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TORONTO, MARCH 31, 1887.

In a paper recently read before the Teachers' Guild, Brighton, England, by Evelyn Chapman, the following excellent paragraph is found. It will bear a second reading:

"Surely work which draws out and exercises energy, perseverance, order, accuracy, and the habit of attention, cannot be said to fail in influencing the mental faculties; and that it should do so by cultivating the *practical* side of the intelligence, leading the pupils to rely on themselves, to exercise foresight, to be constantly putting two and two together, is specially needed in these days of excessive examinations, when so many of us are suffering from the adoption of ready-made opinions, and the swallowing whole, in greater or smaller boluses, the results of other men's labours."

As all roads in the Roman empire terminated in Rome, so now all education questions point towards the examination. To the average member of our State legislature the examination is omnipotent. "Has she passed the examination?" is the end of all questioning. Teachers have been exceedingly patient under the burden they have been obliged to carry. Uncomplainingly they have prepared and submitted, not only to one examination, but to many annually repeated.

The very worst feature about a teacher's examination is that it is like Mexican money, which is not current outside of Mexican borders. One district officer often will not honour his neighbour's license, and no State in the Union is legally bound to respect the State certi-

cate of another State. All this is done under the plea of thoroughness; but it is more than thoroughness. It is injustice and tyranny. An ignoramus can examine but it takes a wise head to answer all the questions he can exhume. If every examiner was obliged by law to answer all the questions he asks before a competent committee of his peers, with ten other questions added, equally hard, we should have fewer puzzles, and more sense in some counties. — *New York School Journal.*

THE following is the conclusion of the argument of the Toronto branch of the Endowment Association which has petitioned for the establishment of a school of practical science at Kingston in connection with Queen's:

"Kingston, however, admittedly possesses a combination of claims that could not occur in the case of more than one or two other cities in the Province, and in these only after the lapse of a good many years. A university is not the growth of a night. Money alone will not make a university. The fact of universities having been chartered and established in various towns and cities in Canada, and having come to nothing after years of struggle, shows this. Only when a university has rooted itself in a congenial soil, and sent out a large number of graduates who are proud of it, is its future assured; and, even if a university should succeed in striking its roots deep and sending them out in every direction, it may not be in a centre where a school of practical science is specially called for. But, whenever these conditions unite, we have shown that the Legislature should establish such a school, unless indeed the position be taken that the development of all institutions of higher learning should be left to private beneficence. There is much to be said for such a position; only, if taken, it is out of the question that the Legislature should enter into the competition. It should supplement, not supplant. It may wisely encourage and stimulate private liberality, and fix the conditions of its encouragement. To at-

tempt to rival, supersede or crush private liberality would be as unjust as unwise; and to take the position that nothing shall be done for the locality that has done most for itself is impossible."

"I SHOULD like to see standard English authors" says Matthew Arnold in the *Pall Mall Gazette*, "joined to the standard authors of Greek and Latin literature who have to be taken up for a pass, or for honours, at the universities. I should be sorry to see a separate school, with degrees and honours, for the modern language as such, although it is desirable that the professors and teachers of those languages should give certificates of fitness to teach them. I would add no literature except that of our own country to the classical literature taken up for the degree, whether with or without honours in Arts. These seem to me to be elementary propositions, when one is laying down what is desirable in respect to the university degree in Arts. The omission of the mother tongue and its literature in school and university instruction is peculiar, so far as I know, to England. You do a good work in urging us to repair that omission. But I will not conceal from you that I have no confidence in those who at the universities regulate studies, degrees, and honours. To regulate these matters great experience of the world, steadiness, simplicity, breadth of view are desirable; I do not see how those who actually regulate them can well have these qualifications; I am sure that in what they have done in the last forty years they have not shown them. Restlessness, a disposition to try experiments and to multiply studies and schools, are what they have shown, and what they will probably continue to show; and this, though personally many of them may be very able and distinguished men. I fear, therefore, that while you are seeking an object altogether good—the completing of the old and great degree in arts—you may obtain something which will not only not be that but will be a positive hindrance to it."

Contemporary Thought.

It is now believed that Count Paul Vassili, about whom there has been so much talk in Europe, is none other than Madam Adam, the well known editress of the *Nouvelle Revue*.—*Exchange*.

DEAN BRADLEY has come to the conclusion, I hear, that something must be done with the statues and other memorials inside Westminster Abbey, with a view to providing more space for the monumental requirements of the future. As most visitors to the Abbey know, the space taken up by the existing memorials is usually in inverse proportion to the real importance of those in whose memory they were erected. The larger and more grandiose the monument, the more unknown and insignificant, as a rule, the mortal it is intended to immortalize. The dean has drawn up a list of monuments which would certainly not be missed were they removed *en masse* to the cloisters, but he is naturally careful how he sets about carrying out the desired removals. It is a question, indeed, whether he has the legal power to make the wished for change, and it is not unlikely that the matter may come before parliament ere it can be settled.—*London Figaro*.

THE report of Cardinal Gibbons to the Propaganda at Rome upon the Knights of Labour question has been telegraphed to the *New York Herald*. He is decidedly opposed to their condemnation by "the Church," and refers to the fact that only two out of the twelve Romish Archbishops in the United States are in favour of such a condemnation. He claims that the object and rules of the Knights are not only not hostile to religion in "the Church," but the very contrary. He makes a strong appeal against an action of the Pope, which would tend to make the Romish Church "un-American." The truth is that the Cardinal is shrewd enough to see that Rome cannot resist, and must therefore try to guide the labour movement. There is no doubt that the interests of Rome would suffer were the Knights to be condemned; it would turn, as the Cardinal says, the devotion of the people into "doubt and hostility towards the Holy See." There is one part of the Cardinal's lengthy argument which the Propaganda will, without fail, appreciate, namely, that the opposition of Rome to the Knights "would be ruinous to the financial support of the Church at home, and to the raising of Peter's Pence."—*Evangelical Churchman*.

MR. BROWNING'S recent efforts have been confined to monologues, not always in his own name, which are sometimes imaginative, and always subtle and full of matter, though the meaning has often to be ascertained by conjecture. Opulence in thought and language never fails; and the present volume is, like its predecessors, saturated with fanciful ingenuity. Except Apollo and the Fates, and the inventor of printing, no person is introduced who might not be easily spared. The function of the "People of Importance in Their Day," from Mandeville to Avison, is to be lectured by Mr. Browning on topics with which in their

lifetime they had probably little concern. Any of those who may have had a taste for metaphysical niceties may perhaps listen with interest; but the elaborate solution of problems which had never occurred except to a man of genius, is as difficult as the interpretation of Nebuchadnezzar's forgotten dream. The modest student might sometimes confess his inability to follow the guidance of his philosophic teacher, if the only result of his labour were the partial disclosure of secrets which had never before excited his curiosity; but, unless he is a novice in Mr. Browning's school, he expects that he will also be rewarded by frequent outbursts of poetical imagination; and his hopes will not be disappointed.—*The Saturday Review*.

IN September, 1796, the tragedy of "Hamlet," translated by Ducis, was acted as a startling novelty, with Molé and Dumesnil in the leading characters, and was listened to with respect if not with any great sympathy. M. Molé was Hamlet, Mme. Dumesnil was Gertrude, the most remarkable tragic actor and actress of their time, for French critics have always held the part of the Queen to be second only to that of Hamlet, and when the tragedy was reproduced at a later date, in 1805, under the direction of the great tragedian Talma, he passed sleepless nights and agitated days in the pursuit of an actress sufficiently gifted to undertake the character of Gertrude. Ophelia was looked upon as a personage of comparatively little importance; she was a passing vapour, a slight incident in Hamlet's life, and her part, never a long one, was subjected to much cutting. Of all the tragedians who have hitherto played Hamlet in Paris, Talma was the only one who made a great permanent success, and this he did in spite of the translator's monotonous conventional verse, and monstrous alterations of the text, in which no Ghost ventured to appear: Hamlet merely dreamed of him, and told his dreams to an admiring chorus; and Hamlet, not Claudius was King of Denmark; Claudius was a Prince of the blood. It was then a wholly different play, yet Ducis firmly believed that he adored Shakespeare, and that he had translated "Hamlet" as faithfully as possible for a French public, while, as Talma's genius carried success with it, French audiences were convinced that they were understanding and applauding the great English poet.—*The Nineteenth Century*.

DIFFERENT conditions of wealth are clearly inevitable so long as labour is attached to its acquisition. If so-called "Socialists" could get wealth equally distributed to-morrow morning it would be unequal again before night. Gratuitous and equal daily supplies from heaven like the historical manna in the desert, could alone feed all alike. We may suppose the intention in imposing labour on acquisition was that the probationary process of this life should be in way of mutual service between richer and poorer—a dovetailing of society—in fact, real Socialism, instead of the selfish individual independence and isolation falsely so-called. But no attempt to alter the existing relations of production and consumption and of supply and demand can be a successful mode of dispensing wealth to the poor. To ask the rich to give more than market prices, or encourage work-people to expect larger profits or wages than their work commands, is a mere delusion. It is proposing to find for inequality a level which is impos-

sible. It is through this very impossibility that the exercise of charity finds play. Charity is something outside laws, otherwise it would cease to be charity. The probation of free will and the making up of any rich man's final account lie in a voluntary and careful dispensing of his means of help to the poor and distressed, and that with pains of personal investigation of opportunities. A remonstrance may be properly directed against wasting or withholding the talents of wealth, whether ten talents or two, so as to fail of the account which can now only be made out by charity, as once by miracle, "that he that has gathered much should have nothing over, and he that hath gathered little should have no lack."—*A Writer in the London Times*.

IT is evident that in the present state of society many are hopelessly worsted in the effort to gain not a competency, but a moderate sustenance. Numerous irrelevant causes and cures are constantly being proclaimed for this glaring evil, leaving the essential causes untouched. The mutterings of discontent heard on all sides have their basis largely in the belief that the fault lies in a friction resulting from an artificial social order. Economic laws are really, at bottom, the outcome of physiological laws and conditions. Assuredly, laws of Nature are fundamental and must underlie economic laws; the latter may be modified, but not essentially altered by artificial social relations. Certain reformers are fiercely attacking our social system as the ultimate cause of misery, entirely overlooking the fact that social conditions are merely the resultant and aggregate of individual characteristics. As long as these remain unchanged, society may be repeatedly disintegrated, but the same abuses will as regularly spring up. Those who are demanding more social equality must first see to it that there is more individual equality. It is a favourite corollary of our political system that all men are born equal. Unfortunately, legal equality is not physiological equality. In fact, there is no such thing as equality. Much of the restlessness of the age is the endeavour to institute formulas and laws of equality while no such real element exists. Two stupendous factors are present in all life, physical as well as mental—hereditary and environment. These all-controlling influences are present, for good or evil, in varying proportions in different lives. With the generation of life hereditary, whose mysterious effects we must recognize without understanding, has done its best or worst for the beginning existence; its potency has been in the past, acting perhaps through long reaches of time. With commencing life comes in the new element of environment, as the complement of heredity, to enhance the evil trait, or perhaps obliterate it; too often to sow the seeds of physical and mental weakness in a constitution that was given a healthy start. To insure correct environment and habit, particularly in the early years of life, is of vital importance to the well-being and efficiency of the individual. This, unfortunately, is not, and in many cases can not, be done. Hence the fearfully unequal physical, mental, and moral equipment of mankind, that allows the minority to have too much, the majority too little, of the world's necessities and comforts.—*Dr. Henry D. Chapin, in Popular Science Monthly*.

