either. I found that the boy who asked me knew it, and had I made a guess, would have tripped me in fine style.—*The Quiver for August.*

OBJECT TEACHING IN ITS RELATION TO THE KINDERGARTEN.

THE principle of object teaching may be summed up under the following three heads:

1. Cultivate the faculties in their natural order—perception, conception, judgment.
2. Proceed from the known to the unknown, from the simple to the complex, from the concrete to the abstract, from the whole

to the parts (with reference to objects and phenomena), from the particular to the general (with reference to ideas).

3. Accustom the child to activity.

In short, object teaching is a name given to the mental side of the method of the "new education." Hence, its principles must hold good in kindergarten culture wheresoever this culture aims at mental development; and all the various forms of beauty, and more particularly of life and cognition, furnish material for conversations and exercises which, in the school, go by the name of object lessons.

In addition, the kindergartner may sometimes engage in conversations about familiar objects. Her aim should be more to arouse attention, and to cultivate habits of accurate observation and clear expression, than to convey exhaustive information about the objects in question; her work should be more following than pushing; more drawing out than pouring in. She should not withhold information, more particularly when the little ones ask for it, but she should always remember that, however desirable, such information is secondary compared with the mental development, for which the object lessons are to furnish the material.—*The American Teacher.*

THE *Spectator* (London, Eng.), not long ago called attention to the remarkable change in Asiatic politics caused by the sudden rise of China, to a place among the "World's Powers." This change has taken place notably within the last five or six years. The French government has had its eyes opened during its recent encounters with "The Middle Kingdom." Both the army and navy of China are now organized and equipped on the most approved European models, and her coast-line fortifications are every year being strengthened, so that she becomes yearly increasingly formidable. Though she may not yet be able to defeat a first-class Power, she is certainly able to inflict so much damage with so little loss that even a first-class Power will hesitate to challenge her without the gravest reason. Hitherto China has acted solely, or mainly, on the defensive, and wishes only to be let alone, a seemingly reasonable enough wish, and one which it is to be hoped other nations may have sense enough to respect; for it is not easy to predict the consequences that might ensue should so populous and resourceful a nation be provoked to aggression. There are two good reasons why Canada should wish friendly relations between Britain and China to continue: Our most interesting and prosperous mission work there, and the profits of the trade possible between the two countries, should this country become, as seems likely, the highway between Europe and Asia.—*Ex.*

TORONTO:

THURSDAY, NOVEMBER 25, 1886.

RELIGIOUS DIFFERENCES AND
EDUCATION IN ONTARIO.

EDUCATION is most injuriously affected by religious differences. Change after change is brought about purely by sectional spite or religious rancour. Text-book succeeds text book, statute is abrogated by statute.

A salient example of the baneful influence of religious disputes is seen in the question of scripture-reading in schools, and perhaps no more significant evidence of this can be found than in the views expressed on this subject in a leading article in the *Mail* of Thursday last. It brings out so prominently the effect upon education of religious differences, and is so typical an example of the manner in which "politics" are conducted, that despite their length, we venture to quote the first two paragraphs of the article.

"The Department of Education betrayed its trust when it permitted Archbishop Lynch to interfere with the text-books in use in the Public schools. If his Grace had no Separate schools; if, as in the United States, Protestant and Roman Catholic children alike shared in one common national system of education, of course he would be well within his rights in demanding supervisory powers over the text books and the curriculum. But, seeing that Separate schools are specially provided for Catholics, and that in those schools neither the books of which his Grace complained nor the books which supplanted them—the Ross Bible for instance—were or are used, clearly he had no right to set up an Index Expurgatorius for the Public schools, and the Government had no right to allow him to do so. 'Marmion' has gone, Collier's history has gone, the Bible has gone; and where his Grace intends to stop his Grace alone knows. If the present Government be given another lease of office—if Mr. Fraser is able to return from the polls and say that the people of Ontario have by their votes approved of the Archbishops encroachments—we do not see why his Grace should not enlarge his Index and insist upon banning every Public school text book that does not conform to the principles of the Syllabus.

"The exclusion of the Bible was an act which those Protestant clergymen who were entrapped into aiding and abetting it, will learn to regret. No one has any regard for the Ross Bible. It is merely a miscellaneous collection of texts, well chosen no doubt, but conveying to the young mind no adequate or intelligent idea of the actual Word of God. Such, at any rate, is the view taken by teachers of experience who have used it. Moreover, one of the principal excuses for it, namely that there are portions of the Holy Bible which are not fit to be read in schools, is neither more nor less, in the last analysis, than an incoincidence not merely of the origin but the morality of the Book upon which all

Protestantism is founded. It has often been asked, What object could Archbishop Lynch have had in urging the substitution of this evaporated Bible for the Bible in its entirety? We believe we are now in a position to supply an answer. His Grace, though perhaps it would be more correct to say the Vatican, did not and does not care a straw for the Ross Bible. They look upon the Protestant Bible as a sectarian book, full of falsehood and deceit, and cannot entertain greater respect for a part than for the whole, his Grace and his prompters, however, perceived that a degraded Bible might be used as a means for driving religious instruction out of the public schools altogether. They foresaw, what is already coming to pass, that rather than deny the Word of God by putting a mutilated copy of it in the hands of their children, Protestant parents would prefer no Biblical instruction at all; and that the upshot would be the transformation of the Public schools into 'godless institutions.' This accomplished, the Roman Catholic Church in Ontario will have gained three points in the game. First, she will have to some extent succeeded in discrediting the Protestant Bible in the eyes of young and old in this community; secondly, she will be able to stagger those few daring Roman Catholics who, despite the recent coercive amendments to the Separate school law, continue to send their children to the Public schools, by pointing to the godlessness of those schools; and, lastly, she will in due course profit by the results of the non-religious education in the public schools, her maxim being, and it is worth remembering, that wherever Protestant public instruction becomes purely secular she gains converts through the revulsion of sentiment in God-fearing homes. This, we have reason to believe, is the true explanation of the otherwise inexplicable anxiety displayed by the Church in behalf of the introduction of the Ross Bible; and the reader will probably agree that the adroitness displayed throughout, more especially in inducing a number of influential Protestant clergymen to aid her in the task, was in every respect worthy of her reputation."

Whether or not it was the interference of Archbishop Lynch that resulted in changes of text-books is not a question to be discussed in a non-political paper. We can only deplore the fact that our system of education, a sphere of government which, more perhaps than any other, should be freed from factional bickerings, is almost daily made the battle-field for contending politicians.

We have heretofore defended to a certain extent the book of "Scripture Readings" authorized by the Minister of Education. The ground of our defence was that the scripture readings inculcated moral principles but did not teach any particular creed. "There is a difference," we said, "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." But when we see such continual and incessant nagging going on throughout the whole Province to the detriment of our system of education, we feel inclined to seek for some neutral ground, to take up no position, to contend for nothing but the cessation of contention.

REVIEWS AND NOTICES OF BOOKS.

Select Orations of Cicero, Chronologically Arranged, Covering the Entire Period of His Public Life. Edited by J. H. Allen and J. B. Greenhough. Boston: Ginn & Co. 1886.

