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U. W. O. LIBRARY Educational Weekly

Vol. I.

THURSDAY, JUNE 11, 1885.

Number 24.

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The Educational Weekly.

TORONTO, JUNE 11, 1885.

WE very rarely see in public, or even private examinations, questions asked upon *abbreviations*. And yet how numerous the abbreviations that are used in text-books and indeed in daily life. One is astonished at any one who is ignorant of what is meant by, for example, R.S.V.P., or Cantuar., yet we seldom hear a teacher giving a lesson to his pupils on such common abbreviations. We remember that it was not till comparatively late in life that we learned the meaning of *subaud.*, and the fault, we think, was due to our teachers.

An occasional lesson or examination in common abbreviations and Latin, French, and other phrases in ordinary use would be an excellent exercise for the upper classes of a high school. A trial will show how extraordinarily deficient pupils usually are in the knowledge of such. They may know, perhaps, such signs as a.m.; p.m.; I.O.U.; Col.; Esq.; *incog.*; Jno.; St.; viz.; and such like. But let teachers give an examination on the following short and incomplete list, and they will, we think, discover the truth of our assertions:—Abp.; A.D.; A.D.C.; *ad. lib.*; *Et.*; A.U.C.; Bart.; B.D.; LL.D.; Cantab.; Oxon.; palimpsest; *lacuna*; *cf.*, or *cp.*, or *comp.*; *ob.*, or *obiit.*; %; °; *e.g.*, or *ex. gr.*; *et al.*; *et seq.*; Fahr.; *proemium*; *ad fin.*; *argumentum*; *scp.*; *ib.*, or *ibid.*; *i.e.*, *sic*; *in loc.*; *et saepe*; *scholium*; *κ.τ.λ.*; lat.; long.; *via.*; *lib.*; *loc. cit.*; F.D.; *Dei gratia*; log.; *log.*; Mdle.; Mdm.; Messrs.; Mgr.; MS.; *op. cit.*; B; sp. gr.; tech. term; H.M.S.; O.H.M.S.; *non seq.*; obs.; *pinx.*; P; @; *sc.*, or *scil.*; *poste restante*; *sculp.*; S.P.Q.R.; *q.v.*; 8vo; 4to; folio; *a priori*; *a fortiori*; D.V.; *dramatis personæ*; *excerpta*; *exit*; *exeunt*; *ex parte*; *in statu quo*; *tom.* (Fr. *tome*); *in memoriam*; R.I.P.; *in re*; *in toto*; *per se*; *bona fide*; *nom de plume*; N.B.; *passim*; I.H.S.; *per diem*; *post mortem*; P.P.C.; P.S.; *ad valorem*; *pro rata*; *quasi*; *pseudo*; *qua*; *verb. sat. sap.*; *sine qua non*; *sui generis*; *ubi supra*; *vexata questio*; *viva voce*; Q.E.D.; *var. lect.*; *bête noir*; *verbatim*.

Our readers will grant that not one of the above should be missed by any pupil in, at all events, the upper forms of a collegiate institute. They will also grant that this list might be extended to many times its length and our assertion still remain correct.

And yet we find a truly lamentable ignorance, even amongst so-called educated persons, of these every-day phrases and abbreviations, phrases and abbreviations which occur constantly in daily use.

So much for the technical terms, signs, and

phrases more commonly met with in our text-books. There are many other varieties which occur in our conversation, newspapers, magazines, business, and ordinary affairs of life. We may be permitted to append here another list merely suggestive to teachers of what there is to teach in this subject:—Protocol; *entente cordiale*, *charge d'affaires*; *casus belli*; consols; policy; stocks; per Cents; money market; bulls and bears; shares; M.P.; M.P.P.; savings bank; gazette; fiscal; consul; ambassador; minister; frontier; balance of power; securities; quotations; premium; net; director; bond; shareholder; bondholder; stockholder; dividend; balance sheet; current year; bonus; *nil*; clearances; creditor; debtor; depositor; profit and loss; deficit; rest; excise; customs; revenue; subpoena; summons; *ultra vires*; *in extremis*; sanctum; "at Home"; insolvent; liquidation; sequestration; *chic*; *sang froid*; *attaché*; *distrain*; *de trop*; consignee; trustee; nuncio; corps; *corps diplomatique*; parole; *ex officio*; *de facto*; *gratis*; *personnel*; *rationale*; naïveté; *laissez-faire*; *à la mode*; *jeu-de-joie*; *bagatelle*; *esprit de corps*; *en deshabile*; *vignette*; *carte de visite*; *carte blanche*; *dilettante*; *bijou*; *badinage*; *jeu d'esprit*; *locum tenens*; *ex cathedra*; *pari passu*; *mutatis mutandis*.

We have chosen these almost at random, hoping that a single phrase will suggest many more belonging to the same class. Some will of course be known to children in the public school; others will probably never have been heard of even by those in the collegiate institute, but one and all are sure to be met with before the pupils have long left school. Many require some little knowledge of other languages—Latin, Greek, French, Italian, but this should not stand in the way of making one's self acquainted with these so common expressions. No one need be blamed for being utterly ignorant of Italian, for example, but all should know, in a general way the meanings of such words as *pianissimo*; *da capo*; *allegro*; *andante*; *scherzo*; etc. So with Greek: a few roots and also affixes should be taught. In the same way with Latin: *cum*; *de*; *re*; *ad*; etc.; with their meanings and changes in composition should be impressed upon the mind. Such knowledge will be of immense benefit in after life.

THE rebellion in the North-West might with advantage be used as a peg upon which to hang many an instructive lesson to our pupils. It is a subject of which they have heard much and in which they take great interest. We do not refer so much to the mere course of events as to the philosophical

generalizations which may be indulged in and made comprehensible to the higher forms of a high school or collegiate institute.

The outburst has not been without its lessons. Nature is compensative: few things, however calamitous, but produce some beneficial results; and those that accrue from war, if gained by loss and sorrow, are, perhaps on that account, more efficacious and, therefore, deserving of greater consideration.