Notes and Comments.

WE call the attention of readers to the first item in our "Educational Intelligence" columns, viz., "Music in the Schools."

THE late Forbes McHardy, of Toronto, who left behind him an estate valued at \$72,091, bequeathed \$500 to Queen's college, to be added to the scholarship founded by him.

WE find that we were misinformed when we heard that Mr. R. Harcourt, M.A., M. P.P., applied for the position of second inspector of the town of Niagara Falls, as was stated in our issue of the 17th March.

W. H. HOUSTON, M.A., Librarian of the Ontario Government, has been appointed by the Minister of Education conductor of the Teachers' Institute, to be held in the Public School at Bothwell, on the 12th and 13th of May next.

A PETITION is in circulation and being largely signed by the ratepayers asking the Minister of Education to amend the school law whereby pupils who have been convicted of criminal offences will not be permitted to attend the public schools.

HALIFAX has almost decided to celebrate the Queen's Jubilee by the establishment of an art school. A large meeting there on the 15th March endorsed the scheme. The St. John 'adies' project for celebrating the occasion by the erection of a fine building for the public library and for the literary and natural history societies, was approved by a meeting called to consider the scheme.

A LINDSAY exchange says:—"Lindsay school board wants a teacher, and offers \$250 per annum. That is about the same as ordinary servant girls earn. However, teachers are gradually getting higher salaries, and we hope soon Lindsay's will be at least \$300 or \$325 for the lowest grade. Let the board of education here give the salary question, especially for the junior grades, serious consideration."

PEOPLE feel, says the Montreal *Star*, that if there is a really good science school at Toronto, one will not be needed at Kingston; and that until there is a really good one at Toronto it would not be well to spend the provincial funds in establishing a second school of science at Kingston. In a word the feeling in Ontario is decidedly in favour of strengthening the Toronto School rather than establishing a second weak school at Kingston.

THE committee appointed by the Senate of the University of Toronto to consider the proposal to establish a new medical school met on the 14th inst., at the residence of Dr. Adam Wright. There was an extended discussion generally favourable to the formation of a school of medicine, which will have more intimate relations with the University of

Toronto than any of the schools now existing, and a sub-committee was appointed to formulate a scheme.

WE think the Government might, with profit to all concerned, apply a portion of the seven millions [surplus] to the better endowment of University College, to the improvement of primary education, to the establishment of technical education for artisans, and to the dissemination amongst the farmers of a knowledge of scientific agriculture. Bismarck said in the Reichstag the other day that money invested in enlightenment yields cent. per cent. when everything else fails; and he is a good judge of such things.—*The Mail*.

THE following students at the School of Practical Science waited upon the Attorney-General and the minister of Education:—Messrs. J. C. Burns, A. L. McCulloch, G. H. Richardson, J. F. Apsey, J. H. Fawell, W. H. Shillinglaw, J. L. Leask, and C. D. Mather. Mr. Burns, for the deputation, said there was a necessity for additions to the staff of professors. The professor of civil engineering was very much overworked, having as many as fourteen subjects in which to give instruction. Were it not that he was a man of extraordinary ability and energy he would not be able to give the students any course at all. Assistant professors were needed. Increased accommodation was also necessary. The ministers promised consideration.

AT the meeting held recently at Hamilton, Ont., to talk over university federation as it affects the Methodists, Rev. Dr. Potts presented the case for aiding federation. Mr. Sanford said Toronto was moving very slowly in raising the money she had promised for buildings, and Rev. Dr. Burns told Education Secretary Potts that he had better go back to Toronto and finish working up the subscriptions promised there before making a tour of the province. He had no doubt, however, that the necessary money would be raised by the Methodist Church. Dr. Potts admitted that if the matter stood only between Hamilton and Toronto, Hamilton deserved to have the Methodist college. But the conference had decided in favour of Toronto, and there was no alternative but to raise the funds necessary for building and endowment.

THE petition of the Queen's University Endowment Association, for a recognition of the work done by Queen's in any measure relating to University confederation, sets forth the following amongst its reasons for the granting of that request. "That since the first establishment of University College, Toronto, the total number of students who have graduated in arts (B.A. and M.A.) is 909, and that since the first establishment of Queen's University the total number of students who have graduated in arts (B.A.

and M.A.) is 498; That according to the calendars for the present session, issued by the authorities of both institutions, the total number of graduates of all kinds from first to last, are as follows, viz.:—Graduated at University College, Toronto, total 1,041, Graduated at Queen's University, Kingston, total 887. "That these statistics obtained from official sources in both cases, will convey to your Honourable House a correct idea of the important work being done for the community by the two Universities at Toronto and Kingston.

ONE of the greatest mistakes made in our present system of educating children is, says Dr. William A. Hammond, that they are given too many subjects to study at once. The power of dissociation—that is, of keeping one subject entirely clear of another subject—is not great in the minds of children. They therefore have a mass of confused ideas when they have got through with their daily tasks, which it is always difficult, and sometimes impossible, for them to separate one from the other. It is true that some children are, from the beginning, able to concentrate the attention first on one subject and then on another; but these are quite exceptional instances, and the brain is very likely to be strained in the effort. It is as though a person should spend six hours in looking alternately through a telescope and a microscope, giving a few minutes to each. It would certainly be found at the end of that time that the sight had been injured for the time being, at least, and if the practice should be continued there can be no doubt that permanent impairment of vision would be the result. The effort to form and maintain clear and forcible ideas of several subjects at once is a difficult matter, even for adults. It has been found by experience that it is advantageous to reduce the number of branches of medical science which students are required to study simultaneously. Several of the better class of medical colleges in this country a few years ago cut down the list of from eight or ten to less than half the number, and extended the period of study from two sessions of four months each to three of from six to eight months. I speak from personal experience when I say that I am aware of the most lamentable results of the "cramming" process in medical students. I have been a teacher in medical schools for nearly twenty-five years. In the course of my examinations it has often happened that I have put a question in one branch of medicine to a candidate for graduation and have received an answer in an entirely different branch. How much better it would be for the future man or woman if the boy or girl, instead of being required to learn a dozen different subjects at once, should have the number reduced to two, or at most three.

Literature and Science.

LONGFELLOW'S "EVANGELINE."*

NOTES ON THE INTRODUCTION.

TIME AND PLACE.—"The poem is founded on a painful incident in the early history of N. America." The History of the American Colonies is one of continuous struggle concerning respective rights and geographical boundaries. Into the trade rivalries and strained colonial relations were imported the bitter racial and religious animosities of Celt and Saxon. A war in Europe between these foes, ever ready to be belligerent, was invariably accompanied by a corresponding demonstration in the new world.

The French had, very soon after the opening of their colonial enterprise, taken possession of, and rapidly settled that beautiful sea-washed peninsula, lying like an "apple of discord" between the Gallican, who coveted her wealth of furs, fish and pastoral land, and the aggressive Briton, who beheld with greedy eye her stores of noble wood, her mines of precious metal, and her excellent maritime position.

The French had established forts and trading posts at Port Royal (Annapolis) and Louisburg, but by the Treaty of Utrecht (1713) these, with the rest of the peninsula of Acadie passed into the hands of the English, and by them assigned new names, the country being called Nova Scotia (New Scotland), as if to commemorate the annexation of Auld Scotia to the empire, which had happened just before.

The change so much displeased the inhabitants that, during the Seven Years' War, they were suspected (rightly or wrongly) of supplying their French brethren in Canada with provisions and ammunition. Nova Scotia being one of the strategic points of the war, it was feared that if the French invaded the peninsula, the Acadians would join them. The British Government were therefore induced to remove the entire population, and to disperse them among the other American colonies.

To affect this readily, the Governor convened meetings like that described in the poem, and, when the people had assembled, surrounded them with soldiers and marched them off to the ships in waiting. "About 7,000 were thus deported, and the rest fled to the forests and to Canada." The Poem is descriptive of these proceedings and of the subsequent sufferings of the victims, some of the characters being real personages.

Its great charm lies in the "minute yet graceful" delineation of primitive rural life and of American scenery. Critics have regretted that it was written in the English Hexameter, which they denominate unryth-

mical, but this metre has the favour of at least one other musical poet, whose productions are, it is agreed, marked by purity, refinement and taste—I refer to Matthew Arnold. Moreover, I am sure you will agree with me that Longfellow has caught and reflected in his lines the sweet voices and language of nature. For, as has been remarked, "the source of our poet's inspiration is in the domain of external nature, domestic, industrial, and rural; for all that is beautiful in these he has an eye and a voice."

He is very prodigal in the use of purely poetic diction, apt figures of speech, historical allusion, and melodious harmony. Let me point to some of these, and in so doing shall confine myself entirely to the introductory stanza:—

1. CHOICE OF WORDS. (a) Unusual terms, as "primeval" for primitive, untouched; "murmuring," indicating the gentle sighing of the breeze and the movement of the branches: "bearded with moss," a fanciful comparison. Note the choice of "pines and hemlocks," for these best represent a soft, sad music—compare the noisy, frivolous "rustle" of the oak, maple or beech; "eld," an archaic form adding quaintness to the line; he also delights in words containing liquid sounds.

(b) Assonance, or the succession of words expressive of agreement of sound with sense, as "rocky cavern," "deep-voiced ocean," "blasts of October."

2. FIGURES OF SPEECH, *i.e.*, devices to render the description more vigorous, pleasing, or emphatic. (a) Similes—"like Druids of old," likening the bearded pines to the venerable priests of an ancient religion, which flourished among the Celtic nations; "like harpers hoar"—harpers, another name for the venerable poet-musicians, who wandered among the people, reciting on state and other occasions the prowess and renown of heroes, either national or mythical, thus keeping alive in an uncultured people a fondness for poetry and song. They were held in high esteem alike for their learning and skill, and their stores of interesting information gleaned from pilgrimage and travels. "Men, whose lives glided on, like rivers that water the woodlands"—could anything be more daintily expressed or more neatly portray the calm serenity of primitive rural life; "scattered like dust and leaves"—how forcibly the removal of the Acadians is shown when compared with dry leaves and light dust driven by the fierce autumn blasts.

(b) Personal Metaphor. Note the strong, masculine sound of "speaks" as applied to the ocean, the sad loneliness of "wail" and "disconsolate," the aptness of "seize," "whirl," "sug."