This work deserves the highest praise. It contains a line of Cicero, a list of Cicero's orations, chronological table of events, a map of Rome, a plate of the Forum, introductions to each of the selections, copious notes, an index, and a full vocabulary. We consider the book one of the best editions of Cicero to put into the hands of pupils. Teachers will welcome it.

Entertainments in Chemistry: Easy Lessons and Directions for Safe Experiments. By Harry W. Tyler, S.B., of the Massachusetts Institute of Technology. Boston and Chicago: The Interstate Publishing Co. 1886.

In this prettily bound, prettily printed little book, Professor Tyler has tried to make clear to the minds of pupils exactly what chemistry is, and the best methods of studying it. In the performance of this task he has described a series of experiments which can be performed without the aid of costly apparatus, at home or in the school-room, but which demonstrate the main principles of the science just as accurately as those involving greater skill and knowledge. The book is written in a clear and lucid style, without the use of more technical terms than are absolutely required. We cheerfully recommend this work. Its price is only sixty cents.

School Devices: A Book of Ways and Suggestions for Teachers. By Edward R. Shaw, of the High School, Yonkers, N.Y., and Webb Donnell, of Washington Academy, East Machias, Me. New York: E. L. Kellogg & Co. 1886.

What first forces itself upon the notice of the reader of this work is the slipshod title—what does a "Book of Ways" mean? The next thing is the poor printing and binding. The third is the execrable English in which the Preface is written: the fourth is the curiously heterogeneous subjects upon which "Ways and Suggestions" are given: The Table of Contents includes "Bible Readings" and "Penmanship," "Spelling" and "Seat

Work," "Physiology" and "Drawing." The fifth peculiarity is that no order is maintained in the sequence of subjects: the first "device," "way," or "suggestion"—which it is we are afraid to conjecture—is "A Way to Prepare Pictures for Young Pupils;" the second, "Supplying the Proper Word;" the third, "A Language Lesson;" the fourth, "Weekly Plan of Language Work"—and so on.

Nevertheless, there are many good things in the book if one knew where to find them. It is like a plum pudding—there are plums, but the plums are scattered promiscuously.

MRS. HOMER MARTIN'S successful novel, "Whom God Hath Joined," appeared originally as a serial in *The Catholic World*. Its title was "Katharine."

DAWSON BROS., Montreal, have just issued a "Hand-book of Zoology," price \$1.25, by Sir J. W. Dawson, F.R.S., "for students, collectors, and summer tourists in Canada who desire to study the classification of the animal kingdom; with examples taken as far as possible from species found in this country."

THE late Hobart Pacha's "Sketches of My Life," which Messrs. Longmans have in the press, ought to be, if the author has done justice to himself, a work of unusual interest. Few naval officers can boast such a career of adventure as that of the late Admiral Hobart; and, unless he has been unduly reticent, the story of his life will be worth perusal.—*Ex.*

THERE are few songs that we love more than those found throughout Shakespeare's plays. These have been plucked from the parent trees and set upon a branch by themselves with the familiar music by Purcell, Schubert, and the older composers whose tunes have been sung since Shakespeare's time. Messrs. Cassell & Company have this prettily illustrated holiday volume just ready.

PROF. ARCHIBALD ALEXANDER, of Columbia College, has written an important work entitled, "Problems of Philosophy," which examines and analyses some of the most difficult questions, and shows how far philosophy can go towards solving them. Professor Alexander, whose book will be published by Messrs. Scribner, is in the third generation of the family whose writings have been issued by this house.

"THE MIKADO'S EMPIRE," by William Elliot Griffis, has reached a fifth edition, and is now on the press of the Messrs. Harper. It has a supplementary chapter, entitled "Japan in 1886," giving the record of progress, and an account of the political and social status of the Empire. "The Mikado's Empire" and "Corea, the Hermit Nation" are now part of the library of every United States war vessel in commission.

AUGUSTUS MOORE, the playwright, writes to the London newspapers to say that he collaborated with the late Hugh Conway to produce the play upon which Conway's posthumous novel, "Living or Dead," was founded. Mr. Moore is in possession of the original manuscript of the play, and charges Conway's executors with having employed somebody to pad out the play into a novel. He defies them to produce the manuscript of the novel in Conway's handwriting.

NINE out of the ten volumes of his translation of the "Thousand Nights and a Night" have been issued by Sir Richard Burton to the Kama Shashtra Society. Five further volumes, entitled "Supplemental Nights," are now, *The Athenaeum* says, offered for subscription. Of these the first two, which are ready, contain "the terminal stories" of the Breslau edition, being the same given by Mr. Payne in three volumes; the third will comprise the selection of tales in Vol. VI. of Dr. Jonathan Scott's "Arabian Nights," with, if possible, some additions; and the fourth and fifth will give Galland's ten most popular tales not yet traced to an Arabic source. These for the sake of uniformity of style, will be turned first into Arabic, then re-translated into English!

GINN & Co. will publish a work entitled "Courses and Methods," by John T. Prince, agent of the Massachusetts State Board of Education. This is a practical work, giving a brief plan of studies which may be pursued in elementary schools—both graded and ungraded—with a simple and direct statement of good methods of organization, teaching and discipline. While designed primarily for untrained and inexperienced teachers, it is hoped that the hints and directions will commend themselves to all as based upon correct principles of teaching.

DR. EDWARD A. FREEMAN, the well-known historian of the Norman Conquest, was appointed Regius Professor of Modern History at Oxford to succeed William Stubbs, on the choice of the latter as Bishop of Chester. The first literary result of this excellent appointment comes to us in a handsome volume of lectures on "The Methods of Historical Study" (New York: Macmillan & Co.), delivered at Oxford in 1884. The lectures are learned, interesting, witty at times, and not infrequently severe or satirical. Dr. Freeman emphasizes his well-known dictum that "history is past politics and politics [sic] present history," and insists that the terms "ancient" and "modern" history are terribly misleading if they make students think that there is any gap or break between the two. Another leading purpose of the book is to point out the value and uses of original authorities, the need of a thorough knowledge of some single period, and of such a general knowledge as shall impress upon our minds the unity of history. Dr. Freeman makes neat fun of the sapient "University Commissioners" and their ideas of educational management; heartily praises Bishop Stubbs, to whom all the best English historians of late days acknowledge their obligations; defends Macaulay and Grote from the attacks of superficial critics; and handles Mr. Froude without gloves. For instance (p. 106), he assures us that when style, metaphors and quotations try to prove that two sides of a triangle are not always greater than the third, they fail; but "when they are devoted to prove that a man cut off his wife's head one day and married her maid the next morning, out of sheer love for his country, they win believers for the paradox." The lectures are so discursive—scrappy is a better word—that their hearers must have missed, in their note-books, two-thirds of the points made; and even in printed form they require careful reading.