Amongst such lessons is one to which we cannot shut our eyes. Indeed, were we to look beneath the surface, we might perhaps discover in it one of the true sources of all our late troubles. We refer to the difficulties attending the occupation of a single country by a variety of diverse nationalities. "Race hatred," in some form or another, has been and is the bane of many a nation. The American Republic possesses it: the Indians in the western parts, the Negroes in the south, to say nothing of the Irish and German elements scattered throughout the States, have already caused no little trouble to that nation. Russia possesses it: the mention of such names as Poles and Slavs will suffice to show that she has yet important ethnical problems to solve. Even Great Britain is not free from it, as the "Irish question" will prove. And in Canada few will hesitate to grant that its intricacy and importance call for a speedy contemplation of its difficulties.

The phrase "Race hatred" is, nevertheless, a misleading one. We question much if there is such a thing as race hatred springing simply and purely from differences of nationality. If we regard India, a country where ethnical antipathies are supposed to be wide-spreadly rampant, we shall find that this antagonism is the outcome of other influences than those which accompany the co-existence of races of different origins. When a European passes through the streets of that perhaps most fanatical of Indian cities, Hyderabad, the capital of a large and independent State, he certainly meets with no signs of favor or esteem. But what is the word oftenest muttered by the distrustful native? It is *Feringhi*, infidel. This, we conceive, will give us a clue to one influence, other than ethnical, which creates in time an inbred antagonism—it is religion. Religion, too, will explain much of that seemingly undying abhorrence with which the various oriental castes regard each other. Another, and perhaps more potent one, is power, both physical and moral. Another, civilization or education. Another, natural or acquired modes of life, habits, tastes, traits and the like.

In Canada all these seem to exist together, and to act and re-act upon one another till they lose themselves in almost undiscoverable ramifications. There is the French Catholic, the Irish Catholic, the Protestant, the French Canadian, the pure Canadian, the Scotch, the Irish, the English, the half-breed, the Scotch half-breed, the various tribes of Indians, there are different shades of each of these, and there are all manner of combinations of them.

On this subject alone much might be said. Much that would be of real value from historical and ethnological points of view.

Contemporary Thought.

THE teacher who does not regard the individuality of his pupils is like the physician who administers the same medicine to all his patients. The successful physician carefully examines each case and then administers the remedy that will best counteract the disease. —*Normal Index.*

WHEN teachers attend an institute they should not expect the work to be too practical. No one can successfully use the method of another. Nothing can take the place of original thought. The method may be good, but you must adapt it to yourself and school. —*Normal Index.*

MORE women study to-day than men; a greater proportion travel abroad for purposes of culture; a larger share are moral and religious. Half of the world's wisdom, three fourths of its purity, and nearly all its gentleness, are to-day to be set down on woman's credit side. —*Frances E. Willard in "The Chautauquan."*

DISINFECTATION properly and essentially consists in the destruction of disease germs. Popularly, the term disinfection is used in a much broader sense. Any chemical agent which destroys or masks bad odors, or arrests putrefactive decomposition, is spoken of as a disinfectant. Many deodorisers and antiseptics are entirely without value for the destruction of disease germs. Anti-septic agents restrain the development of disease germs, and their use during epidemics is to be recommended when masses of organic material can not be completely destroyed, removed, or disinfected. —*Sanitary Journal.*

ENDYMION DE AMICIS possesses, both as descriptive writer and critic, that quality which is one of the first to be desired from a fairy god-mother—after, of course, the strict virtues—enthusiasm. The Putnams republish in their Travellers' Series the admirable "Studies of Paris" which are full of the genial enjoyment and keen reproduction of it which betrays the true enthusiast, the whole book being very delightful reading. Perhaps the most charming thing in it is the visit to Victor Hugo. There is as much humble reverence for the great man as in any of the sentimental feminine gushes over Liszt, to which we are occasionally treated; but with the reverence is mingled a gentle humor which makes the whole indescribably enjoyable to the reader. —*The Critic.*

A TEACHER has no business to try how certain methods will work. He will know how they will work before he tries them if he has a knowledge of the mind, and the relation of cause to effect. There is a *materia medica* of education as well as of medicine, and one is just as fixed as the other. The two foundation stones under the science of education are mental science and child nature. If these two are known, all the rest can be known also. Some may say that mental science is in its infancy and child nature is little understood. Granted, but enough is fixed to enable reasoning and knowing teachers to work out a few of the more obvious problems without a continual recurrence to the see-how-it-will-work plan so popular among those who are not accustomed to think out logically the educational problems presented in school systems. —*New York School Journal.*

NEW YORK, which has long had a Shakespeare Inn, can now boast a Shakespeare Society, the organization of which was completed on the 5th May. Among the organizing members are Appleton Morgan (President), R. S. Guernsey, Albert R. Frey, Hamilton W. Mabie, Brander Matthews, James E. Reynolds, A. Chalmers Hinton, and Charles C. Marble (Secretary). About two hundred applications for membership were to be considered at the next meeting, on Tuesday, May 19, and a paper on "Sir William Davenant and the First Shakespearean Revival" was to be read and discussed. Mr. J. O. Halliwell Phillips was the first Honorary Member to be elected to this new Society, the requirements of admission to which are very liberal, not debarring, we believe, even those who hold the theory that Bacon wrote Shakespeare's plays. The Society's motto is appropriate to its object:

In brief, sir, study what you most affect.

ON the artistic side unquestionably Victor Hugo was greater than Voltaire, and on the moral side he was a better man than Goethe. But rich and various as are the garnered fruits of his long life, they include no single composition worthy to be ranked with "Faust," nor has Victor Hugo ever exercised a tithe of Goethe's influence over those who are themselves among the pioneers of thought and the shepherds of the people. But his name is known in millions of homes that Goethe's never reached; he is loved as Goethe never was. For there is nothing esoteric, exclusive, oligarchical in his intellectual posture. There is room for all his brethren in the chambers of his heart. No voice sent forth in this century, whether in prose or verse, has been more instinct and tremulous with the quick and tender sympathy that makes the whole world kin. —*The New York Sun.*