(c) Note the quiet force of the metonymy in "hearts that beneath it bounded like the roe," and "affection that hopes and endures and is patient."

(d) Alliteration abounds throughout.

(e) Note the beauty and grandeur of the antiphony—the "wail of the forest" answered by "the accents disconsolate of the ocean"—then as the influences of wind and wave unite, they swell into a deep, sonorous symphony that hushes the listener with awe and delight.

T. C. SOMERVILLE.

SMITHVILLE.

BRAIN-WEIGHTS.

THE average weight of the brain in men is 47 ounces, and in women some four or five ounces less, the human organ being absolutely heavier than that of any of the lower animals except the elephant and the whale with brains of ten and five pounds respectively. As a rule, mental capacity and the size of the brain quite closely correspond; and it has been observed that a brain weight of less than 32 ounces in an adult person is always accompanied by a defective intellect. The rule has its exceptions, however, a notable one being that of Gambetta, the small weight of whose brain, less than 44 ounces, is attracting the attention of French anthropologists. A contrasting case has recently been furnished in an idiot with a brain of 55 ounces. Familiar great brains are those of Curvier and Webster, each exceeding 64 ounces; of Dr. Abercrombie, 63 ounces; and of Davpreten, 63½ ounces. Descartes, Raphael and Voltaire had small heads, while that of Napoleon was only slightly above the average, and that of Schiller not at all. The lightest brain on record weighed eight ounces and belonged to an idiot boy, and that of an idiot woman weighed ten ounces. The average brain of Englishmen is 49 ounces; that of Frenchmen a little over 45 ounces; that of Dutch, Italians, Swedes and Lapps comes nearer the English, while the German brain is heavier. In India the weight is from 41 to 44 ounces; in Africa 43; and in America 46.

By the last report of President Eliot it appears that the library of Harvard College numbers about 240,000 volumes and about 233,000 pamphlets. Nearly 90 per cent. of the undergraduates now use the library, an increase of between 30 and 40 per cent. in the past ten years. The cataloguing of the library is progressing so steadily that it is not impossible that the end of the present year will see a list of all the bound books, by authors, completed. In intelligence and hospitality of administration the Harvard College Library and the Boston Public Library stand easily at the head of the great libraries of the country; that of Columbia College, New York, probably not far behind.

* A paper read before the Smithville Literary and Social Society.

Special Papers.

THE ENGLISH COLLEGE OF PRECEPTORS.

SIR RICHARD TEMPLE, M.P., G.C.S.I., distributed recently the prizes and certificates awarded to candidates at the Christmas examination, 1886, by the College of Preceptors. In the course of his remarks he said he observed that just eight years ago that chair was occupied by the worthiest of all occupants, the late Mr. W. E. Forster, who was one of the original promoters of national education in this country. On that occasion Mr. Forster delivered a most practical and eloquent oration. There were then only 700 schools more or less under their influence, having about 50,000 scholars. Of those scholars 7,000 were examined. Now the figures were 4,000 schools more or less under their influence, having 200,000 scholars, of whom no fewer than 15,000 were examined by their institution last year. (Cheers.) The examining result as regarded scholars had therefore more than doubled itself within eight years. Another point to present to them was that he observed that Mr. Forster had on the occasion to which he had referred related, apparently with some feeling of regret, the evidence given by his brother-in-law, Mr. Matthew Arnold, regarding the inferiority of secondary education in England as compared with some Continental nations, especially Germany. Now with reference to that he hoped that public attention and Parliamentary attention would be given to the Bill introduced some years ago by Sir Lyon Playfair and Sir John Lubbock, providing for the registration of all teachers in the secondary department of education. (Cheers.) It provided, further, for the election of a council to regulate all matters relating to the training and examination of preceptors, and, further, that the council should be empowered to inquire thoroughly into the system adopted by secondary schools of all classes in England. This was a very important measure which was dropped at the time. He hoped, however, that it or something like it might be introduced hereafter, in order that State direction and Governmental assistance might be enlisted on behalf of secondary education in England. When he and his contemporaries were at school he was sure that the art of pedagogy was in its infancy. There was this danger in examinations, that too much attention might be given to the acquisition of knowledge alone by the teacher. He had also to learn to impart his knowledge to others who were beginners, ignorant, persons whose mental standpoint was wholly different from his own. This would be to the very end the most difficult point to be attained. Referring

to the fact that the physical sciences occupied a very prominent position in its curriculum, the speaker said that anything that that institution could do to promote the teaching of physical science in this country would be one of the greatest boons which it could confer upon the community. He also said great stress on the importance of geographical teaching and on the necessity which existed for teachers to know how to impart instruction in an attractive and picturesque manner. Speaking of modern languages, he said of all modern languages he thought the German the most useful to English people. But their own language was by far the most necessary for them to cultivate. It was destined to be the language of at least five great nations—the British, the American, the Canadian, the Australian, and the South African. (Cheers.) The speaker concluded by impressing on his hearers that there was one subject which could not be made the test of an ordinary examination, and that was the formation of character. The character of the English people had brought about the greatness of the English nation, and character was a thing which they must all cultivate for themselves. (Cheers.)

ENGLISH PUBLIC SCHOOLS.

THE Rev. Dr. Adams, Principal of Bishop's College, and the school connected therewith, in a recent speech at Quebec, said that the idea in both school and college was to imitate the English style of public school education. "I think," he said, "Bishop's College School was the pioneer in Canada of the idea of what is known as English public school education. There must be boys who will not be able to go to college, but who will go straight into the world. For these, as for the others, it is an inestimable advantage to have a school system which has produced such noble results, especially from the time of Arnold onwards. This system has flourished in the Mother Country, and there is no reason why it should not flourish, with a few modifications probably, in the Colonies. We do not forget the needs of life here. But while I would insist on an education in which the elements are made prominent, and in which they are never allowed to be ignored, even in the highest classes, it is not to be forgotten that a boy should be trained in such a way as not only to know how to perform the details of business accurately, but also to be so provided with culture of a rational and elevating type that he may know how to use his leisure hours profitably to his mental and moral being; so that he should not regard his life as a mixture of drudgery and excitement. The English public school system tends to this. It is a plan for developing boys rather

than for forcing them into a mould. The classical studies, which a utilitarian age is apt to undervalue, are really an admirable mental training. There is nothing in a classical training to prevent a man from business habits. The career of Mr. Goschen, who took the most brilliant degree of his year, and who is now called in as Chancellor of the Exchequer of Great Britain, is a case in point. Mathematics and science must be also studied. Much might be said on the subjects taught; advocacy of modern languages, drawing, singing, physical training will not be wanting. But it is in moral training that the system we advocate is so superior to its rivals. In Lennoxville the boys are put as much as possible upon their honour and allowed a certain amount of freedom. Where they are kept under a system of espionage, it is only natural that when they get out into the freedom of the world they will adopt about as erratic a course as a cork out of a soda water bottle. The Lennoxville system teaches the doctrine of personal responsibility more distinctly than any other system. It teaches that the best way to prepare for the freedom of a man in the world is to give the boy at school some little freedom, and to hold him responsible for his use of that freedom; it helps to train his self-reliance, self-control and sense of honour; to help him on all sides but to cramp him in on none; it teaches him that willing obedience is better than grudging submission; that high-toned truthfulness is essential to the character of a gentleman; that courage, moral and physical, is essential to true manliness; that discipline is better than disaster. Under the banner of religion, it teaches that religion is manly and true manliness is of the nature of religion, that humble faith is more becoming than incredulous scorn, reverence nobler than indifference."

A NEW paper out West has started under difficulties. It tells its own story as follows: We begin the publication of the *Roccy Mountain Cyclone* with some phew diphphiculties in the way. The type phounders phrom whom we bought our outphit phor this ophphice phailed to supply us with any ephs or cays, and it will be phour or phive weex bephore we can get any. This mistaque was not phound out till a day or two ago. We have ordered the missing letters, and will have to get along without them till they come. We don't lique the loox ov this variety ov spelling any better than our readers, but mistax will happen in the best regulated phamilies, and iph the ph's and c's and x's and q's hold out we shall ceep (sound the c hard) the *Cyclone* whirling aphter a phashion till the sorts arrive. This is no joque of ours—its a serious aphphair.

Educational Opinion.

THE TRIALS OF A TEACHER.

It's of no use talking about it, my friend ; nothing you can say will convince me that a teacher is not the most unfortunate creature on the face of the earth.

I have had experience. I'm a teacher myself. At the age of sixteen I made my *début* in the scholastic world, under what would be called the most favourable circumstances. That is to say, I had youth, health, determination, and—though you wouldn't think it now—some real enthusiasm, and a prodigious sense of duty. I hadn't any particular ambitions for myself—I did not expect to become a Comenius or a Pestalozzi. But for my scholars I hoped great things. . . . It makes me laugh now to think of what I was in those days. How careful I was in getting up a lesson ! what toil I expended over patent methods of teaching, mnemonics that were poems, and mark books that were (to him who held the key thereof) Bradshaw's for neatness and conciseness ! How my arms used to ache with the strain of writing on the blackboard for an hour at a stretch—at a stretch indeed, for I am not exactly a giant—to give myself practice and facility in the art. Ah, well ! I know better now. At any rate, I know otherwise.

Of course, it wasn't to be expected my illusion should last. Amidst the thousand and one petty annoyances incidental to the profession—the perpetual noise, the hurry of work, the effort to give your best help to the workers, and the endeavour not to neglect those who *can't* keep up with the others—hope and enthusiasm, and all the rest of it, soon expire. You see what I am now—just a teaching machine—nothing else in the world.

I am not too proud to profit by other people's experiences. When I was young—*younger* than I am now, I mean—I read many books on teaching ; I read Fitch, and Bain, and Spencer, and Locke, and a good deal else of which I don't now recollect the writers' names. And I put them by, one after the other, more surely than ever convinced that teachers, like poets, are born, not made. No one can say I didn't try to learn. I went to these great masters of the art in the spirit of meekness. But I didn't get much good from them. Somehow, I couldn't adapt my circumstances to their advice, or their advice to my circumstances. There was Pestalozzi, for instance. Pestalozzi used to stand his class before the wall, and make them count the rings on the wall-paper, and describe the position of each. All this to cultivate the perceptive powers, "without a careful formation of which," he says, "nothing can be done." Well ! I didn't

see my way to imitating Pestalozzi there. I the first place, I should have had a difficulty in persuading my principal of the beauty of such a method of teaching ; and, in the second place, the walls of our school-room were painted, not papered. So I had to give up Pestalozzi. It was the same with all the others. They were too good for me, I suppose. I couldn't see how their schemes were to be carried out. It wanted a bigger brain than mine to evolve, from "the cat sat on the mat," an interesting and instructive object-lesson.