JOHN ESTEN COOKE, the novelist, died suddenly of typhoid fever at his home, "The Briars,"

near Boyce, Va., on Sept. 27th. Mr. Cooke was born at Winchester, Va., Nov. 3rd, 1830. He left school when sixteen years old, studied law with his father, John R. Cooke, a lawyer of distinction, practised that profession about four years, and then abandoned it for literature, to which he has since been devoted. When the war broke out he entered the Confederate ranks, serving successfully in the artillery and cavalry, and being present at nearly all the Virginia battles. He was on the staff of General J. E. B. Stuart from the autumn of 1861 until the spring of 1864, when the latter died. Mr. Cooke married Miss Page, of Clarke County, Va., in 1867, but she died some years ago, leaving three children. Mr. Cooke's writings relate almost exclusively to Virginia, and describe the life, manners and history of the people he knew so well. His war books put on record his observations and opinions of the war in Virginia, and are written in a spirit whose generosity and candour have been matters of acknowledgement. His works in book-form are: "Leather Stockings and Silk" (1854), "The Virginia Comedians" (1854), "The Youth of Jefferson" (1854), "Ellie" (1855), "The Last Foresters" (1856), "Henry St. John, Gentleman" (1859), "A Life of Stonewall Jackson" (1863), "Survey of Eagle's Nest" (1866), "Mohun" (1868), "Wearing of the Gray" (1867), "Hilt to Hilt" (1869), "Fairfax" (1869), "Out of the Foam," "Hammer and Rapier" (1870), "The Heir of Gaymount" (1870), "A Life of General R. E. Lee" (1871), "Dr. Vandyke" (1872), "Her Majesty, the Queen" (1873), "Pretty Mrs. Gaston and Other Stories" (1874), "Justin Harley" (1874), "Canolles" (1877), "Professor Pressensee, Materialist and Inventor" (1878), "Mr. Grantley's Idea" (1879), "Stories of the Old Dominion" (1879), "Virginia Bohemians" (1879), "My Lady Pohokontas" (1885), "Maurice Mystery" (1885), and a history of Virginia in Houghton, Millin & Co.'s series of "American Commonwealths," which has been adopted as a text-book in the schools of his State. Mr. Cooke's works of volume length, but not in book-form, are: "Estcourt" (1858), published in *Russell's Magazine*, South Carolina; "Monksden" (1867), a sensational romance of the eastern shore of Maryland, printed in *The Baltimore Home Journal*; "Paul the Hunter" (1872), a story of the old French war, printed in *St. Louis Home Journal*, and "Cary of Hunsden" (1876), a story of 1776, printed in *Frank Leslie's Newspaper*.—*Publishers' Weekly.*

BOOKS RECEIVED.

Combined Number and Language Lessons. Designed for the second year of school (Second Grade of Primary). By F. B. Ginn and Ida A. Coady. Boston, New York and Chicago: Ginn & Co. 1886. 157 pp. 60 cents.

How to teach Reading, and What to Read in School. By G. Stanley Hall, Ph.D., Professor of Psychology and Pedagogy in Johns Hopkins University. Boston: D. C. Heath & Co. 1886. 40 pp. 25 cents.

The Study of Latin in the Preparatory Course. By E. P. Morris, Professor of the Latin Language and Literature in Williams College. Boston: D. C. Heath & Co. 1886. 27 pp. 25 cents.

Mathematics.

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

(See issue of Nov. 4, No. 94, page 667.)

42. 15 acres, 155 square rods, 23 square yards, 1 square foot, 24 square inches.
 43. 2 weeks, 6 days, 5 hours, 52 min., 14 sec.
 44. 18 miles, 230 rods, 8 feet, 10 inches.
 45. $\frac{1}{2}$.
 46. 3 rods, 2 feet, $11\frac{1}{2}$ inches.
 47. 100; 0.01.
 48. $1\frac{1}{2}$.
 49. 2.045.
 50. 0.02; 35; 6.056.
 51. 609,840.
 52. 25 gallons.
 53. 13.
 54. 80 rods, 22 yards.
 55. 57,8948.
 56. 3,564 yards.
 57. \$3173.
 58. \$4,905.
 59. 13 feet.
 60. 10 yards, 11 inches.
 61. $1\frac{1}{2}$.
 62. 22542.5.
 63. \$24,16231.
 64. 0.7003005.
 65. $2\frac{1}{2}$.
 66. 37026 feet.
 67. $26\frac{1}{2}$.
 68. A $\frac{1}{2}$; B $\frac{1}{3}$; C $\frac{1}{6}$.
 69. 0.216.
 70. 71498.
 71. 10154875.
 72. 16.01168.
 73. 24 lbs.
 74. $113\frac{1}{3}$ per cent.
 75. \$157.50.
 76. $1\frac{1}{2}$.
 77. \$0.272.
 78. A, by $7\frac{1}{2}$ min.
 79. $136\frac{1}{2}$ yards.
 80. \$0.072.
 81. 6,199.
 82. \$10.41.
 83. 176 yards.
 84. 3 yrs.
 85. 44 square yards, 5 square feet.

PROBLEMS IN ARITHMETIC

SUITABLE FOR CANDIDATES PREPARING FOR THE ENTRANCE EXAMINATIONS.

119. If 3 men mow 20 acres in 11 days of 11 hours, how many men will it take to mow a rectangular field 384 yards long and 300 yards wide, in 4 days of 12 hours?
 120. If by selling goods for \$272 I lose 15 per cent., how much per cent. would I have lost or gained if I had sold them for \$336?
 121. If oranges are bought at the rate of 20 for a dollar, how many should be sold for \$28 to gain 40 per cent?
 122. Add together 536,421, 53,624.1, 5,36421, and subtract the result from 100,000.

123. If 1,000 square yards produce a load of hay, how many loads will 25 acres produce?

124. Find the simple interest on \$281.63 at $3\frac{1}{8}$ per cent. for four years and 2 months.

125. A freight train is 8 miles ahead of an express that travels at the rate of a mile in $1\frac{1}{4}$ minutes. Twenty minutes later the express runs into the freight train. At what rate is the freight train running?

126. If 7 men, working 16 days, can mow a field 1,320 yards long, and 880 yards wide, what will be the length of the side of a field 1,320 yards wide, which 4 men can mow in 42 days?

127. Divide 1.765 by 2470 to five places of decimals.

128. If 8 acres produce 220 bushels of corn, how much will 22 yards produce?

129. \$19.68 $\frac{1}{4}$ is $2\frac{1}{2}$ per cent. of what sum?

130. If 19 men can build 38 yards of wall in 12 days, how many men will build 96 yards, 2 feet 3 inches in $21\frac{1}{2}$ days?

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

132. How much per cent. above cost must a man mark his goods in order that he may take off 30 per cent. from the marked price, and still make 30 per cent. on the cost?

133. If a pint contains $28\frac{1}{8}$ cubic inches, how many pints are there in a cubic foot of water?

134. Find 0.015 of 17 acres, 130 square rods.

135. If 5 needlewomen can finish a certain quantity of work in $10\frac{1}{8}$ days of $9\frac{1}{2}$ hours each, how long would it take 3 needlewomen to do twice the same work, reckoning 10 hours to the day?

136. Find the square root of 0.196 to four places of decimals.

137. How many horses will be required to plough 117 acres in 35 days, if 10 horses can plough 13 acres in 7 days?

138. If I buy 5,090 yards of cloth at $92\frac{1}{2}$ cents per yard, and sell the whole for \$3,205.87 $\frac{1}{2}$, what is the gain per cent?