THE very reason for which we read Endymion should lead us to Hogg. Hogg has not that fine and delicate perception of form which Keats possessed. He loved beauty, but not beauty only. He has, however, the same "drowsy sweetness" in his tone which Batus found in Bombyce, and which is so characteristic of the young Keats. Parts of "Endymion" continually remind me of Hogg's "Pilgrims of the Sun." The wings of Hogg's imagination are even stronger than those of Keats'. They bear his soul in most daring flights far above the clouds; and yet the poet never seems to weary. At the same time, he never soars beyond our sight, as many have done. The sky is his home. The story of Kilmeny will show what I mean. It is not surpassed in fancy or in purity of conception as well as of expression, by any poem in the language. —*W. M. F. in "The Literary World."*

THE long and cold winter and the backward spring will make the summer vacation all the more enjoyable. The so much needed season of rest and recreation for tired pupils and teachers is at hand. The advanced classes have received their diplomas, some of whom, after vacation is over, will return to higher institutions of learning, some to professional schools and some will begin in earnest the severe battle of life. But all will have a short vacation. How shall it be used to the best advantage? With the average schoolboy this is not a troublesome question. Give him a baseball club, or fishing tackle with perfect freedom and

his vacation will take care of itself. But with the teacher we are more concerned. The best possible preparation for a year's work in school is strong recreation; substantial rest; an enjoyable season of invigorating sports or pastimes. Whether this be found at home or abroad, whether in change of employment or in idle play, the thing to be sought is rest from the detail of school duties, rest from the monotony of school-room thought, rest from the strain of care for others, rest if possible from the whole catalogue of school obligations. Rest, not scientifically, but without science, not systematically, but without method, rules or regulations. Rest of the mind and body alike are required, and teachers who recognize the law of our being so as to provide for this emergency during the summer vacation, not only make the best teachers in fact, but they also add very materially to the length of the period of their practical usefulness in the profession. We believe in the recreation power of "having a good time"—*sport*, a good hearty laugh frequently indulged in, will give teaching power for the ensuing year. The meeting and greeting of friends and fellow teachers heartily and cheerfully and helpfully is a good way to spend a part of the summer vacation. To the groves and lakes with sportive intent is another good way to acquire teaching power. To the institute later in the season and then back to the school. —*Indiana Educational Weekly.*

THERE is a good deal of fallacy in the suggestion, that the object of teaching is the general development of the pupil. We hear and read most charming suggestions concerning the ideal school, wherein the child or youth is developed in a beautiful harmony, no part of his nature being permitted to get an undue stimulus. But this theory, like several others of equal plausibility, encounters two obstacles: First, it assumes the entire responsibility of the school and teacher for the education of the child. Doubtless, from the point of view of infinite wisdom, this all-rounded development of the human creature is the aim of the educational process. But since only infinite wisdom can know what is stored up in the child, and in what succession and relations these faculties can be evoked into their due action, it would seem best to leave to the Almighty some hand in balancing this culture. What we call human life is, doubtless, a Providential school, appointed for this generous and all-sided development, and nothing short of the working together of every good institution and influence in the experience of life can accomplish this purpose. When the teacher in any school assumes to compass this whole vast and subtle problem of all-sided training within the bounds of his precinct, he simply places himself on the throne of the Creator, and works as if unconscious of any other institution or class of educating forces in the world outside. The result is, the failure to do the proper work of the school aright, and a mischievous interference with the proper function of every agency outside the school-room. The children who come forth from this type of school are usually the most difficult subjects for social, religious, industrial influences. Their little ornamental play of school life that assumes to be the picture of the universe, turns out an illusion, and the practical work of education is carried on through years of bitter experience. —*New York School Journal.*

Notes and Comments.

THE publishers of the EDUCATIONAL WEEKLY have much pleasure in announcing that they have secured the services of Mr. A. Weir, as Assistant Editor. Mr. Weir is an experienced Public and High School Master, and was yesterday graduated from the University of Toronto with very distinguished honors in mathematics and metaphysics. Mr. Weir enters upon his duties at once. Mr. T. Arnold Haultain, M.A., continues his connection with the WEEKLY as Associate Editor.

MR. CHARLES C. JAMES occupies the position of Classical Master at the Cobourg Collegiate Institute, not that of Science Master, as was stated in our last issue. Mr. W. S. Ellis is the Science Master.

OUR principal contributors this week are:—Mr. Arthur J. Reading, Drawing Master at the Normal School, Toronto; Mr. T. J. Parr, Elocution and Classical Master, Woodstock High School; Mr. W. A. Sherwood, O.S.A.; Mr. Thomas O'Hagan, B.A., Modern Language Master at Pembroke High School; and Mrs. J. Carter, Malden, Mass.

BY combining Mr. Sherwood's Special Paper on "Colors in Nature" with the "Lesson on the Parts of a Flower" which we have inserted under the Public School papers will, we think, be of value to teachers in the way of giving them hints on a somewhat new, but by no means on that account unimportant branch of study.

EVERYTHING done in the school-room carries with it some sort of moral character. Take heed that you offend not one of these little ones *even in the arithmetic class*. There are some teachers who pray little in public, but whose lives are continual prayers—living examples of the best kind of noble character.—*New York School Journal*.

WE have been asked so often and by so many readers of the EDUCATIONAL WEEKLY for Nos. 7 and 8 of the series—those containing Mr. Reading's fourth and fifth papers on Perspective, that we shall be pardoned for reproducing them, our supply of these numbers being all but exhausted. The fourth paper re-appears in this issue; number five will be inserted on the following week.

WE have not lost sight of the fact that this is perhaps the best and most interesting time of year in which to touch on such subjects as "The Parts of a Flower" (to be found under Public School), and "Colors in Nature" as exhibited in flowers (a special paper). Teachers might give practical

illustrations of the lessons taught by each of these by examples culled from the now blossoming plants.

A SINGLE fact may sometimes tell all that a volume could contain—even a small fact, on the principle that straws show which way the wind blows. By coupling *two* facts together, possibly the whole history of a people would stand forth. For example, we are told that the assessed value of guns, pistols, dirks, etc., in Alabama is \$410,000, while the farming implements are put down at \$75,000. It costs but little to predict that the time will come when a vigorous school system will revolutionize that State and reverse the figures.—*Boston Journal of Education*.