Somehow, my endeavours to teach conscientiously always failed. The more I studied beforehand the matter of an impending lesson, and the manner in which I should give it, the less successfully did I progress when lesson-time came. Whether my anxiety made me nervous, or whether my memory wasn't to be trusted, or to what other cause my failure was due, I can't say ; but it is a fact that, in my experience, I never taught so well as when I taught straight out of my own head, arranging my subject matter just as it came up.

Once I was reading history with a class of small boys, whose text-book was the renowned "Arthur's England." I read up the lesson over-night (it was in my conscientious days), and found it contained some account of the Battle of Spurs. I was wondering how I should make the children understand what a spur was like, when, turning the page, I came upon a picture of the two kings at Ardres, and they were represented each with a spurred heel. Congratulating myself on the drawing having saved me the trouble of description, I went serenely to my class. The Battle of Spurs was reached in due time by the readers, and I put the question, "What's a spur like ? Any of you ever seen a spur ?" Upturned faces, but no answer. "Well, turn over to the next page in your books, and you'll see one." The pages of eighteen books fluttered over eagerly, and—horror!—on the next page in their books was a picture indeed, but representing nothing more relevant than a ship, about which no spurs, naturally enough, were to be seen. It all flashed upon me in a moment. The book I had used was an older edition than theirs, and the illustrations were different. I explained matters as best I could, when I regained command of my voice, and next day brought *my* picture into class to show my pupils, and, as it were, convince them of my sanity ; but I believe that to this day one or two of them don't entirely trust me, having a dim suspicion that on the occasion described I was playing the time-honoured joke of "April fool."

You thought my pupils were pretty successful ? Oh, yes ; so they are. I admit that. They're successful in the eyes of the world. But the world only thinks of the

half-dozen brilliant specimens that come out at the top of the lists. They don't know anything about the ten or twenty—well, we'll call them *untalented*—who form the bulk of every class ; whose brains (if they have any more than are required to keep their legs straight) receive no fact without the teacher's three-weeks' patient repetition of the same.

I am exaggerating ? Well, perhaps I am—a little. But what would you think of a pupil who wrote you out the rule, "Nouns ending in *y*, preceded by a consonant, change the *y* into *i* in the plural, and add *es*," affixing to it,—Example: *box*; *boxes* ?" What would you say, on being informed that the "Mayflower" left English shores in the year 1620, and reached America in 1671 ? (One scarcely begrudges the Pilgrim Fathers "the remainder biscuit" after such a voyage !) This is the sort of thing we teachers have to put up with ! How would you like it ?

There is a girl in my mind at this moment—one of my class at the Anglo-French College—who drives me wild with an eccentricity peculiar to herself. She invariably heads her papers, at examination time, in such a manner that her name stands in the place of the name of the subject in which she is being examined. There is always a specimen heading on the blackboard, but what of that ? Her papers stand thus :—

Page 1. Mabel Jones. Botany.

I remonstrate with her, but to no effect. Some days I try a little mild sarcasm. "The examination is *not* on Mabel Jones, I think," I say, blandly : "If it were on Mabel Jones, the questions would be something like this : 'What colour are Mabel Jones' eyes ?' 'Enumerate and classify Mabel Jones' hair-ribbons.'

But the questions are *not* like that ; they are about Botany ; so we'll put Botany in the principal place." She looks up at me and laughs, and blushes, and I laugh too, pretending that I think she did it by accident ; but my mirth is hollow, for I know, as well as I know my own name, that she will do the very same thing again next time.

But surely teaching has its alleviations. Keep your ears open, and you will hear some good things. Did I ever tell you of that child who "wrote what she knew" about the poll-tax in the following words:—"Wat Tyler killed the poll-tax because it was so cruel to his daughter." It is wonderful what the imaginative power will do in some cases, as in that of the boy who, on being asked to explain the word *Romances*, replied that "Romances were houses built by the Romans." I felt inclined to say, "Guess again !" Scripture history affords fine opportunities to pupils who are given to make blunders. I have been told that the Good Samaritan bound up the wounds of his

enemy, "pouring in oil and *beer*"; and that Pharaoh rewarded Joseph's foresight by giving him a gold watch-and-chain. One child defined *dolphin* as a "poor little child without any father or mother."

And, of course, a clever pupil is an alleviation; and so are good class-books; and, greatest of all, the holidays!

"I oughtn't to speak in that way? Teaching is the noblest of professions?" Well, of course, there may be two opinions about that. I have had my grumble out, now, thanks to your patient ear, and feel better for it. After all, it is not such a bad life. Still, I can't pretend to agree with the poet who thought—or *said* he thought—that it was a *delightful* task "to teach the young idea how to shoot." I wonder if he had ever tried it!—*From the London Journal of Education.*

THE GIRL'S OWN ROOM.

As a medical man I have often the honour—an honour born of necessity—of seeing the inside of a girl's own apartment, and a single glance reveals to me very much of my patient's habits of life and character, and these in their turn assist me greatly in laying down a plan of treatment. But what, it may be asked, has a doctor to do with the composition or arrangement of one's window blinds or window curtains, or with the shape or framework of one's looking glass, or with the appearance or material of the carpet? Very much, indeed, as I am prepared to show you. And not only with these, but with nearly every article that finds, or ought to find, a place in your apartment.

First, then, let me tell you that there are many things less inimical to human life than is dust. It is dirt in a dry state, it collects and harbours matter that cannot be breathed with impunity, nay, even the very germs of disease itself are produced by it.

Many a young girl sows the seed of future illness, which eventually proves fatal, by sleeping for a time in a dusty room. Hence, I say, if you value your health, shrink from dust as you would from a deadly foe. Don't harbor it; don't let it lie about anywhere; it finds its way readily in without encouragement, so take especial care not to bring it in, either on your dress or on your boots; give it as few places to rest in as possible; and lastly, see that it is removed every day. It must be most carefully *swept*, not *brushed*, from the carpet, probably after a sprinkling of moist tea leaves, and it must be *mopped* with a duster from the furniture. In this latter sentence I am careful to choose my words. I might have said "switched" instead of "mopped," but if it be merely switched off, it only flies about for a time, gathers new impurities, and then comfortably re-settles. And, bear this in mind, for it is important: the furniture should not be dust-

ed for fully half an hour after the carpet has been swept, for, however well the latter may have been done, some dust must have arisen, and this must have time to fall. I leave others to speak of the unthriftiness of dust, and the injury it produces to one's dresses.

After the dust has been removed from the furniture it ought to be rubbed over with a dry and clean duster, and, if possible, made to shine. The last thing to be rubbed up is the mirror or mirrors, and the more radiant these are kept the better. The mirror in a girl's room should be of the best quality, even though small, but those who cannot afford an expensive glass may, at all events, always have a bright one.

A thick carpet in your room may feel comfortable, but it is not really a healthy one. The window hangings should not be of thick material, which would harbor dust, and in summer, at all events, they ought to be as light and cheerful looking as possible. Curtains of the bed and bed-quilts to match, if you please. The bedstead itself should be graceful in shape, and either French as to curtaining or half-tester. A bed without hangings has a kind of hospital look about it, while those terrible four post tents closely curtained all about are not fit for a girl's room; they seem only to be made for old, old men to die in.

If you want to be healthy do not have a too soft bed. Feathers for old folks; for the young a mattress. And, remember, you will have a better night's rest if the bed clothes are light and warm than if they are heavy. Heavy blankets are as bad as heavy suppers; both conduce to restless nights, nightmares and a heavy head in the morning.

The window blinds in a girl's room should not be constructed for excluding the light—the more of that the better—but merely for obtaining privacy. Probably the best for either winter or summer are Venetian. What I have said about light applies as well to fresh air. Do not be afraid of admitting it into your room by day, neither by night, unless damp, chilly fogs are about. I am sorry to say that thousands of kind and affectionate mothers spoil the health of their young daughters, and that, too, irretrievably, by keeping them so much in stuffy, non-ventilated rooms.

Articles of furniture should rather be few than over numerous, bearing in mind that every cubic foot of air is of the greatest importance. The ornaments on the mantelpiece should be few, but they may be tasteful. In winter a cheerful fire should burn in the grate; it ventilates as well as warms the room. And as soon in early summer as it is determined to dispense with the use of fires, the chimney should be clean swept, else the unwholesome smell of damp soot will often cause great annoyance. Some people try to obviate this by closely stuffing the chimney;

they thus do away with a ventilator. Those girls who dwell in towns will ornament their grates in summer with some kind of fire-screens; dwellers in the country have the advantage, they have green boughs and flowers.

The walls of a girl's room should be graced by pictures. They ought not to look clumsy. They need not be expensive—water colours, engravings, and photographs, the latter framed, probably, simply with straw work and ribbon; or even birth-day-cards, if prettily done, help to throw a bit of light and beauty on bare walls. Scripture texts also look well, but much depends on the taste of the occupier. Again, what can be prettier than those little wall brackets of fretwork, with tiny ornaments of flower vases placed thereon?

Growing flowers look pretty, but they are not always wholesome. Those that are healthy to have in a room possess either no scent at all or a pleasant one; but cut flowers are charming.—*Medicus, in Girl's Own Paper.*

THE BEHAVIOUR OF OUR SCHOOL CHILDREN.

THE following letter appeared in the *St. Marys Argus*, and is worth reproducing:—

Those who watch the rising generation of this "Canada of ours" cannot fail to see the pitiful need of such a training. We see, and hear, everywhere, the most common civilities disregarded. We see insolence in little children, insolence in young women and young men, whom we might call ladies and gentlemen, were it not for this disastrous neglect in their education. Some may think that this should be taught at home, but, frequently, the parents have not themselves been so taught, and in other cases, where the home training has been honestly tried, it has been found almost useless, by the overwhelming amount of rudeness found in schools and on the streets. Does it not seem wrong to educate our young people so well in other branches of study, that they can go into good society and at the same time leave them ignorant of what that society will require of them? The usual ending to such a course is either they will go with companions with whom they can swagger, and use slang and profanity and be at ease, or they will keep with the more refined, but feel ashamed and mortified at their many mistakes and blunders. With a thorough training in good manners would come a right way of thinking. Our young women would grow modest and ladylike, and our young men chivalrous and gentlemanly; and rudeness like shame would be made to hide its head. We most earnestly hope that those in authority in such matters will see it their duty to have it tried, and we fear not but that very happy results will follow. Yours faithfully,

FRANK LINDSEY.

TORONTO:

THURSDAY, MARCH 31, 1887.

UPPER CANADA COLLEGE.

IN our last number we briefly alluded to the subject of the Upper Canada College and its threatened abolition. Since then a meeting has been held composed of former students and friends of the institution, at which arguments in favour of its preservation were presented, so strong that their refutation seems little short of impossible.