139. How many bricks $8\frac{1}{4}$ inches long, $4\frac{1}{4}$ inches wide, $2\frac{1}{2}$ inches thick, can be stored in a building $17\frac{1}{2}$ yards long, 10 yards wide, and $8\frac{1}{2}$ feet high?

140. How many men working for 11 cents an hour for 23 days of 9 hours, can earn the same wages as 22 men working for $11\frac{1}{2}$ cents an hour for 18 days of $9\frac{1}{2}$ hours.

141. A can mow $\frac{1}{3}$ of a field in $7\frac{1}{2}$ days, B can mow $\frac{1}{4}$ of the same field in $9\frac{1}{2}$ days. In what time can A and B together mow the field?

142. A train travels a certain distance in $4\frac{1}{2}$ hours at the rate of 16 $\frac{1}{2}$ miles an hour. How long will a train going $19\frac{1}{4}$ miles an hour take to travel the same distance?

143. I pay for 180 yards of cloth at $92\frac{1}{2}$ cents per yard, but it is measured with a yard stick $\frac{1}{8}$ of an inch short. How much money does the seller unfairly take?

ANOTHER SOLUTION.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—I am of the opinion that there is an error in the solution of question No. 4, Third Class Examination papers, and beg leave to submit the following:

When the boy gets 1 share of pay he does 1 share of work; when the man gets 1 share of pay he does $\frac{1}{2}$ share of work; when the man gets 5 shares of pay he does $5 \times \frac{1}{2}$ shares of work. \therefore the man does $\frac{1}{2}$ and the boy does $\frac{1}{2}$; the man does $\frac{1}{2}$ in 15 hours. \therefore the man does $\frac{1}{2}$ or whole work in $\frac{1}{2} \times 15 = 21$ hours. Yours respectfully,

[AS. D. GRAHAM.

Lakefield, Nov. 15th, 1886.

We reprint the problem and "A. R.'s" solution for convenience of reference:

PROBLEM.

A man, assisted part of the time by a boy, completed a job in 15 hours. The man received five-sixths of the pay, and the boy received one-sixth, but the man was paid at double the rate the boy was, in proportion to the amount of work each did. How long would the man unassisted have taken to accomplish the work?

SOLUTION.

The boy should receive $\frac{1}{3}$ of pay; \therefore the man should receive $\frac{2}{3}$ of pay. The man should do $\frac{2}{3}$ of the work in 15 days, $\frac{1}{3}$ in $7\frac{1}{2}$ days, and $\frac{1}{3}$ in $22\frac{1}{2}$ days.

EDUCATION DEPARTMENT, ONTARIO.

July Examinations, 1886.

HIGH SCHOOL ENTRANCE.

HISTORY.

Examiner—JOHN SEATH, B.A.

NOTE.—A maximum of 5 marks may be allowed for neatness.

1. Make a list of the leading events in the reign of Edward I. Justify his title to be called one of the greatest of the English sovereigns.

2. Name in order the Stuart sovereigns, stating what claim each of them had to the crown. Describe their general character, and state what good and what bad effects resulted to their subjects from their bad qualities.

3. Name two great British political leaders, and two great British military leaders that lived during the reigns of the Georges, stating what each of them did to advance the interests of the British Empire.

4. Make a list, with dates, of what you think are the four most important events that have taken place in Britain since 1837, explaining the causes and the results of each of them.

5. Give an account of any three of the following, stating why they are noteworthy in history:

Chaucer, Spencer, Shakespeare, Milton, Sir Walter Scott, Robert Burns, Longfellow and Tennyson.

6. State, with reasons, what you think wrong in the conduct of Richard I, Charles II, and Walpole.

7. Explain and illustrate the meanings of any four of the following:

Party Government, Responsible Government, Government by the People, the rule of the Whig Nobles, Federal Union, Legislative Union, The Social Condition of the People, The *Habeas Corpus* Act.

Methods and Illustrations

THE MERCHANT OF VENICE.

QUESTIONS ON SOME OF THE MORE PECULIAR WORDS.

ACT I., Scene i., Line 9.—Derive and give the meaning of "argosies."

I. i. 9.—"Pageants." Write a note on this word.

(Note.—Pageant was originally the stage, afterwards the show itself.)

I. i. 28.—"Vailing." Give the meaning. (Compare Pericles. I. iii. 42.)

I. i. 61.—"Prevented." What is the meaning here? See also Psalm cxix. 148. What is the meaning there? What is its usual meaning?

I. i. 92.—"Conceit." Give and explain all the meanings of this word.

I. i. 110.—"Gear." Compare II. ii. 153; Love's Labour's Lost, V. ii. 303.

I. i. 130.—"Gaged"=pledged. Quote another instance of the use of this word in this sense.

I. i. 160.—"Prest"=ready. What is the derivation?

I. i. 183.—"Presently." For the meaning of this consult Winter's Tale, V. iii. 86; Two Gentlemen of Verona, II. i. 30; 1 Samuel, ii. 16; St. Matthew, xxvi. 53.

I. ii. 9.—"Sentences"=maxims. Give, in your own words, the meanings of aphorism, apophthegm, saw, gnome, maxim, proverb.

I. ii. 63.—"Proper." Compare Hebrews, xi. 23; and King Lear, IV. vii. 6.

I. ii. 85.—"Contrary." The *wrong* casket.

I. ii. 120.—Write three sentences bringing in the words "while," "whiles," and "whilst." (Note.—These three are used indiscriminately by Shakespeare.)

I. iii. 1.—Write a short note on "ducat."
I. iii. 7.—"Stead me"=assist me. Compare Romeo and Juliet, II. iii. 54.

I. iii. 18.—Where is the Rialto?

I. iii. 41.—"Usance." Give the modern synonym.

I. iii. 75.—"Eanlings." Derive.

I. iii. 93.—"Beholding." Often used as equivalent to "beholden," by Shakespeare.

I. iii. 106.—"Foot me." Compare Cymbeline, III. v. 148.

I. iii. 124.—"Doit." What was the value of this coin?

(To be continued.)

CONCERNING NOISE.

THERE must be a reasonable quietness in the school-room. But how shall it be had where there are forty children with eighty feet, and sometimes eighty children with one

hundred and sixty feet? Books and slates will drop, pencils will grate, and sometimes lips will whisper. Noise is a pleasure to the pupil, too—he enjoys the hum and buzz that the teacher dislikes. How shall we secure quietness?

Mr. Sharp will say: "No trouble about it; sir; give me a good strap and I'll make it quiet. There is no noise in my school." Very likely; but that is not the kind of quietness that is wanted; it is too much like the improvement in the coloured people's religion that resulted from the earthquake in Charleston. That kind of quietness is wanted that the young pupil produces by his own efforts—self-made quietness, or "subjective quietness," as the philosopher would say. To produce that the teacher will "lie awake nights and study of days."

The following has come to us from a successful teacher, who writes not for the purpose of display, but to help others who have not had the experience he has had.

I once found myself in a school-room that gave me a great deal of trouble, and will tell you how it became perfection, for such it really did. There were sixty boys out of a live village in it; they formed the lowest grades of the advanced or grammar school. There were some "hard customers"—sons of the butchers, the canal men, and tanners. I assured them, over and over, that they were there not merely to study and recite lessons, but to grow better and nobler in every way. I put on a long strip of paper the words, "We come here to grow stronger, nobler, and better." I put this up before them on the wall over my desk. This matter I discussed very frequently during the first days and weeks.