AS the long vacation approaches the thoughts of teachers and students naturally turn to the question of spending the holiday season in the most pleasant and profitable way. It is of quite as much importance to know how to rest as to know how to work. Those only can be successful workers who give to their tired brains and jaded bodies proper rest and relaxation. One of the crying evils of our time is overwork. We are too frequently called upon to mourn the untimely taking off of men of gifts and promise, from this cause. By all means make the most of your holidays for rest. We expect to treat this question at greater length in our next issue.

THE Canada Summer School of Elocution and Oratory will hold its fourth session in Canada, at Grimsby, in July next. If the scholars in our schools are to become good readers, our teachers must have the ability necessary for the infusion of life and spirit into the printed page, till the thoughts of the authors are made to glow and warm as with their generous fire. Excellence in elocution can, with proper training, be attained by every person, and if the study of English literature is to occupy the place which properly belongs to it, the teaching of reading in such a way as to bring out the meaning and spirit of the author must receive a large share of attention in our school work. The School of Oratory is, we believe, highly spoken of by those teachers who have attended it.

How few truly "heavy" periodicals are to be found upon this side of the Atlantic! Amongst "heavy" magazines we assuredly cannot class the *Atlantic Monthly*. The following are its contents for June:—The New Portfolio, by Oliver Wendell Holmes; Mrs. Oliphant, by Harriet Waters Preston; The Prophet of the Great Smoky Mountains, by Charles Egbert Craddock; Within and Without, by Celia Thaxter; Dime Museums, from a Naturalist's Point of View, by J. G. Wood; Modern Vandalism, by Elizabeth Robbins Pennell; A Marsh Island, by Sarah Orne Jewett; Dawn and Dusk, by Frank

Dempster Sherman; Six Months at Astrakhan, by Edmund Noble; A Country Gentleman, by M. O. W. Oliphant; Contrast, by R. K. Munkittrick; The Quoddy Hermit, by Kate Gannett Wells; Our Political Delusion, by J. Laurence Laughlin; The Forests and the Census, by Francis Parkman; The Ring, by John B. Tabb; The Religious Aspect of Philosophy; The Huguenot Emigration to America.

WE have received from Mr. J. W. Bell Ph. D., the Calendar of the University of Colorado, for 1885-6. Mr. Bell was graduated from Toronto University in 1877, and afterwards studied in Germany. He is now a Professor of Political Economy and History in the University of Colorado. It is expected that a course of pedagogy will soon be established in that university. In order that pupils may come in contact with and be aroused by the university spirit, and that they may have a more extended course of instruction, the State Normal School is in close connection with the university. It is noticeable that the professors are in the habit of delivering public lectures on various topics of a literary or scientific character. These must be a valuable means of popular education, and cannot fail to give the university a stronger hold on the affections of the people. Mr. Bell is not by any means the only Toronto graduate who occupies a professor's chair in the United States.

AS all our readers are doubtless aware, steps have been taken to secure funds for the erection of a bronze statue as an enduring memorial of one of Canada's most distinguished sons and benefactors—the late Rev. Dr. Ryerson. The committee in charge of the fund have recently issued a list of contributors in order to show what has been done and what still remains to be done. While a number of counties have responded more liberally than could have been expected of them, in the large proportion of cases the result of the several appeals made has not come up to the reasonable expectations of the committee. The County of Halton gives an average of \$3.03 per school; Ontario gives \$2.38 per school; South Hastings \$1.76 per school, while some counties have, so far, done nothing. The total amount received to date is \$4,082-42. At least \$2,000 more will be needed to enable the committee to erect a suitable memorial to the distinguished founder of our Ontario Public School System. Further contributions to the fund may be sent to Mr. Walter S. Lee, 70 Church Street, Toronto. We hope that those who have not yet done so will avail themselves of the opportunity to do honor to the memory and labors of one whose name will be forever honorably associated with one of our great national interests—that of popular education.

Literature and Science.

NOTES ON POPULAR ENGLISH.

BY THE LATE ISAAC TODD HUNTER.

(Concluded from previous issue.)

I SHALL be thought hypocritical perhaps if I object to the use of *sanction* as a verb: but it seems to be a comparatively modern innovation. I must, however, admit that it is used by the two distinguished writers to whom I alluded with respect to the word *mistaken*. Recently some religious services in London were asserted by the promoters to be *under the sanction* of three bishops; almost immediately afterwards letters appeared from the three bishops in which they qualified the amount of their approbation: rather curiously all three used *sanction* as a verb. The theology of the bishops might be the sounder, but as to accuracy of language I think the inferior clergy had the advantage. By an obvious association I may say that if any words of mine could reach episcopal ears, I should like to ask why a first charge is called a *primary* charge, for it does not appear that this mode of expression is continued. We have, I think, second, third, and so on, instead of *secondary*, *tertiary*, and so on, to distinguish the subsequent charges.

Very eminent authors will probably always claim liberty and indulge in peculiarities; and it would be ungrateful to be censorious on those who have permanently enriched our literature. We must, then, allow an eminent historian to use the word *cult* for worship or superstition; so that he tells us of an *indecent cult* when he means an *unseemly false religion*. So, too, we must allow another eminent historian to introduce a foreign idiom, and speak of a *man of pronounced opinions*.

One or two of our popular writers on scientific subjects are fond of frequently introducing the word *bizarre*; surely some English equivalent might be substituted with advantage. The author of an anonymous academical paper a few years since was discovered by a slight peculiarity—namely, the use of the words *ones*, if there be such a word: this occurred in certain productions to which the author had affixed his name, and so the same phenomenon in the unacknowledged paper betrayed the origin which had been concealed.

A curious want of critical tact was displayed some years since by a review of great influence. Macaulay, in his life of Atterbury, speaking of Atterbury's daughter, says that her great wish was to see her *papa* before she died. The reviewer condemned the use of what he called the *marukish word papa*. Macaulay, of course, was right; he used the daughter's own word, and any person who consults the original account will see that accuracy would have been sacrificed by sub-

stituting *father*. Surely the reviewer ought to have had sufficient respect for Macaulay's reading and memory to hesitate before pronouncing an off-hand censure.