The objection that is reiterated against the college with most force is one that, strange to say, has not the slightest foundation for its existence. It is said that the poor man is forced to keep the rich man's son at the Upper Canada College. Now, the fact is that Upper Canada College was endowed, at a time when Ontario as a separate province was not, that was more than sixty years ago. Its revenue, apart from the annual fees, is supplied from that endowment of sixty-two thousand acres. Where, then, does the taxation come in? The truth is rather the other way—that the rich man is taxed to keep the poor man's son at school, inasmuch as the rich man pays public school rates but gains no advantage from them, as in many cases he sends his sons elsewhere.

Speaking then strictly unprejudicedly there is not the shadow of truth in the argument as to unfair taxation for the support of the College.

There is another point to be considered. The English nation has been honourably distinguished the world over for its keen appreciation of right and of rights. It is a right-respecting nation, so to speak. Would the Legislature be acting in accordance with this spirit if it were to deliberately strip from an institution a grant made to it sixty years ago—a grant made by the Crown of England itself? Would not that be in very truth an act of spoliation, unwarrantable unless indeed the College were doing what Socrates was accused of doing centuries ago—perverting the minds of the youth of the country?

The argument that there are unfortunately some rich men in Canada who, equally unfortunately, have sons who must be educated, and who in many instances have them educated at Upper Canada College, is one of the strongest reasons for the existence of the College. It is there

that the rich and poor meet together, shoulder to shoulder, learning, even in youth, the duties and relations of fellow-countrymen. Where could they better learn it than at school?

Stranger still is this—that the Upper Canada College has an excellent Boarding School attached. The advantage, to the majority of boys at any rate, of the training and experience gained at a boarding school is so great that we are convinced that if Upper Canada College were abolished, parents would be compelled to send their sons to England to procure that training.

Then we are told that the Upper Canada College is old, and from that we are to conclude that it is useless. Readers of history will remember the days when it was "the atrocious crime of being a young man" that had to be indignantly refuted. In Canada apparently it is to be otherwise, and the atrocious crime of being "an old institution" merits instant annihilation. It is strange but nevertheless true that most nations cherish the old and the historic. We have little that is old in Canada, little that is historic. So far, in Ontario at any rate, the Upper Canada College is the only College that can make the slightest claim to be historic, and its history has been a proud one. If there is anything in the mottoe "*noblesse oblige*," it should be realized by students of the College.

Close examination into the question has persuaded us that the attack on the Upper Canada College cannot be sustained. The College is doing a good work and doing it well. More than any of our schools (although our High Schools are very creditable to the country) it has been able to realize the true aim of education, which, as expressed by one of the speakers at the meeting that we have referred to, is to form the character. Latin and Greek are excellent in their way, but they are not everything. Honour, loyalty, knowledge of human character, are more valuable than Latin or Greek, and for them Upper Canada College boys have always been distinguished.

OUR EXCHANGES.

THE numbers of *The Living Age* for March 19th and 26th contain "The Present Position of European Politics," and "Earthquakes," *Fortnightly*; "Notes and Queries on the Irish Demand," by Mr. Gladstone, *Nineteenth Century*; "William Barnes and His Poems of Rural Life in the Dorset Dialect," *National*; "Mary, Countess Cowper,"

Temple Bar; "Some Old Advertisements," and "Rhymes on Panes," *Chamber's*; "The Cannings," *All the Year Round*; "Philip Bourke Marston," *Athenium*; "A Bundle of Letters 1603-1607," and "The French Soldier at Home," *St. James's*; with instalments of "Richard Cable, the Lightshipman," "A Social Difficulty," and "Major and Minor," and poetry. A new volume begins with April.

"DOUGLAS DUANE," the new romance by Edgar Fawcett, which appears complete in *Lippincott's Monthly Magazine* for April, is in a vein which this popular author has rarely essayed before. Lucy C. Lillie, under the title of "Belgravian Bohemia," gives an interesting sketch of the literary and artistic society of modern London, with glimpses of Wm. Black, Herbert Spencer, Gilbert, George Eliot, Carlyle, Ruskin, George Boughton, etc., etc. An anonymous author contributes a bright and amusing sketch, "My Lady's-Maid," which she assures the reader is drawn from life. Will Carleton's "Experiences of a Public Lecturer" is an entertaining bit of autobiography, and will be eagerly perused by all the poet's admirers. "Social Life at Princeton," by E. M. Hopkins, of the Class of '88, is the first of a series of articles which are to describe the inner life of students at our principal colleges, and are to be written by students themselves. Margaret J. Preston contributes a stirring American ballad, "The Mystery of Cro-a-tan." Bessie Chandler has "A Spring Song," and Philip Bourke Marston has a posthumous poem, "My Grave."

AN etching of Oliver Wendell Holmes ornaments the April number of the *Atlantic Monthly*. The story of a diplomatic mission to the South, undertaken with the tacit consent of Abraham Lincoln, is told by Edmund Kirke, and in it he recounts, for the first time, the terms of peace which Lincoln was willing to offer to the South. Mr. Whittier has a poem entitled "On the Big Horn," founded on the incident of the application of one of the Indians who killed Gen. Custer, for entrance to General Armstrong's Indian School at Hampton, Va. Other features are an amusing negro story, "Lazarus Mart'n, de Cullud Lieyer," by W. W. Archer; "Via Crucis," a letter written by a Roman official in Jerusalem at the time of the Crucifixion, by Edward I. Stevenson; "A Tory Parson" (Mather Byles, of Hollis Street Church, Boston); and Dr. Oliver Wendell Holmes's second instalment of "Our Hundred Days in Europe," in which he gives accounts of Mr. Gladstone in the House of Commons, a visit to Windsor Castle, and entertainments at Devonshire House, the Foreign Office, Lady Rothschild's, and many other noted places. Mrs. Oliphant's and Mr. Aldrich's serial and F. Marion Crawford's "Paul Patoff" are interesting.

REVIEWS AND NOTICES OF BOOKS.

Elements of English: An Introduction to English Grammar. For the use of schools. By George Hodgdon Ricker, A.M. Chicago: The Interstate Publishing Company.

The author of this little book is a gentleman who has for many years enjoyed the reputation of one of the most successful teachers in New England. His experience is therefore equal to the demand.

The author says: "This little book has been written with the hope of making this branch of school study less difficult, more attractive and more useful to young pupils. The work is elementary. It is designed to be used in the lower grades of schools, and to prepare the pupil for the study of larger works on language and grammar. It consists of a series of lessons treating of the parts of speech and their uses, of the simple sentence in its various forms, fully illustrated by practical exercises composed of common words in daily use. . . . It also contains practical lessons on spelling, capital letters and punctuation. Directions for letter-writing are briefly and clearly stated and illustrated. The principles of analysis and synthesis are concisely stated, followed by brief methods of parsing."

An examination of the book shows the author's claim to be correct as to the matter it contains. The most striking feature seems to be its simplicity and yet its fulness. The whole subject is gone over within the compass of a hundred pages, and more than half the space is occupied with exercises of a practical kind, which must prove much more valuable to young people than any amount of theory. It omits needless technicalities, yet does not ignore the distinctions and uses of the various parts of speech. As an *introduction* to English grammar it is sure to command the attention of teachers.

PROF. HARRISON'S "Greece," in the story of the National Series, has sold to the extent of nearly 70 copies.

THE new building of the American school at Athens has been opened by the American Consul General in the presence of the Foreign Minister of Greece and "the elite of Athens."

CUPPLES, UPHAM & CO. have just issued an *edition de luxe* of D. G. Haskin's "Monograph on Ralph Waldo Emerson," and have reprinted from *Murray's Magazine* Matthew Arnold's "Estimate of General Grant."

THE attempt to found a Shakespeare library at Stratford-on-Avon, seems to have proved a failure. No funds of any consequence have been secured, except the proceeds of a performance given by Mr. Irving at the Lyceum Theatre, London.

THE index to Ruskin's "Fors Clavigera" has just been brought out in England. It runs to 500 pages, each page containing at least fifty references. The editor is said to be Canon Faunthorpe, principal of Whiteland's Training College.

ROBERT BROWNING annoyed by the re-issue of Mrs. Browning's earlier poems, on which copyright had expired, has arranged with Smith & Elder for a shilling edition of the same poems as revised by the author, with the addition of a few other pieces.

CASSELL & CO., London, will shortly publish a work entitled "Celebrities of the Age," being a dictionary of the men and women of this century. It contains contributions by eminent authorities, and is edited by Mr. Lloyd C. Saunders, an Oxford scholar.

BROWNING'S works in six new volumes, revised from the latest London edition, will soon be issued by Houghton, Mifflin & Co. The first two volumes will appear next month. This is as well

come an announcement as we have chronicled in many a day.

PROF. HENRY MORLEY'S "History of English Literature," some parts of which have already made their appearance, will be completed before long. It has been in preparation for twenty years, and will fill twenty volumes when issued by Messrs. Cassell.

THE new and cheap edition of the *Memoirs of Marie Antoinette*, by Madame Campan, about to be brought out by Scribner & Welford, in conjunction with the London publishers, is to be superior to the English edition in that it will have a number of additional portraits.

THE tale of "Aladdin and the Wonderful Lamp" is not found in the Arabic manuscripts of the "Arabian Nights," and has therefore been supposed to be an invention of Galland, who made a French version of the tales in 1704. Sir Richard F. Burton, has, however, recently found in the National Library of Paris, an Arabic original of the story.

THE fifth and sixth volumes of Lecky's "History of England in the Eighteenth Century" are nearly ready. They cover the period from the acknowledgement of the independence of the United States in 1784, to the declaration of war with France in 1793, and include the early days of Grattan's Parliament in Ireland, and the foundation of the Society of United Irishmen.

A CORRESPONDENT of *Truth* offers the following as his idea of an international copyright: "Every British and American author should be allowed to obtain a copyright in both countries by selling his work before publication, with due registry, to a publisher in each country. The plan is simple, and obviates all dissension respecting protection of paper manufacturers and publishers, the object, and the sole object, being to secure to the authors of both countries payment for the work of their brains."

THE late Dr. James G. Wakley, for a quarter of a century editor of *The Lancet*, (London, Eng.,) some time before his death made a special request that the following confession of faith should be introduced into any notice of his life which might appear in the pages of *The Lancet*: "Feeling my deep responsibility to God for the position in which in his providence he has placed me, I desire to testify to the comfort derived during my sickness from a lively faith in our Lord Jesus Christ, and that I die in the sure hope of a glorious resurrection."

DR. LOUIS JOBERT has just published a book on "The Left-Handed," (*Die Linkser*) in which he treats exhaustively of the class of persons who are more dextrous, if we may use such a pun, with the sinister than with the dexter hand. He says that no traveller has ever yet come into contact with a purely left-handed race; but there are some tribes which from immemorial time have given preference to the use of the left hand. Among such tribes, however, not more than seventy per cent are left-handed. It is sometimes the rule among such tribes to account the left-hand side, instead of the right, as the place of honour. He prints a curious appendix by Dr. Monroe, who has made extensive studies of the physiological peculiarities of the criminal class. Dr. Monroe asserts that he has found among condemned criminals twenty-two per cent. who were left-handed, while

a comparative research among other persons has convinced him that the proportion of the left-handed is not above nine per cent. This would seem a sort of justification of the moral application of the word "sinister."—*Pall Mall Gazette*.