I put before them the need of self-control, instancing the drunkards, which abounded in the town. I often said, "Do not watch me; watch yourselves." And again I often said, "You will often see me looking at you; it is not to spy upon you—not at all; it is merely oversight."

I discussed what were noble things to do in boys, instancing helpfulness at fires, shipwreck, etc.; and then declared there were as noble things to be done right there.

Now during the first week there had been noise, and a great deal of it; but I found much of it came from carelessness. I trained the boys to go out and come in with care; opening and shutting the door and the desk-lids was practised over and over; coming to the recitation seat was also practised over and over; getting out the books, and putting them away, was a matter to which much time was given. When the second week began, more than half the work had been accomplished.

It may seem to many that the training might have been carried on just as well without addressing the moral side of the

pupil, but that is a great mistake. The teacher must in some way give moral stamina. To say, "don't do this," and "don't do that" will injure a pupil if kept up too long. He must begin to act from principles that lie within him, from the desire to do the noble thing.

To keep the feet from being shoved backward and forward on a sandy floor, was a problem. I told the boys that it injured our school, and proposed to appoint a boy to attend to it, and report who made no noise to speak of, and to admonish by a tap of his pencil on the desk when there was noise. This was a great help to quietness.

We sang pretty songs (at first very roughly) several times a day; we discussed our school-room a great deal. The pupils would be asked, "What can we do to improve our school?" One would suggest something, and then we would discuss it. Another would suggest something, and that would be discussed. Then we would try to put these things into practice. I boldly asked them, "Is there anything that I do or do not do, that I should do?" "Am I kind enough?" "Do I help you enough?"

It took a little time for these seeds to grow up and bear fruit, but they did, and the result was perfection. All tried hard to attain quietness as being a thing needed for real progress. This I found to be an important point. If a pupil keeps still simply to please a teacher, or in fear of a teacher, he is building on the sand. Yet theory is not enough. There must be steady training in all the small things—the walking, the writing, the speaking—that they be done with the least noise possible.—*New York School Journal.*

TESTS IN ENGLISH.

XVI.

(Concluded from last issue.)

1. ANALYSE these lines, and parse the words in italics:—

*Still is the story told,
How well Horatius kept the bridge
In the brave days of old.*—MACAULAY.

2. Form sentences to illustrate the use of the following words (1) as past participles, (1) as adjectives: swollen, spoilt, loaded.

3. Pick out the prefixes from these words, and give the force of each: bisect, trisect, absolve, assume, semitone, transport.

XVII.

1. Analyse the following lines, and parse the words in italics:—

*"Sheat, if you must, this old grey head,
But spare your country's flag,"* she said.
WHITTIER.

2. Form a complex sentence containing two adjective clauses, one qualifying the subject, the other the object.

3. Give the force of the following prefixes, and put down a word each containing them: ultra, dis, ab, contra, pre, præter.

VIII.

1. Analyse and parse:—

Alas! 'tis very little—all
Which they can do between them.
WORDSWORTH.

2. Construct sentences showing the use of the word *which* (1) as an adjective, (2) as a relative pronoun, (3) as an interrogative pronoun.

3. What Latin prefixes mean—ill, around, above, to, without? Give words in which they occur.

XIX.

1. Analyse these lines, and parse the words in italics:—

Sure, since I looked at *early morn*,
Those honey-suckle buds
Have swelled to double growth.—ANON.

2. What kinds of clauses do the following words introduce: because, where, whose? Give examples.

3. Give as many compound words as you can which contain the verb stem *rupt* (to break), and tell their meanings.

XX.

1. Analyse and parse:—

Every soul cried out "Well done!"
As loud as he could hawl.—COWPER.

2. Give a few words which are sometimes used as adverbs and sometimes as prepositions, and say how we can distinguish these two uses.

3. Pick out the prefixes from the following words, and give their meanings: anticipate, summon, preside, intelligent, nonsense, extravagant.

XXI.

1. Analyse the following lines, and parse the words in italics:—

I see how those that sit aloft
Mishap doth threaten most of all.
DYER.

2. Form a complex sentence containing a noun clause and an adverbial clause of time.

3. Put down a word each in which the following prefixes occur: ap, col, suc, sur, tra, tres, enter. Give their true Latin forms and meanings.

XXII.

1. Analyse these lines, and parse the words in italics:—

The local Genius ne'er befriends
Desires whose course in folly ends,
Whose just reward is shame.
WORDSWORTH.

2. Construct a sentence containing an interjection, a verb in the future tense, and an adverb of time.

3. What Latin prefixes mean—exceeding, instead of, under, almost, upon? Give words containing them.

XXIII.

1. Analyse the following lines, and parse the words in italics:—

E'en now, methinks, as pondering here I stand
I see the rural virtues leave the land.
GOLDSMITH.

2. What is the difference between a *sentence* and a *phrase*? Give examples.

3. Add Latin prefixes to the following words, and show how their meanings are thereby modified: Content, mortal, human, noun, lucid, lucent.

XXIV.

1. Analyse and parse:—

I could have half believed I heard
The leaves and blossoms growing.—ANON.

2. Define a conjunction. Tell the different kinds of conjunctions, and form a sentence to illustrate the use of each kind.

3. Give, with meanings, the prefixes in—postpone, sinecure, excursion, suspend, ancestor, discontented.

XXV.

1. Analyse these lines, and parse the words in italics:—

Who could guess if evermore should meet those
mutual eyes.
Since upon night so sweet, such awful morn could
rise?
BYRON.

2. Give an example of each of the different kinds of *phrases* with which you are familiar.

3. The stem *mit* in composition generally means *to send*. Give the literal meanings of emit, omit, permit, remit, transmit.—*Teachers' Aid*.

DESIGNS FOR KEEPING LITTLE FOLKS BUSY.

1. MAKING designs out of assorted sticks, splints, shells, shoe pegs, grains of corn, melon seeds and other objects, and drawing these designs.

2. Tracing outlines of pictures cut from books and papers by the teacher, outlines of leaves and flowers from nature; removing copy and furnishing picture.

3. Making designs by means of wooden toothpicks and soaked peas.

4. Perforating the faces of cubical blocks with holes about one half inch deep for the little ones to make designs by placing shoe pegs, etc., in these holes.

5. Arrange dissected maps and picture puzzles.

6. Weaving mats (with paper slips and splints).

7. Stringing coloured beads and balls in groups of two, three, four, etc.

8. Moulding in clay or sand.

9. Paper folding and perforating work.

10. Matching colours.

11. Making paper dolls and dolls' dresses.

12. Drawing pictures on slates, paper, blackboard or ground glass.

13. Grouping geometrical forms in regard to sides, angles, etc.

14. Cardboard cutting.

15. Forming words or letters on cardboard and sentences or words printed on the same substance.

16. Forming numerical combinations by means of postage stamps, coins, checks, etc. and expressing the same in figures upon the slate.