Cobbett justly blamed the practice of putting "&c." to save the trouble of completing a sentence properly. In mathematical writings this symbol may be tolerated because it generally involves no ambiguity, but is used merely as an abbreviation the meaning of which is obvious from the context. But in other works there is frequently no clue to guide us in affixing a meaning to the symbol, and we can only interpret its presence as a sign that something has been omitted. The following is an example: "It describes a portion of Hellenic philosophy: it dwells upon eminent individuals, inquiring, theorizing, reasoning, confuting, etc., as contrasted with those collective political and social manifestations which form the matter of history. . ."

The examples of confusion of metaphor ascribed to the late Lord Castlereagh are so absurd that it might have been thought impossible to rival them. Nevertheless the following, though in somewhat quieter style, seems to me to approach very nearly to the best of those that were spoken by Castlereagh or forged for him by Mackintosh. A recent Cabinet Minister described the error of an Indian official in these words: "He remained too long under the influence of the views which he had imbibed from the Board." To imbibe a view seems strange, but to imbibe anything from a Board must be very difficult. I may observe that the phrase of Castlereagh's which is now best known, seems to suffer from misquotation: we usually have, "an ignorant impatience of taxation;" but the original form appears to have been, "an ignorant impatience of the relaxation of taxation."

The following sentence is from a voluminous historian: "The *decline* of the material comforts of the working classes, from the effects of the Revolution, had been incessant, and had now reached an alarming *height*." It is possible to ascend to an alarming height, but it is surely difficult to decline to an alarming height.

"Nothing could be more one-sided than the point of view adopted by the speakers." It is very strange to speak of a point as having a side; and then how can *one-sided* admit of comparison? A thing either has one side or it has not: there cannot be degrees in one-sidedness. However, even mathematicians do not always manage the word *point* correctly. In a modern valuable work we read of "a more extended point of view," though we know that a point does not admit of extension. This curious phrase is also to be found in two eminent French writers, Bailly and D'Alembert. I suppose that what is meant is, a point which commands a more extended view. "Froschammer wishes

to approach the subject from a philosophical standpoint." It is impossible to *stand* and yet to *approach*. Either he should *survey* the subject from a *stand-point*, or *approach* it from a *starting-point*.

"The most scientific of our Continental theologians have returned back again to the relations and ramifications of the old paths." Here *paths* and *ramifications* do not correspond; nor is it obvious what the *relations* or *paths* are. Then *returned back again* seems to involve superfluity; either *returned* or *turned back again* would have been better.

A large school had lately fallen into difficulties owing to internal dissensions; in the report of a council on the subject it was stated that measures had been taken to *introduce more harmony and good feeling*. The word *introduce* suggests the idea that harmony and good feeling could be laid on like water or gas by proper mechanical adjustment, or could be supplied like first class furniture by a London upholsterer.

An orator speaking of the uselessness of a dean said that "he wastes his sweetness upon the desert air, and stands like an engine upon a siding." This is a strange combination of metaphors.

The following example is curious as showing how an awkward metaphor has been carried out: "In the *face* of such assertions what is the puzzled *spectator* to do." The contrary proceeding is much more common, namely, to drop a metaphor prematurely or to change it. For instance: "Physics and metaphysics, physiology and psychology, thus become united, and the study of man passes from the uncertain light of mere opinion to the region of science." Here *region* corresponds very badly with *uncertain light*.

Metaphors and similes require to be employed with great care, at least by those who value taste and accuracy. I hope I may be allowed to give one example of a more serious kind than those hitherto supplied. The words *like lost sheep* which occur at the commencement of our Liturgy always seem to me singularly objectionable, and for two reasons. In the first place, illustrations being intended to unfold our meaning are appropriate in explanation and instruction, but not in religious confession. And in the second place the illustration as used by ourselves is not accurate; for the condition of a *lost sheep* does not necessarily suggest that conscious lapse from rectitude which is the essence of human transgression.

A passage has been quoted with approbation by more than one critic from the late Professor Conington's translation of Horace, in which the following line occurs:—

After life's endless babble they sleep well.

Now the word *endless* here is extremely

a awkward; for if the babble never ends, how can anything come after it?

To digress for a moment, I may observe that this line gives a good illustration of the process by which what is called Latin verse is often constructed. Every person sees that the line is formed out of Shakespeare's "After life's fitful fever he sleeps well." The ingenuity of the transference may be admired, but it seems to me that it is easy to give more than a due amount of admiration; and, as the instance shows, the adaptation may issue in something bordering on the absurd. As an example in Latin versification, take the following. Every one who has not quite forgotten his schoolboy days remembers the line in Virgil ending with *non imitabile fulmen*. A good scholar, prematurely lost to his college and university, having for an exercise to translate into Latin the passage in Milton relating to the moon's peerless light finished a line with *non imitabile lumen*. One can hardly wonder at the tendency to overvalue such felicitous appropriation.

The language of the shop and the market must not be expected to be very exact: we may be content to be amused by some of its peculiarities. I cannot say that I have seen the statement which is said to have appeared in the following form: "Dead pigs are looking up." We find very frequently advertised, "Digestive biscuits"—perhaps *digestible* biscuits are meant. In a catalogue of books an "Encyclopædia of Mental Science" is advertised; and after the names of the authors we read, "invaluable, 5s. 6d.," this is a curious explanation of *invaluable*.

The title of a book recently advertised is, "Thoughts for those who are Thoughtful." It might seem superfluous, not to say impossible, to supply thoughts to those who are already full of thought.

The word *limited* is at present very popular in the domain of commerce. Thus we read, "Although the space given to us was limited." This we can readily suppose; for in a finite building there cannot be unlimited space. Booksellers can perhaps say, without impropriety, that a "limited number will be printed," as this may only imply that the type will be broken up; but they sometimes tell us that "a limited number *was* printed," and this is an obvious truism.

Some pills used to be advertised for the use of the "possessor of pains in the back," the advertisement being accompanied with a large picture representing the unhappy capitalist tormented by his property.

Pronouns, which are troublesome to all writers of English, are especially embarrassing to the authors of prospectuses and advertisements. A wine company return thanks to their friends, "and, at the same time, *they* would assure *them* that it is *their* constant study not only to find improvements for *their*

convenience. . . ." Observe how the pronouns oscillate in their application between the company and their friends.