"X" WRITES *The Critic* to inquire "Does not the assertion of your correspondent 'A,' to the effect that children do not read Miss Edgeworth's Moral Tales and Parent's Assistant because the books are not to be found, tend to support the theory that a totally different kind of literature is now popular? If there were a demand there would certainly be a supply. Publishers know better than parents what children like, and when a book is no longer to be found you may be sure it is not in general demand. I am tempted to add in comment an extract from a note I have just seen, in which the editor of a popular journal for children declines a story, on the ground that 'it is not strictly a story, but rather a "moral tale," and it would occupy an amount of space such as we never give to anything but fiction.' I grant that this is a statement to be taken a little as to the desirable elements of literature for the young; but editors know what children like, and it is like a straw showing which way the wind blows." In this connection F. Warne & Co., of 20 Lafayette Place, New York, writes that they have for sale for \$1.50, a volume containing "The Parent's Assistant," and other of Miss Edgeworth's writings.

IT is interesting to notice that a sequel to the Poet Laureate's "Locksley Hall" was foretold more than twenty years ago by an enthusiastic student of the Tennysonian philosophy. The following passage from A. H. Japp's "Three Great Teachers of Our Own Age," published in 1865, refers to the disappointed hero of the earlier "Locksley Hall": "Upon his scathed heart dawns the glory of a great moral truth that, though the individual withers under limitation and wrong, the world still progresses. . . . The poet has here carried the poem to the strict limit of his experience at the time it was written. It closes, but it does not cease. It abounds with suggestions as to a higher result in prospect. It points to a region of lofty possibility. . . . If the poet ever again wrote on a kindred theme it would test at once his insight and fuller experience whether he would conduct his hero to a more worthy goal." The recent publication of "Locksley Hall: Sixty Years After," has thus afforded a striking instance of the fulfillment of a literary prophecy: but we are inclined to doubt if the poet's entry into this "region of lofty possibility" can have given much satisfaction to his admirers of 20 years ago, or if they would still venture to class him among the "great teachers of our age."—*Pall Mall Gazette*.

BOOKS RECEIVED.

Annual Reports of the University of Toronto; University College; and the School of Practical Science for 1885-6.

Elements of English: An Introduction to English Grammar. For the use of schools. By G. H. Pricker, A.M. Chicago: The Interstate Publishing Co. 1887. 100 pp. 30 cents.

Outline Maps of the United States. Prepared by Edward Channing, Ph.D., and Albert B. Hart, Ph.D., Instructors in History in Harvard College.

Mathematics.

ALGEBRA.

SOLVE:

$$\frac{(12x+1)^{15} + (12x)^{15}}{(12x+1)^{15} - (12x)^{15}} = 18.$$

2. Find the remainder when $x^n - a^n$ is divided by $x+a$, n being an integer.

3. Factor $(a+b+c)^4 - (a+b)^4 - (b+c)^4 - (c+a)^4 + a^4 + b^4 + c^4$.

4. Simplify:

$$\left\{ \frac{(a-2b)^2 a^2}{a^2+b^2} - \frac{(2a+b)^2 b}{a^2+b^2} \right\} \div \left\{ \frac{(a+2b)^2 a^2}{a^2-b^2} - \frac{(2a+b)^2 b^2}{a^2-b^2} \right\}.$$

5. The square of 10129 is 102596641; find the square of 101293 without going through the operation of the multiplication.

6. If $\frac{a^2}{x^2-yz} = \frac{b^2}{y^2-xz} = \frac{c^2}{z^2-xy}$, prove that $a^2x + b^2y + c^2z = (a^2 + b^2 + c^2)(x + y + z)$.

7. If $x+y=m$, and $x-y=n$, show that

$$\frac{x^2+y^2}{x^2-y^2} = \frac{m(m^2+3n^2)}{n(n^2+3m^2)}.$$

8. Solve $\frac{x+4}{x-4} + \frac{x+9}{x-9} = \frac{x-4}{x+4} + \frac{x-9}{x+9}$.

9. Reduce $\frac{(5.12)^{14} + (0.03375)^{14}}{(80)^{14} - (0.01)^{14}}$.

10. The n th term of an arith. prog. is $\frac{1}{6}(3n-1)$, prove that the sum of n terms is

$$\frac{n}{12}(3n+1).$$

10. Determine the values of P and Q which will make $x^{12} - 5x^{10} + 10x^8 - 15x^6 + 29x^4 - px^2 + q$ vanish, if $(x^2-2)^2 = x^2-3$. J. H. T.

A PROBLEM.

PROVE that a finite wave of any form can be propagated unchanged along a uniform inextensible string under a constant tension T , if it be initially displaced over a finite length in the form $y=f(x)$, and receive at each point a velocity whose components are $a(1-dx/dt)$ along the string, $-a(dy/ds)$ at right angles to the string, where $a^2=T/m$, and m is the mass per unit length. What will happen if the initial velocities are

$$a(1-dx/dt), \quad -a(dy/ds)?$$

—By Prof. Steggall, M.A., in *Educational Times*.

THE faculty of the London Medical School discussed the report of a committee lately, recommending the purchase of a lot on the corners of Waterloo and South Streets for the building, but a number objected to that situation, and proposed instead that the Mechanics' Institute building be purchased if possible. A number of other plans were discussed, and the meeting adjourned for a week without coming to any decision.

Methods and Illustrations

WRITING EXERCISES.

III.

BEFORE commencing a series of exercises, a few suggestions with regard to material, etc., will not come amiss. The ink should be in such a condition as to flow freely from the pen. The pupil should use a common penholder. Do not allow them to have a holder that is slippery, such as fancy metalized ones, as the pupil will necessarily have to exert considerable force from the fingers in holding the penholder. The pen, itself, must be smooth and elastic. Gage's "College" pen, No. 292; Gillott's, or No. 1 Spencerian will be suitable for practising the exercises. The paper should have a smooth surface so as to allow the pen to glide easily over it.

The following exercises will be good for developing the "muscular movement":— You will observe first that the main slant of writing is fifty-two degrees to the horizontal, the connective slant being thirty. The first exercise for practice will be to allow the pen to move up and down on the main slant (the arm of course resting on the muscle), making a stroke about two or two and a half inches long, the pen moving lightly over the paper. Do not lift the pen from the paper while making this exercise until you have made about twenty strokes. Then try again, and make it better than before. Now the speed will have to be looked after; the teacher can readily distinguish between a quick, jerky movement and an easy and graceful one. Students are apt to make the movement exercises too quickly when beginning. If the writing lesson is of thirty minutes duration, I would give this exercise twice to every pupil in the room. Following this exercise, we take the oval, made about the size of the capital letter O, or a little larger. Make this exercise with the same swinging movement; allow the pen to go round on the same line if possible. Make about ten or fifteen of these ovals before raising the pen. In making this exercise, the teacher should see that one side is not darker than the other. After thirty minutes practice at this exercise allow them to make the oval with the hand swinging to the right, this being the reverse of the former one. The next exercise will be the joining of these last two exercises into one, *i. e.*, after making the exercise turning to the left, for a short time, change to the exercise swinging to the right, uniting the two with a gracefully curved line.

W. J. ELLIOTT.

Central Business College,
Stratford.

QUESTIONS.

A CORRESPONDENT asks us the following questions:—

1. (a) How can it be made clear to the pupil when a verb has a complement? (b) Is there a list of special verbs or some particular rules which can be relied on?

2. Will you or some one of your readers make clear stanzas 4 and 5 of James Russell Lowell's poem, "The Changeling"?

1. (a) The only difficulty we suppose will be in distinguishing "transitive verbs" that require an *object* to complete their meaning, from verbs of "incomplete predication" that require a so-called *complement* to complete their meaning. To test whether a verb is a *transitive verb* or not: see if the verb can be put in the passive voice with the former object or subject, and the former subject as an object governed by the preposition "by." For example, is the verb "to strike" a "transitive verb," or a verb of "incomplete predication"? since *it seems* to need a word to complete the meaning—"John strikes" being meaningless, it being necessary to say, "John strikes *something*," as, "John strikes a dog." However, the statement, "John strikes the table" is equally well expressed by "the table is struck by John"; therefore *strike* is a "transitive verb," not a verb of "incomplete predication." Now, test for the verb "become." The statement, "John becomes the leader" cannot be expressed by the words, "The leader has become by John"; therefore, *become* is not a "transitive verb," but a verb of "incomplete predication."

1. (b) the verb "to be" is the most common of the verbs of incomplete predication, being always such; so is the verb "to become." So also are certain verbs which require a noun or an adjective to complete their meaning; as in "I painted the house *black*"—here, the complete verb is "to paint *black*," not "to paint" simply; or as in "We made Cæsar king"—here, the verb is "to make king," not "to make," simply. So also are certain verbs which require an infinitive to complete their meaning, as in "The Government ordered the prisoner *to be hanged*"—here the complete verb is "order to be hanged," not "order" simply.

2. The beautiful sentiments of these stanzas are terribly blotched and obscured when expressed in prosaic words, but the meaning is simply this:—"That in a year, that had passed so quickly that it seemed scarcely a day, the poet's daughter-child had died, *stolen by the angels*, the poet first thinks; then, perhaps, not stolen, but that she had taken to flight of her own accord, as a bird, when the heavenly Zingari (the angels again—*Zingari* meaning the *wanderers*, and so applicable to angels) had opened the bars of her cage. But although his child was thus taken from him, there remained with him

her memory; and he always thought of his lost little daughter as an *angel* child. So much more beautiful than she was in the flesh as the full blown blossom is more beautiful than the bud. And every morning when he awoke he saw in fancy his little daughter, thus grown to be of heavenly beauty, in the same cot where once his real child used to lie. And this thought so overpowered him with its meaning, the immortality of spirit, that in presence of it, though while feeling it, he became as 'weak as a violet' beneath the great, infinite sky."

A READING LESSON.

OBJECT of pupils—to get thought; object of teacher—to train pupils to read thoughtfully, naturally, and accurately.

I. PREPARATION BY TEACHER.—1. Reading the lesson for the day, noting new and difficult words, phrases and constructions. 2. Writing new words on boards with diacritical marks. 3. Writing on board sentences containing new expressions, or words whose meaning can be more easily comprehended in connection with the context. 4. Deciding on objects, actions, pictures, stories, or description with which to introduce new words and expressions.

II. INTRODUCTORY LESSON (in forenoon).—1. Develop new words and expressions, point to their written forms on board, and drill on pronunciation. 2. If necessary arouse an interest in subject of lesson to be read. 3. Reading from books. 4. Test pupils' comprehension of facts by questions, and by requiring them to show the meaning of what they have read by synonymous expressions, by drawing, etc.