17. The tangram, or Chinese puzzle.

18. Tying knots—a simple knot with one string; with two strings; a square knot; a double knot.

19. Tying up parcels, viz:—books, pieces of cloth, paper bags filled with beans, corn, sand, etc.

20. Keeping store.

21. Building houses of wooden blocks and drawing pictures of the same on the slate.

22. Have the little ones look at picture cards (lithographs preferred) and ask them to name all the things they see.

23. Drawings on slates composed of a given number of lines, and placing the figure underneath which indicates the number.

24. Drawing pictures of hoes, rakes, umbrellas, etc., and letting the handles have the same slant as the down strokes in writing.

25. Have the little folks draw rings and change the same to cherries, grapes, apples, flowers; also ovals to pears.—*Educational Gazette*.

PLEA FOR THE TYPE-WRITER.

WERE the question asked: "What, of all the knowledge acquired at school, proves, in after life, of the greatest utility?" the answer would probably be, "That which enables one to write the English language with ease, accuracy, and elegance. What, then, is required, in order to obtain this knowledge, and how can it be secured?"

To learn to write what one wishes to say, with ease, accuracy, and elegance, is a somewhat difficult task. It is an art not fully acquired by all the pupils in the schools. But this valuable acquisition should be secured to as great an extent as possible by all the boys and girls in all the schools. To conduct a business correspondence with intelligence and success; to be able to write out one's thoughts and views upon any given subject; to express one's self clearly, upon paper, in relation to whatever is desired:—this power and ability is of such great practical value, that if all the pupils in the schools could acquire it in a tolerable degree, the schools would be worth all they cost.

This acquisition may be regarded as consisting of two parts: First, a knowledge of *good English*, which comes only from fam-

ilarity with the best specimens of our literature; an intimate acquaintance, from constant and habitual use, with the masterpieces in our good old English tongue. For this, no substitute can be found. Secondly, one must be able to spell correctly, use capital letters properly, space with taste, paragraph with judgment, and, in general, attend successfully to all those little matters that go to make up the *mechanical structure*, so to speak, of good English composition.

It is the design of this article to show how a great improvement can be made in the acquisition of this knowledge of the mechanical part of English composition. Every teacher, as well as every pupil, knows that this matter of "English Composition" is an unwelcome subject—distasteful, and unpopular with school-boys and school-girls.

Now, if some plan can be adopted which shall invigorate this important exercise with an unwonted charm, and make inviting and agreeable that which before was unwelcome and irksome, a great gain has been made.

Our plan would be to introduce into the first room of all grammar schools, and into all the rooms of the high schools, a first-class type-writing machine. The pupils will then find that what was a drudgery and a task, becomes a pleasure and a pastime. Instead of the long faces and sour looks, when the word "Composition" is spoken by the teacher, the pupil's face will light up, and his countenance will beam with unwonted animation. He will approach the little automaton with real affection, and, as one would dash off a lively tune from the piano, he will reel off his business letter, essay, or "written exercise," and go back to his seat rested and refreshed. Experience, observation, and a wide questioning of distinguished educators,—many of whom have practiced this method,—have made clear the conviction that the above is scarcely overdrawn, but that the introduction of the type-writer into schools will prove of great practical utility.

Let us suppose a class in the first room of a grammar school. The recitation, to-day, is over. The teacher assigns for the lesson, to-morrow, that each pupil shall write a letter upon a topic named. The details of the letter are given, and the class is dismissed. Now, if the pupils are to write this letter with a pen, there is no adequate guide to tell them what is right and what is wrong. The teacher may insist on good penmanship, good spelling, proper capitalizing, etc. But, after all, the pupil has no guide before his mind. Good penmanship and poor penmanship are merely relative terms; yet, if he is to write that letter upon a type-writer, he has a guide. He knows what is right and when a mistake is made. The product is so like the printed page with which he is familiar that he can at once detect an error. Besides,

many a boy has a slouchy style which he will not improve upon, in pen-work, but, with correctly-formed letters upon the type-writer, he instinctively attends to the position of the sentences, paragraphs, spelling, capitals, and all matters of mechanical execution, and quickly learns to use proper language, stop at the end of a sentence with a period, and express himself easily and correctly.

Moreover, the art of using the machine is very easily and quickly acquired. *Two hours' practice will enable the average pupil to write with tolerable correctness.* So that at the close of our supposed recitation one pupil goes to the machine, writes his letter; the next takes it, and so on. When the class is called, the next day, all have the lesson carefully written, and in type which can be easily corrected, and the errors readily pointed out.

One who has not seen the plan just described put into practice will hardly be able to form a very correct idea of how readily, quickly, and successfully it can be carried out.

Nor is the expense a serious drawback. Even the highest priced instrument will cost but \$100. This can be used by a room of fifty pupils, at a cost of but \$2.00 each. If the machine were used two years, the classes changing each year, the cost per scholar would be \$1.00; and, if it should remain in use ten years, the cost would be reduced to twenty cents per pupil. Possibly one objection to this method would be that it would interfere with the pupil's handwriting. But the plan proposed above does not contemplate the use of the machine till the first room in the grammar school is reached, when the pupils have their handwriting well formed. No detriment, therefore, will be likely to result to the handwriting after this stage.

For the purpose of improving in spelling, in the use of capitals, of punctuation; of spacing, paragraphing, position of the title, subscription, etc., no other plan will, probably, give so great improvement in so short a time, or produce such good results, educationally, as a matter of culture and discipline, as the introduction of the type-writer. Some schools have already adopted this plan. We hope that many more will adopt it the coming season.—*Education.*

CONCERNING the public system of teaching, the *Christian Union* says: "The present system in vogue in our public schools does not meet the needs of the children of all classes, and to the poorest classes—that is, the children of the mechanic and labourer—it gives but the very rudiments of an education, and that not of the most practical kind. There is no doubt that there are thousands of fathers and mothers who take their children from school, because they know that the studies to which they have access are not those that will be used in earning a living, and that is the paramount question in thousands of homes."

Educational Intelligence.

MR. R. McMURCHIE, Warton, has been re-engaged for 1887 at a salary of \$413.

MR. FENWICK W. FRASER, B.A., of Antigonish County, has been appointed principal of Bridgewater High School, Lunenburg County.

THE Betheda School Trustees give notice that they have engaged Miss E. L. Broad, the popular teacher of Hayden School, at a salary of \$400 for 1887.

THE Lucknow school board have engaged their principal, D. D. Yule, for next year with an increase of salary of \$50, making his salary \$650. The board agreed to advance the salaries of the lady teachers \$15 each in the event of their re-engaging for next year.

MR. RITCHIE has been chosen by the Teeswater public school board as head master of their school for next year. There were upwards of fifty applications for the position. Miss Jones has been engaged to take charge of the Brodhagen school after the Christmas holidays.

At a special meeting of the Orillia Public School Board, Mrs. Hay tendered her resignation of her position as teacher, which was accepted on Miss Emma Wainwright agreeing to act as her substitute till the end of the year. Miss M. J. Gibson applied for a situation as teacher in the school.

At a recent meeting of the Newburgh School Board, it was decided to retain Mr. Dillon until the end of the present term. Mr. G.A.B. Aylesworth, assistant teacher, will also continue to serve until the new year, after which the services of Mr. Angus Martyn, of Bath, have been secured. Mr. Martyn is an old teacher in the school.