In selecting titles of books there is room for improvement. Thus, a *Quarterly Journal* is not uncommon; the words strictly are suggestive of a *Quarterly Daily* publication. I remember, some years since, observing a notice that a certain obscure society proposed to celebrate its *triennial anniversary*.

In one of the theological newspapers a clergyman seeking a curacy states as an exposition of his theological position, "Views Prayer-book." I should hope that this would not be a specimen of the ordinary literary style of the applicant. The advertisements in the same periodical exhibit occasionally a very unpleasant blending of religious and secular elements. Take two examples: "Needlewoman wanted. She must be a communicant, have a long character, and be a good dressmaker and milliner." "Pretty furnished cottage to let, with good garden, etc. Rent moderate. Church work valued. Weekly celebrations. Near rail. Good fishing."

A few words may be given to some popular misquotations. "The last infirmity of noble minds" is perpetually occurring. Milton wrote *mind* not *minds*. It may be said that he means *minds*; but the only evidence seems to be that it is difficult to affix any other sense to *mind* than making it equivalent to *minds*: this scarcely convinces me, though I admit the difficulty.

"He that runs may read" is often supposed to be a quotation from the Bible: the words really are, "He may run that readeth," and it is not certain that the sense conveyed by the popular misquotation is correct.

A proverb which correctly runs thus: "The road to hell is paved with good intentions," is often quoted in the far less expressive form, "Hell is paved with good intentions."

"Knowledge is power" is frequently attributed to Bacon, in spite of Lord Lytton's challenge that the words cannot be found in Bacon's writings. "The style is the man" is frequently attributed to Buffon, although it has been pointed out that Buffon said something very different; namely, that "the style is of the man," that is, "The style proceeds from the man." It is some satisfaction to find that Frenchmen themselves do not leave us the monopoly of this error; it will be found in Arago; see his works, vol. iii., p. 560. A common proverb frequently quoted is, "The exception proves the rule;" and it seems universally assumed that *proves* here means *establishes* or *demonstrates*. It is perhaps more likely that *proves* here means *tests* or *tries*, as in the injunction, "Prove all things." [The proverb in full runs: *Exceptio probat regulam in casibus non exceptis*]

The words *Nihil tetigit quod non ornavit* are perpetually offered as a supposed quotation from Dr. Johnson's epitaph on Goldsmith. Johnson wrote:—

Qui nullum fere scribendi genus
Non tetigit,
Nullum quod tetigit non ornavit.

It has been said that there is a doubt as to the propriety of the word *tetigit*, and that *contigit* would have been better.

It seems impossible to prevent writers from using *cui bono?* in the unclassical sense. The correct meaning is known to be of this nature: suppose that a crime has been committed; then inquire who has gained by the crime—*cui bono?* for obviously there is a probability that the person benefited was the criminal. The usual sense implied by the quotation is this: What is the good? the question being applied to whatever is for the moment the object of deprecation. Those who use the words incorrectly may, however, shelter themselves under the great name of Leibnitz, for he takes them in the popular sense: see his works, vol. v., p. 206.

A very favorite quotation consists of the words *laudator temporis acti*," but it should be remembered that it seems very doubtful if these words by themselves would form correct Latin; the *se puero* which Horace puts after them are required.

There is a story, resting on no good authority, that Plato testified to the importance of geometry by writing over his door, "Let no one enter who is not a geometer." The first word is often given incorrectly when the Greek words are quoted, the wrong form of the negative being taken. I was surprised to see this blunder about two years since in a weekly review of very high pretensions.

Let us close these slight notes with very few specimens of happy expressions.

The *Times* commenting on the slovenly composition of the Queen's speeches to Parliament, proposed the cause of the fact as a fit subject for the investigation of our *professional thinkers*. The phrase suggests a delicate reproof to those who assume for themselves the title of *thinker*, implying that any person may engage in this occupation just as he might, if he pleased, become a dentist, or a stock-broker, or a civil engineer. The word *thinker* is very common as a name of respect in the works of a modern distinguished philosopher. I am afraid, however, that it is employed by him principally as synonymous with a *Comtist*.

The *Times*, in advocating the claims of a literary man for a pension, said, "He has constructed several useful schoolbooks." The word *construct* suggests with great neatness the nature of the process by which schoolbooks are sometimes evolved, implying the presence of the bricklayer and mason rather than of the architect.—From *Macmillan's Magazine*.

Educational Opinion.

PATRIOTISM IN THE SCHOOL ROOM.

(A paper read before the Kennew Teachers' Association.)

MR. PRESIDENT, LADIES, AND GENTLEMEN:

YOU no doubt marvel at the novelty of the subject I have chosen for my short address, yet I beg you will not think for a moment that there is no place for patriotism in the public and high schools of Ontario. Every teacher who is at all conscientious when he enters the portals of the school room of the greatness—the sacredness—of the trust placed in his hands knows full well that he is fashioning in the youthful student of twelve or fifteen summers the future citizen. And if it be true as the great American orator Edward Everett has stated, that education is a better safeguard of liberty than a standing army, it behoves us Canadian teachers to see to it that this standing army of the school room learn something of the country which they are asked to defend and whose glory it is theirs to uphold. The question then arises, Have we not been disloyal—unconsciously disloyal—to the best interests of our country in the neglect we have heretofore shown for the study of Canadian history and Canadian literature? True, you will say, that we are as yet but children of a day and our history is as of yesterday. Yet the same may be said of the great American Republic on our south, which only a few years ago rang out its century of existence from the old State House bell of the Quaker City. If we look, then, at the term of our existence we will find that Canada has priority of birth. Seventeen years before George Washington and Thos. Jefferson attached their signatures to that memorable document, the "Declaration of Independence," General Wolfe climbed the Heights of Abraham to snatch the Bourbon lilies. But the history of our country reaches back beyond that. Before Sir Walter Raleigh, explorer and statesman, had touched the shores of Virginia, before the Pilgrim Fathers had viewed from the prow of their boat the cold and barren outlines of Plymouth Rocks, Jacques Cartier had set sail from beautiful France, "the land of chivalry and romance," with hope in his heart, and the sunny gales of St. Malo swelling as with heavenly benediction the heart of each sail!