III. BUSY-WORK FOR PUPILS.—1. Practice reading. 2. Copy words and sentences from board. 3. Practice spelling. 4. Learn definitions, or use new words in original written sentences.

IV. FINAL LESSON (in afternoon).—1. Examine slate-work with regard to writing, spelling, punctuation, etc. 2. Reading, with particular attention to expression, same lesson as in forenoon. 3. Language and spelling exercises:—(a) Pupils write from dictation words and sentences previously copied; (b) write words from dictation, and give orally, their definitions or sentences containing them; (c) supply missing words in sentences on board, or substitute words learned for simpler expressions; (d) pupils give oral or written answers to questions on lesson; (e) more advanced pupils write abstract, and reproduce the story orally, or in writing.—*New York School Journal*.

DURING the first month of the year no less than three new comets were announced. The first was discovered Jan. 18th, at the Cordoba Observatory in South America, and is likely to become very brilliant.

Educational Intelligence.

MUSIC IN THE SCHOOLS.

A DEPUTATION from the Canadian Society of Musicians, consisting of Dr. Sippi, London; D. J. O'Brien, Hamilton; W. Philp, Guelph; A. M. Read, St. Catharines; H. Guest Collins, Ed. Fisher, J. D. Kerrison, S. H. Preston and V. P. Hunt, Toronto, waited upon the Minister of Education and laid before him the resolution passed at the last meeting of the society in regard to musical instruction in the public schools.

Dr. Sippi stated the matter as follows:—

Whereas, it is desirable that music should be one of the regular studies in all our public schools, and as reports from various parts of the Province show that much diversity and want of system exists where music is already taught, it is the opinion of the Society of Musicians represented by this deputation that immediate steps should be taken to secure a uniform method of teaching music, in keeping with the acknowledged excellence of Ontario's school system. We have, therefore, to submit for your consideration the following recommendations:—

I. Whereas the use of various different music text-books and systems in the schools of Ontario is undesirable, resolved, That a uniform system of instruction in vocal music be used in all the schools of the Province, and that the system at present in use in the Toronto Normal School should be adopted in all the public, high, model and normal schools of the Province of Ontario, and that this be a recommendation to the Minister of Education.

The above resolution was unanimously carried at the recent convention of the Canadian Society of Musicians.

II. That music be made a compulsory subject in all county model schools.

III. That music be made a compulsory subject in all high schools and collegiate institutes.

IV. That a summer school for teachers be held under the auspices of the Education Department, and that the services of Mr. H. E. Holt, of Boston, be secured as Director, if possible.

V. That local music classes for teachers be encouraged on the same basis as classes in drawing.

VI. That arrangements be made to have an address given at each county convention of teachers, on the benefits to be derived from the study of music in the schools.

These steps to be taken as preliminary to the introduction of music into all our public schools.

The Hon. Mr. Ross, in reply, said he sym-

pathized very much with the efforts of the society in regard to musical instruction in schools. Some months ago he sent out a circular to inspectors, asking for information and calling attention to the importance of pressing this matter upon the teachers of the Province. He was disappointed on looking over the statistics compiled in his Department to find that only about 100,000 out of the half-million school children were studying music. He hoped to be able to remedy that to some extent. He hoped also to be able to make music compulsory at the opening of the model schools in September next. It was a more difficult matter to do so in the high schools and collegiate institutes, because there were so many boards to be dealt with, which were not as much under control of the Government as the model schools. However, he would not lose sight of the matter.

UPPER CANADA COLLEGE.

THERE was a great gathering of Upper Canada College boys—old, middle-aged and young—in the large hall of the institution on the evening of 22nd inst. The meeting had been called to discuss or hear discussed the momentous question of the fate of the old college, and probably the interests of no other institution in the city would have brought together so many of the most influential of Toronto's public men. Mr. John Macdonald presided, and many able and vigorous speeches were made, the most pointed and telling of which was, perhaps that of Colonel George T. Denison, Toronto's able Police Magistrate, himself an old Upper Canada College boy, and being besides the father of Upper Canada College boys. In his speech instead of alluding to the alleged attempt to divert the college funds to university uses as an attempt at "spoliation," Col. Denison called it an attempt at "stealing"; a good Saxon word, he said, that is not a bit too strong. The college endowment funds are derived from lands given by the British Crown to assist in providing an education for the sons and grandsons of those Britons who might come out here, and nobody has a right to touch them. "It would be stealing, I say again," he continued, "and those who would steal their money would steal anything. (Applause and laughter.) They will take any property and interfere with any vested rights, and you would not be able to trust them with anything." Col. Denison denied the truth of the statement that the college was one for the sons of the rich, and to prove this he quoted from the returns of the institution for 1885-86, showing that there were then attending U.C.C. among a total of 344, 7 sons of mechanics, 12 sons of farmers, 3 sons of traders, 4 sons of drovers, 2 of farmers, 28 of clerks and 30 of widows.

TORONTO SCHOOL BOARD.

At the last meeting of this Board a discussion arose on the report which recommended the appointment of an additional teacher in Ryerson, Dufferin and Wellesley schools, so as to relieve the headmasters in these schools. Some of the members were in favour of leaving the headmasters free to supervise the teaching in all the classes in the large schools. Others feared that the higher classes would suffer if deprived of the constant work of the headmasters.

The report was adopted by the board.

The board went into committee on report No. 4 of the school management committee. It recommended the appointment of Mr. G. A. Cringin as assistant music teacher at a salary of \$500.

MEETING OF THE MODERN LANGUAGE CLUB.

The first public meeting of the University Modern Language Club was held on the 21st March in the large assembly room of the college Y.M.C.A. building, which was crowded to the doors by the members of the society and their friends, a large number of whom are ladies. Soon after four o'clock the chairman, Mr. J. Squair, B.A., in a short address, sketched the history of the society and then announced the first piece on the programme—a piano solo by Mr. R. J. Read. Mr. F. McLeay then gave a reading and Miss Robertson an essay on "Mrs. Browning." Miss Keys, Miss Knox and Miss Lawlor contributed selections, which were followed by a paper on "The Adventures of the Jesuit Fathers," by the Rev. W. H. Withrow, D.D., and a short address from President Wilson concluded a meeting at once enjoyable and satisfactory.

WINGHAM SCHOOL BOARD.

At the last meeting of this Board, it was moved by J. B. Cummings, seconded by J. A. Morton, that the principal get a map of the world and a railway map of Ontario. Carried.

Moved by J. A. Morton, seconded by S. Youhill, that an order be drawn on the treasurer for the sum of \$15 for a reference library for the use of the school as per motion of April last. Carried.

The principal presented a draft of a testimonial for Miss B. Reynolds, and it was resolved that the chairman and secretary should sign it and have it sent to Miss Reynolds.

Moved by S. Youhill, seconded by W. W. Inglis, that a committee consisting of Messrs. Gordon, Inglis and Cummings be appointed to prepare a suitable testimonial for Miss O'Neill and submit it for approval at the next meeting. Lost.

Miss Laura Catley tendered her resignation as teacher of the 3rd department, and

asked for a testimonial from the board, and on motion of J. B. Cummings, seconded by Dr. Towler, the resignation was accepted and the principal instructed to prepare a testimonial and submit it for approval at the next meeting.

Moved by S. Youhill, seconded by George Pettypiece, that Miss Snell be engaged as teacher for the balance of the year at the salary regulated by the board. Carried.

UNIVERSITY SENATE.

At the last meeting of the Senate of the University, on motion of Dr. Wilson, seconded by Dr. Caven, the following statute received its first reading:—That first-class certificates be accepted *pro tanto* in lieu of the senior matriculation or first year's examinations; and the teachers holding grades A and B be allowed the options granted as honour men in the subject or course in which these certificates are granted; provided always that all candidates for scholarships on relative standard shall take the full season matriculation on first year's examination.

Dr. Wilson presented the following report of the committee on the establishment of a new medical faculty. The committee to whom the proposals for placing medical education in its connection with the University of Toronto on a more efficient basis beg leave to report as follows; "It is desirable to establish a Medical College to be known as the University Medical College which shall be the medical faculty of the university. The college shall have a governing board which shall consist of the members of the college council (as hereinafter specified), two members nominated by the Government, six members elected by the senate of the university, and the chairman and one other member of the hospital trust. There shall be a college council, which shall consist of the professors of the medical college, including such professors in the School of Practical Science as are giving instruction in the subject of the medical curriculum. The governing board shall hold in trust for the purposes of the college all properties belonging to the institution, have general charge of the finances, determine all fees, and make all appointments in the teaching staff. The college council shall have control of all purely educational matters, including the conduct and the discipline of the students in the college in accordance with the curriculum of the university. If the faculty or faculties of the Toronto School of Medicine, or Trinity Medical School, Toronto, decide to suspend their charter or charters and accept the proposed scheme, the members of such faculty or faculties shall hold as far as possible the same positions in the new college as they hold as professors or lecturers in their present schools. The present salaries of professors

shall be maintained *pro rata*, and for the purpose of defining what is understood by salaries the scale at present existing in Trinity Medical School shall be taken as a basis, and a practicable scheme for retiring allowances for the professors shall be arranged. The governing board shall seek from the Ontario Government the power to raise the sum of — dollars for the purpose of purchasing or erecting suitable buildings in or near the hospital grounds. All medical examinations shall be conducted by the professors in the faculty of medicine, and such other examinations as may from time to time be associated with them by appointment of the senate.

LONDON SOUTH is trying to secure a high school.

HARRIETSVILLE will build a new brick school house with two rooms.

ONE of the trustees of the Listowel High School sends his boy to the high school in Mt. Forest.

MR. WM. DEWAR is to be the new science teacher in the Perth Collegiate Institute.

MISS ROBINSON, of Kincardine has been appointed teacher in Brussels School *vice* Miss Jessie Ross.

MISS KATE MILLER, of Pembroke, has been engaged as teacher for No. 3 S.S., March, for this year.

INSPECTOR CARSON, of West Middlesex, has been appointed Inspector of the Public Schools of Parkhill.

PROVISION has been made to have vocal music taught in all the departments of the Stratford Public School.

MISS ETTA WOLLEE, of Mitchell, has charge of the female department of Port Stanley Public School for the coming year.

THE St. Thomas Separate School Board has appointed Rev. Father Flannery superintendent of the city Separate School.

AT the last meeting of the Orillia Public School Board among other business done was the passing of a resolution: That the Bible be used in the school in place of the Ross selections.

THE public school teachers in the neighbourhood of Listowel, out of respect for Messrs. McCallum and Connolly, of the high school, made them a presentation. Both teachers have left the profession.

THE Oshawa Board of Education have informed the council that they will require \$7,650 for school purposes this year. The committee appointed for that purpose recommend a fee of \$2 per quarter for attendance at their high school.