At a recent meeting of the Warton School Board, three of the present staff of teachers were re-engaged for the coming year: Mr. Hicks, at the same salary, \$500; Miss McIntyre, \$275, a reduction of \$25; and Miss McGregor, \$200, her present salary. Miss Pearson, not willing to accept the salary with a reduction, was not engaged.

At a recent meeting of the governors of Kings college, as reported in the *Hants Journal*, "it was resolved to request the metropolitan to nominate a collector for New Brunswick, in connection with the new endowment fund. A committee of the board was appointed to select a collector to complete this work in Nova Scotia and P. E. Island.

THERE was a convention of the Western Teachers Association at Brandon recently, between forty and fifty teachers being present. Papers were read on a number of different subjects. Rev. C. B. Dandas, M.A., was elected president, and Mr. Sparling, of Minnedosa, Secretary-treasurer. The Superintendent of Education was unable, through illness, to attend.

At the last meeting of the Pembroke School Board, the following teachers were engaged for the year 1887: High School Principal, A. Nugent, \$1,200; mathematics, N. Williams, \$800, re-engaged; Modern Languages, S. Murphy, \$700. Public School Principal, J. C. Stewart, re-engaged, \$700; Dept. II., M. M. Reilly, re-engaged, \$475;

Dept. III., Miss H. A. Reynolds, re-engaged, \$400; Dept. IV., Miss Winter, re-engaged, \$275; Dept. V., Miss Humphrey, re-engaged, \$250; Dept. VI., Miss Gordon, re-engaged, \$250; Dept. VII., Miss Lowe, \$200; Dept. VII., Miss Kennedy, \$180.

At the Wentworth Teachers' Association meeting, Mr. David Bell moved, and Mr. R. G. Marshall seconded the following resolution: That whereas Mr. J. F. Kennedy, our respected and efficient Secretary, who is about to retire from the profession of teaching, and consequently to sever his connection with us, that the members of this Association of Wentworth Teachers do express with feelings of deep regret the loss that the profession and we are about to sustain, in the removal of one who has been so eminently successful in his profession, and who, in business tact and genial disposition, has done so much to promote the interests of this association, desire to express our very high opinion of him as a gentleman, our gratitude to him for the years of service he has rendered to us as Secretary of this Association, and best wishes for his future welfare. The resolution was carried by a standing vote of every teacher present. Mr. Robert McQueen then came to the platform, and on behalf of the Wentworth Teachers presented Mr. Kennedy with a gold-headed cane, accompanied with the following address:—

Mr. J. F. Kennedy:

DEAR SIR,—On behalf of the teachers of this association, as a tangible mark of our appreciation of your past services, our regret at parting with you, and as a memento of the kindly recollections of your connection with us, I beg leave to present you with this gold-headed cane, with the expressed hope that abundant success and abiding prosperity may crown your efforts in the line of life which you have chosen.

[Signed] ROBERT McQUEEN.

Wentworth Teachers' Association,

HAMILTON, Nov. 6th, 1886.

Mr. Kennedy made a brief reply, returning thanks for the kindly expressions of interest in his future welfare, and the kindness which he had always received from the officers and teachers of this county.

At a special meeting of the Chatham School Board the following teachers were appointed: Central School—Mr. G. Kirk, \$800; Mr. Ed. Robinson, \$600; Miss Atkinson, \$500; Miss Dawson, \$450; Miss McKerrall, \$350; Miss B. McNaughton, \$350; Miss O'Neill, \$350. Forest Street School—Mr. Brackin, principal, \$750; Miss McLean, \$275; Miss M. McNaughton, \$275; Miss Green, \$275; Miss Rice, \$300; Miss Abram, \$350; Miss Heath, \$350; Miss Meyers, \$250. King Street School—Mr. Donovan, \$600; Mr. Johnston, \$350. Payne's School—Mrs. Park, \$400; Miss Campbell, \$275. Queen Street School—Mr. Birch, \$750; Miss Metcalf, \$350; Miss Small, \$300; Miss Gordon, \$275; Miss Loby, \$250; Miss Coutts, \$250. Adelaide Street School—Miss Lang, \$350; Miss Thompson, \$250.

TEACHERS' MEETING AT BERWICK, N.S.

THE teachers of Inspectoral District No. 5, (Kings and Hants) met in annual session at Berwick on the 27th and 28th ult. The programme

was a practical one. The school-room was tastefully decorated for the occasion. The recent death of Mr. Roscoe's father, prevented the attendance of the Inspector, and Superintendent Allison presided at the meeting. Dr. Woodworth's paper on school hygiene was practical, and gave many of the teachers much needed information. Miss Parker's lesson on botany was well prepared and well delivered. Miss Burgoyne's object lesson on natural history was highly appreciated. In the evening a public meeting was held in the Methodist church, when Professor McGill read a paper on agriculture. Dr. Allison followed the professor in a lengthy address. The next day, Thursday, the number of teachers was even larger than on the preceding day, Mr. Shaw presiding. Miss Robinson gave a very interesting lesson on "The Atmosphere," to a class. Mr. Miller gave a plan of map drawing. Inspector Roscoe sent a paper, which was read by Mr. Reed. The subject was "How to teach reading." It was not decided whether the association should meet next year.

PERTH TEACHERS' ASSOCIATION.

THE regular half-yearly meeting of Perth teachers took place on Thursday and Friday, Oct. 28th and 29th, in Marys. The meeting opened with the President in the chair. After the reading of the minutes of last meeting, and the appointment of committees, Miss Lily Cameron read an interesting essay on the "Rights of our Children." Mr. Wm. Munro, of Fullarton, then gave an address on "How to make Arbour Day a Success." Prof. Mills, of Guelph, interested the convention on the teaching of composition. In the afternoon Miss McKenzie, of Stratford, took up the subject of "Vocal Music." On Friday morning the teachers assembled in the town hall and listened to a well-written essay from Miss Tromanhauser. Mr. L. Harstone then dwelt for some time on the subjects of "Reading and Arithmetic," after which a very lively discussion followed, in which Messrs. Honey, Nethercott, Connolly and the Inspector took part. A few chemical experiments were then given by Mr. Follick. Rev. A. Grant interested the teachers by a lecture on his plan of teaching history. Mr. Connolly, of Listowel, followed with a very able address on the "Memory." After a discussion on the reading of the Scriptures in schools, in which Mr. Shier figured prominently, the convention was adjourned.

HALTON COUNTY TEACHERS' ASSOCIATION.

THE annual meeting of the Halton County Teachers' Association was held in the head master's room, Georgetown, on October 28th and 29th. About thirty teachers were present. The programme was especially interesting for those engaged in public school teaching. The subjects of "Arithmetic," by Mr. Norton, and "Geography," by Mr. Nixon were well dealt with. Mr. Moore, principal of Acton public school, also contributed to the interest of the Association in a thoughtful and suggestive address. President Deacon, on the subject "Writing in Copy Books," spent a most profitable hour. Mr. Harrison, principal of Georgetown school took for his subject "The Feelings and Motives in School Work," in which

he set forth as a general principle, that all teachers should have in view the motive of strengthening and building up the moral character of pupils. The subject of "Parsing and Analysis," was discussed by Mr. McLaughlin, of Ashgrove. A feature of the Association was the interest taken by a number of the young teachers, who performed well their part in making it a success. During the afternoon of Friday, Rev. W. G. Wallace, chairman of Georgetown High School Board, announced that a high school would be opened in Georgetown in January, and also that a high school entrance examination would be held some time in December. He also asked the co-operation of teachers in trying to make it a success. Mr. Deacon strongly advised the teachers to send their pupils to the high schools in Halton. The Association was altogether profitable.