"In the seaport of St. Malo 'twas a smiling morn
in May
When the Commodore Jacques Cartier to the
westward sailed away;
In the crowded old cathedral all the town were on
their knees
For the safe return of kinsmen from the undiscovered
seas;
And every autumn blast that swept o'er pinnacle
and pier
Filled manly hearts with sorrow, and gentle hearts
with fear.

"A year pass'd o'er St. Malo—again came round
the day
When the Commodore Jacques Cartier to the
westward sailed away;
But no tidings from the absent had come the way
they went,
And tearful were the vigils that many a maiden
spent;
And manly hearts were filled with gloom, and
gentle hearts with fear,
When no tidings came from Cartier at the closing
of the year.

"But the earth is as the future, it hath its hidden
side;
And the captain of St. Malo was rejoicing in his
pride
In the forests of the north—while his townsmen
mourned his loss
He was tearing on Mount Royal the fleur-de-lis
and cross;
And when two months were over and added to the
year,
St. Malo hailed him home again, cheer answering
to cheer.

"He told them of the river whose mighty current
gave
Its freshness for a hundred leagues to Ocean's
briny wave;
He told them of the glorious scene pre-ented to
his sight,
What time he reared the cross and crown on Ho-
chelaga's height,
And of the fortress cliff that keeps of Canada the
key,
And they welcomed back Jacques Cartier from his
perils o'er the sea."

Seventy-three years after Cartier had been entertained by the Indians of Stadacona and the Commodore of St. Malo had viewed with wonder and astonishment "the fortress cliff that keeps of Canada the key," Champlain, a man of much wisdom and devotion, laid deeply and widely the foundation of Quebec. It was the year 1608—the year in which Milton the prince of epic poets was born. What a morning for the Old and the New World! In Europe was to be heard the divine notes of one who, clad in rainbow light, would sing to mankind of Paradise lost. In America, a continent recently risen out of the ocean, full of hope and promise, where the chivalry of the Old World might find a fitting field of labor, overlooking the great St. Lawrence—type of Canadian life and liberty—a city was being reared from within whose primitive walls should go forth missionaries whose grand epic of the gospel would be found written not on parchment, but in the heart of each regenerated child of the forest. No grander or nobler chapter is to be found in the history of Canada than that which tells of the heroism, the devotion and martyrdom of the early French missionaries while laboring for the conversion of the Indian. I speak of those pioneers of Christian civilization, not because their faith is one with mine, but because of the self-abnegation and self-sacrifice they practised which, aside from their heavenly mission, give them an exalted and honored place in the annals of our country.

How true is that which the Hon. Thos. D'Arcy McGee said of the Jesuit mission-

ary in Canada, that you might as well hope to enter the barracks at Quebec without first giving to the sentinel the countersign, as hope to enter the pages of Canadian history without finding a Jesuit missionary at his post! And here let me add that in my opinion a study of the early history of Canada does not find its proper place in the curricula of our public and high schools. Not long ago it was reported, and I have not yet seen it denied, that Mr. Geo. Stewart, the well-known editor of the *Quebec Chronicle*, a man of considerable literary reputation, while lecturing in the Maritime Provinces charged the Jesuit missionaries with paying little or no attention in their mission work to the education of the Indian. Need we wonder then that errors creep abroad among those not so widely-read as Mr. Stewart? I can scarcely believe that the scholarly author of "Evenings in a Library" ever made such an erroneous statement, for if he did, the classic pages of the historian Parkman must for the moment have been entirely lost to his memory. Speaking of the dreary life of these apostles of the Canadian wilderness, Parkman says: "A life sequestered from social intercourse and remote from every prize which ambition holds worth the pursuit, or a lonely death, under forms perhaps the most appalling—these were the missionaries' alternatives. Their maligners may taunt them, if they will, with credulity, superstition, or a blind enthusiasm; but slander itself cannot accuse them of hypocrisy or ambition. These missionaries were no stern exiles seeking on barbarous shores an asylum for a persecuted faith. Rank, wealth, power, and royalty itself smiled on their enterprise and bade them God-speed. Yet, withal, a fervor more intense, a self-abnegation more complete, a self-devotion more constant and enduring will scarcely find its record on the page of human history." Such is the testimony of Francis Parkman, an historian possessing certainly no elements in his spiritual character which would render him partial to the Jesuit missionary. In another place this great historian sums up the policy of Spain, England, and France in their treatment of the Indian in the following terse manner: "Spanish civilization crushed the Indian; English civilization scorned and neglected him; French civilization embraced and cherished him."

But here you may ask what has this to do with "Patriotism in the School Room." I will answer you that a just appreciation, a just reverence for the heroes and martyrs of our country is at the bottom of all true patriotism. Whether in the name of New France or United Canada, it is our duty to admire the heroic souls who, despite hardships, privations and impending death, laid the foundation of this great Dominion. Those stalwart souls with frames of iron and hearts of fire have passed away, but they have left to our

country the heritage of their deeds. They have passed to homes of peace and light, and the Jesuit missionary may well rebuke his maligners in the words of Cardinal Richelieu addressed to Louis of France:—

"Pass sentence on me if you will—my name—
my deeds
Are rosy!—a land beyond your sceptre."

Oh, let us never forget our heroic forefathers, who, in the dawn of our country's history, with little promise in the sky, shaped the destiny of this fair land! Let the lyre of our hearts recount their virtues in our festal hours. They have gone, but left us their prophetic mantle of future greatness which we must wear as worthy sons. They are not here:—

"Not here? Oh yes, our hearts their presence feel;
Viewless, not voiceless, from the deepest shells
On memory's shore, harmonious echoes steal;
And names which in the days gone by were spells
Are blent with that soft music. If there dwells
The spirit here our country's fame to spread
While every breast with joy and triumph swells,
And earth reverbrates to our measured tread,
Banner and wreath should own our reverence for the dead."