MISS BROOKS, who for the past four years has been a teacher in the Wardsville school, was made the recipient of a handsome photograph album by her pupils, and four volumes of poetry by the other teachers of the school upon her resignation.

IN the County of Grey Mr. C. Bowerman is engaged in S.S. No. 5; Mr. S. Anderson in No. 2; Mr. E. Smith in No. 7; Mr. A. Anderson in No. 10; Mr. S. McIntosh in No. 1; Mr. J. Stewart in No. 9; Mr. G. McIntosh in No. 11.

THE trustees of Cottam school met on Monday evening, the 7th inst., to open and consider the tenders for the erection of a new school house. There were nine tenders, the highest being for \$2,575, and the lowest for \$1,591. The tender of Mr. James Wood, of Cottam, for \$1,591, was accepted.

THE roof of the Brampton High School began leaking badly lately. Some of the rooms have been next thing to flooded and the ceilings have been much injured. The roof was shingled about eighteen months ago—previous to this it was slated and the change was made on account of leakage.

A RESOLUTION has been passed by the St. Thomas Board of Separate School Trustees petitioning the Ontario Legislature to amend the Separate School Act to allow trustees of Separate Schools to issue debentures for the acquiring of sites and erection of buildings, instead of raising funds by mortgages as at present.

THE contract for the erection of the new addition to the high school building at Seaforth, has been let to John Lyons and F. Gutteridge. Mr. Lyons gets the contract for the wood work at \$2,447.06, and Mr. Gutteridge for the excavation of the foundation, and the stone and brick work, at \$2,284. The contractors are to furnish all the material required.

AT the last Uxbridge School Board meeting several tenders for building the high school were read, all of which were higher than anticipated, but a committee were appointed to wait upon R. P. Harman, whose tender was \$4,700, and W. Walker and Pearson, who were \$25 below, to see if a number of reductions could not be made before finally awarding the tender.

A VERY pleasant entertainment was given under the auspices of the Grangers at school No. 1, 4th concession of Elderslie, recently. Mr. Hugh McIntyre occupied the chair. The programme consisted of vocal and instrumental music, readings, dialogues, and a humorous address from Mr. Thomas O'Hagan, entitled "the uses of ugliness," which provoked huge merriment.

A PETITION praying that fees be imposed upon all pupils attending the Whitby High School, having been signed by a large number of the rate-payers of the town, was brought before the school board at a recent meeting. They, however, will take no action in the matter until the subject has been thoroughly discussed at a public meeting. There will probably be a vote taken upon it shortly.

INSPECTOR HUGHES met the two public school music teachers on the 21st March, and made arrangements for the future work of these two officials. In the past music was taught only to pupils in the higher classes. In future the teaching of music will be extended to all the classes. The two music teachers will also give instruction to the school teachers in classes so that they may carry on the work.

A FEW days since the premises of the Morse Soap Works were crowded by lady students of the Normal School, who had accepted an invitation from Mr. Taylor to visit the establishment for

object lesson purposes. Mr. Taylor and his foreman, Mr. Bailey, explained the process of manufacture and the nature of the materials employed. He also presented each visitor with a sample of his heliotrope egg, so highly commended at the Colinderies.

AT the last meeting of the Perth Board of Education, the following motion was adopted:—Moved by Mr. Berford, seconded by Mr. Stephenson, that Mr. St. Giles be engaged as drawing master in the Perth Collegiate Institute for two afternoons per week until the end of the present term at the salary of \$6 per week, and that the secretary notify Mr. St. Giles to that effect, and that his present engagement with this board terminate at the end of January.

AT the last meeting of the Napanee School Board, on motion Miss Grange's salary as teacher in East Ward School, was increased to \$225, beginning January 1st, 1887. Mr. Webster reported that objections were being taken to the substitute furnished by Mr. Libby during his absence, and on motion the secretary was instructed to write Mr. Libby and ascertain whether he intends returning to the school on the 1st of May, and in case of an answer in the negative, he should at once advertise for a teacher to fill his place.

WE called on Mr. R. A. Barron, the head Master of our high school, the other day, and in conversation we found that when Mr. Barron took charge three years ago, the average attendance the first week was exactly nineteen. The attendance increased steadily, and this week the highest average has been reached, being exactly fifty-seven. This shows an increase of 200 per cent. in three years. During that time the average of successful candidates from the school at the Department and University examinations has been nearly seventy-eight per cent. of the entire number of candidates. Comment is needless, Mr. Barron is a successful teacher, and commands the esteem of every parent desiring to see his children make their mark in the world.—*Norfolk Reformer.*

A PUBLIC examination was held in S.S. No. 12, Woolwich, on Saturday, the 12th inst. Quite a number of visitors had found their way to the school house. Some eight or ten teachers from other sections were also present to assist in examining the pupils. They had made their annual pilgrimage to Jerusalem, as one of them expressed himself (New Jerusalem being the name of the section). The scholars passed a very satisfactory examination in the various subjects, and the good people of Section No. 12, may well be proud of their teacher, Mr. Wm. Weidenhammer. The ladies of the section had provided a very bountiful supply of eatables, which scholars and visitors heartily enjoyed. In the afternoon a programme of songs, recitations and speeches were gone through, after which the gathering broke up by all singing, "God Save the Queen."

AT the last meeting of the Woodstock School Board the Management Committee reported as follows:—(1) Your committee after careful consideration appointed Miss Milne to the position of teacher in room No. 12, East End School, at a salary of \$240. (2) In reference to the communi-

cation from the secretary of the W.C.T.U., that text-books on temperance be placed in the schools and that the subject be specially taught, the committee have come to the conclusion that in view of the fact that the Department has provided that the subject should be taught in connection with the subject of hygiene, it was thought unwise for the board to interfere; the board being alive to the evils of intemperance, would recommend that the W.C.T.U. be allowed to furnish any or all of the teachers with any work on temperance that may be approved of by the board, calculated to assist the teachers in instilling into the minds of the pupils the true principles of temperance.

AT the Carleton Teachers Association, held at Bell's Corners, the following resolution was passed: "We, the teachers of the County of Carleton, in convention assembled, desire to express our high appreciation of the faithful and efficient services of our esteemed county inspector, A. Smirle, Esq. We also feel deeply concerned on account of the precarious condition of his health at the present time, and feel confident that his illness has been caused by exposure in the zealous discharge of his duties. We have to request the warden, as the municipal head of the county, to relieve Mr. Smirle from the duties of his office until his health be fully restored, and that a copy of this resolution be presented to the warden, and also published in the Ottawa papers." Mr. Smirle attended the meeting, but was compelled by sickness to leave for home. He contracted a very severe cold during his tour of visiting the schools over a month ago, and has been in a poor state of health since.

A SCHOOL OF SCIENCE, says a Pembroke exchange, is to be established in Eastern Ontario, and Ottawa and Kingston are "at each other's throats" in their efforts to get hold of it. In the midst of the fray we rise to present Pembroke's claims, and to suggest to the Government that they steal a march on both of these cities by establishing the school at Pembroke. Pembroke is the most beautiful town in the province; it is a progressive town, it is a liberal town. It is as far ahead of Kingston or Ottawa as a location for a school or college, as London is ahead of Hong Kong. The scenery in its neighbourhood cannot be surpassed in the world, while it is the most healthful town on the face of the earth. In the United States the colleges are generally built in the smaller towns, and were Pembroke in that country its advantages would have attracted a college to it long ago. Add to this that it is within easy distance by rail of the principal cities, and of vast mineral and lumber regions by rail and steamer. If the above is not sufficient we shall be willing to present other "claims" on future occasions. We fear, however, that our people will not take the matter in hand, and that as both Kingston and Ottawa have already done so, our chances for securing the institution are not as good as we would wish. But as Mr. Thomas Murray, M.P.P. has presented Pembroke's claim, we wish to strengthen his hand as far as possible. At the October session the County Council of this county, at the request of Kingston, decided to petition the Government to locate the school in Kingston.

Examination Papers.

COUNTY CARLETON PROMOTION EXAMINATION.

DECEMBER, 1886.

ENTRANCE TO THIRD CLASS.

ARITHMETIC.

1. WRITE in figures, three hundred and forty-two thousand four hundred and twelve.

2. Write in words, 340205.

3. Find the sum of each of the following :

48327	304068
90865	27459
2743	3278
89647	684796
365	39765
11	19

4. Subtract 7895342 from 99530400.

5. Write out "7 times" and "9 times."

6. Multiply 30260 by 205.

7. Divide 32643705 by 307.

8. A grocer takes in \$32 on Monday, \$127 on Tuesday, \$58 on Wednesday, \$45 on Thursday, \$64 on Friday, and as much on Saturday as on all the other days together; what did he take in during the week?

9. A merchant owes \$3756, of which he pays in January \$500, in February \$325, in March \$187, in April \$875, and the rest in June; what was the sum paid in June?

10. Divide 327 marbles between John and James so that John may have 63 more than James.

GEOGRAPHY.

1. What is an Island? What is a River? What is a Peninsula? What is a Strait?

2. Name the five Oceans.

3. What oceans bound North America on the North, on the East, on the West?

4. Name two mountain chains in North America.

5. Name five large lakes in North America.

6. What connects North America and South America?

7. Where is the Gulf of Mexico, and what large river flows into it?

8. What is the name of the province in which you live, and what is its capital?

9. Name three townships in the County of Carleton.

10. Which townships border on the Ottawa river, and which on the Rideau?

SECOND BOOK EXERCISE.

1. Write out one stanza from any of the following pieces of poetry: "The Miller of the Dee," "The Choice of Trades," or "Good Night and Good Morning."

2. Where is the home of the White Bear? What does he live upon? Why do men hunt him?

3. Where is the Reindeer found? Upon what does he live? What is he useful for?

4. In what seas are Whales found? Why do men risk their lives in order to catch them?

5. What is Tea? Where do we get it from?
6. What is Coffee? Where do we get it from?
7. Write out one of the "Fables from AEsop."
8. Name the following marks: (,) (;) (:) (.) (?) (!)
9. State which of the foregoing should have the shortest pause, and which the longest.
10. What are (?) (!) used for?

READING.

Page 117, Second Book, "Presence of Mind." Read three paragraphs.

27 (Give class five minutes to prepare, but no pupil shall be allowed to consult either a dictionary or a fellow pupil. When a pupil is reading all other candidates should be out of the room.)

DICTATION.

Second Book, page 121—Dictate both the "Word Exercise" and the "Phrase Exercise."

WRITING.

Copy a stanza from page 184, Second Book.

AND

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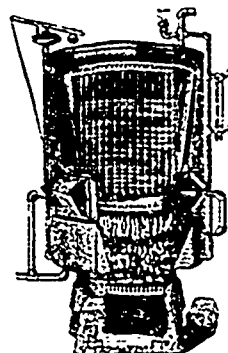
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