NORTH ESSEX TEACHERS' ASSOCIATION.

THE fall convention of the English teachers of the North Riding of Essex was held in the school house, North Woodslee, on Monday, the 18th October. The Inspector took the chair. Reading to a class in part second of the first book was dealt with by Mr. Ashdown, who showed how a language lesson may be taught in connexion with a reading lesson. Miss Cameron gave an arithmetic lesson to second class, showing how to teach the multiplication table as well as how to make practical use of it. Mr. McNeill took a third class in composition, read them a simple story, and asked them to write in their own language, which they did. He then read the story as written by one of the pupils, and made all the pupils in the class improve on the language used. He would insist on the pupils writing it over again after being criticized. The next subject taught was history to a fourth class, by Mr. Passmore, who by a series of questions and explanations, gave his pupils a very clear insight into the constitution of the Dominion of Canada. Mr. Sinclair took a third class in geography and illustrated how he could teach the physical features of the continent. A lively discussion occurred in regard to Mr. Ashdown's method of teaching reading, in which Messrs. McQueen, McHugh, Callander and McNeill took part. The different methods of teaching the other subjects taught in the forenoon were freely criticized and discussed, but chiefly on the gentleman's side of the room. It was then moved by Mr. Passmore, seconded by Mr. McNeill, and resolved, that while we sympathize with the aims of the proposed College of Preceptors, as set forth in clause first of the prospectus, we cannot but feel that the methods by which these aims are to be realized are impracticable, and totally opposed to the fundamental principles of our institutions. A resolution was passed asking for a greater county grant to the Windsor High School. A short address was delivered by Mr. Girardot, and also by the Rev. Father Cummins. A vote of thanks was tendered the Inspector for the able manner in which he presided, and the Convention closed by singing "God Save the Queen."




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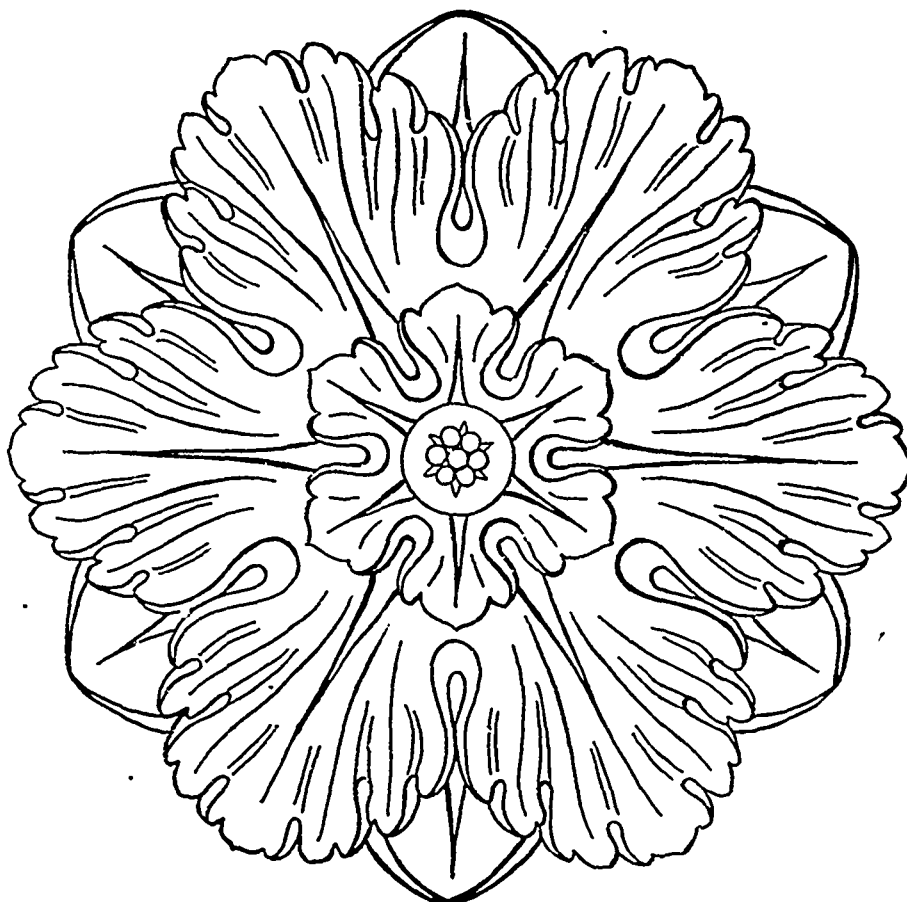
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I.—WRITTEN EXAMINATION.

Monday, December 6th. The Science of Education, School Management, Methods in Mathematics and Science.

Tuesday, December 7th.—Methods in English, The History of Education, Methods in Classics and Moderns, School Law and Hygiene.

II.—PRACTICAL EXAMINATION.

The examination in Practical Teaching will be held on Wednesday, December 8th, and the succeeding days. Each candidate will be expected to have one lesson prepared in each department covered by his Non-Professional Certificate. The examination of each candidate will last at least one hour and a half. For further details see regulations Nos. 241, 242, 246 and 247.

Second Class—At the Normal Schools, Toronto and Ottawa.

Thursday, December 9th.—Arithmetic, Principles of Education, Hygiene, Practical English.

Friday, December 10th.—Language Lessons, Grammar, etc., History of Education, School Organization and School Management, Science of Education.

Saturday, December 11th.—English Literature, Algebra, Physics, Chemistry, Botany.

Drill Calisthenics and Oral Reading to be taken on such days as may best suit the convenience of the Examiners.

December 13th-17th.—Practical Teaching. December 17th.—Closing Exercises, etc.

Third Class—At the County Model Schools.

The closing examinations of the County Model Schools will begin on Monday, 13th December, and continue as many days as the Board of Examiners may deem necessary:—

Monday, 13th December.—Education (Theory), Education (Method).

Tuesday, 14th December.—Physiology and Hygiene, School Law.

Optional subjects on Tuesday afternoon. Practical Teaching to follow Written Examinations.

ENTRANCE EXAMINATIONS—At the High Schools and at certain Public Schools approved by the Minister.

Tuesday, December 21st.—Composition, Drawing, Arithmetic, Orthography.

Wednesday, December 22nd.—Grammar, Geography, History.

Thursday, December 23rd.—Literature, Writing.

Reading to be taken on the above days at such hours as may suit the convenience of the Examiners.

There will be no formal paper in Orthography, but the Examiner in Oral Reading is instructed to consider the pronunciation of the candidates, in awarding their standing.

Candidates are required to submit Drawing Book No. 4 or No. 5, not Books Nos. 4 and 5.

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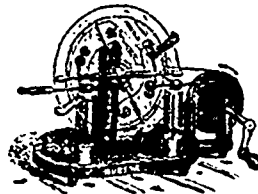
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