It behoves us then to see to it that in the school room where the young mind is fashioned, that we teach the ardent hearts of youth to love and reverence the elements of Canadian greatness which our forefathers have brought hither. Cast your eye for a moment upon the land of the maple leaf, walled in by the bending heavens and smiling with glad homes, around whose threshold bud and bloom the fragrant flowers of every virtue. Behold how fast it is assuming the dimensions of a mighty nation! Our greatness is reflected everywhere. In the extent of our territory, the amplitude of our resources, the multiplication of our numbers, and the enterprise of our people. We can now count ourselves by millions. The accents of our progress and the pæans of our labor are caught up on one side by the deep measures of the blue Atlantic, and on the other by the grace notes which play upon the bosom of the calm Pacific. The products of our forests brighten the hearths of thousands, the products of our fields brighten their tables, while the productions of our industries cover our millions of people. Enlightened Europe knows us, the great American Republic respects us, and the sovereignty of the world has enrolled us. Canada has ceased to think as a child. She has cast away the toys of childhood, and in their place there is to be seen vigor, activity, and self-reliance. And yet we are but entering the threshold of our mediæval greatness. Who will look up the aisles of time and catch a glimpse of the glory that awaits our fair Dominion? Who will outline its avenues of commerce, its sinews of trade, its wealth of splendor, and regal grandeur? It is no wonder, then, that we are robust with hope

for the future greatness of our country. Everything that can stimulate us to activity is in our midst. We know no barons that have power to summon us to their standards, nor a privileged aristocracy to lord it over our happy homes. We are great in a freedom that is healthy but not degenerating, rights that in their equity have no parallel wrongs. We are scions of true nobility, the nobility of labor, and we pay no tribute but to the monarch of toil. We are young in years but old in the discipline of greatness. It seems but yesterday that the Commodore of St. Malo planted at Stadacona the *fleur de lis* and cross. It seems but yesterday that Marquette and Joliet, fired with a double purpose of religion and exploration, passed through the virgin forests of this land. It seems but yesterday that their frail canoes glided up Lake Huron whose glassy tide had ne'er before given back the white man's face. In the primeval forest which skirts Superior's shore, I see the great discoverer of the West. He stands buried in the primitive greatness of our future Dominion. His piercing gaze is turned towards the Mississippi, and already his wand of discovery has traced its onward course. A century has passed and Canada's development meanwhile goes on. England has gained a firm foothold in the new world. The monuments on the Plains of Abraham tell of battles fought and won. "*Here died Wolfe victorious!*" Canada is no longer a French colony. And now is woven into the history and progress of our country the records of nearly every European race. France, Germany, England, Ireland, Scotland—all are shareholders in our national bank of greatness. We have not yet reached a Canadian type of character. If we would know Canada and the history of its progress we must know the history of the French, the history of the Germans, the history of the English, the history of the Scotch, the history of the Irish. Our first duty belongs to Canada, but we cannot better perform that duty than by studying the genius and character of those who have given to Canada the most essential elements of her national greatness. And look at the constitution under which we have the good fortune to live! Have we not in it a happy blending of all that is great and good in the monarchical and republican forms of government? . . . "Alike are we free from fear that reigns with the tyrant, and envy, the vice of republics." In our Canadian constitutional system based upon the British constitutional system, we have elements of permanence which cannot but secure for it a continued and prosperous existence. The Hon. Thos. D'Arcy McGee, speaking of the British constitutional system, has said: "The wisdom of the middle ages, and the political writers of the present have all laid down one maxim of government—that no unmingled form of government can satisfy the wants of a free and intelligent people: that an unmixed democracy, for instance,

must result in anarchy or military despotism but that the form of government which combines in itself an inviolable monarchy, popular representation and the incitements of an aristocracy—a working aristocracy—that takes its share of toil and danger in the day of battle, of care and anxiety in the time of peace—an aristocracy of talent open to any of the people who make themselves worthy to enter it—that three-fold combination in the system of government is the highest conception of political science." Here in this three-fold combination we have the Canadian constitutional system—recognizing an aristocracy of toil, a nobility of labor, and a democracy of worth. There is in the breast of every true Canadian a deep sense of the justice that reigns supreme in the land—a feeling that integrity and honesty and personal merit receive at all times recognition—a feeling that when wedded to the service of our native country we may hope to reach positions of honor and eminence though we should emerge from the humblest home in the land. Is it then not our plain duty as Canadian teachers to see to it that a history of the national, political and intellectual development of our country finds a place in the curricula of our schools? I use the word political in no narrow sense of partyism but as implying all that is patriotic, noble and praiseworthy in the career of the gifted statesmen who have spent their lives in the best interests of our country.

We should cease to teach Canadian history by the pioneer method of blazing trees. Canada is no longer a national wilderness. Across the heaven of our country is a bright rainbow of promise, spanning fields of tender blue, full of smiles and hope and prophetic cheer. Let us teach less of Leonidas at Thermopylæ and more of Sir Isaac Brock at Queenston Heights; less of the Constitution of Clarendon and more of the Constitution of Canada. Let us put in the hands of our pupils and the libraries of our schools the brilliant and patriotic speeches of Lord Dufferin, Joseph Howe, and Thos. D'Arcy McGee—let us know more of the literature of our country (for I maintain we have a literature commensurate with the term of our existence) more of the heroism of our forefathers, more of the devotion of a people who combine within them the essential elements of national greatness and who feel in their hearts the truth of the poet's words:—

"We live in deeds, not years; in thoughts, not breaths;
In feelings, not in figures on a dial.
We should count time by heart-throbs; he lives
most,
Who thinks most, feels the noblest, acts the best."

Thos. D'Arcy McGee

TORONTO:

THURSDAY, JUNE 11, 1885.

PUNCTUATION.

PUNCTUATION as a part of written composition is of comparatively recent use, being almost unknown to the ancients. It is, indeed, said to have been invented by Aristophanes an Alexandrian grammarian, and to have been forgotten afterwards until revived by Alcuin at the request of Charlemagne, but this punctuation was more of a rhetorical nature than grammatical, as the present system is.

The system at present in use was introduced by Manutius, a Venetian printer, toward the close of the fifteenth century, and was found so useful that it immediately came into general use, and has not been much varied since.

At present it is an art almost confined to printers and may be looked upon as part of the esoteric mysteries of this craft.

Punctuation is a part, and by no means an unimportant part, of written speech. These little auxiliaries, appearing in single or double files at intervals throughout a sentence, act as guides or scouts to the phalanx of mighty words which surround them. They are modestly insignificant in appearance but they perform a very useful work, in assigning the more important elements of discourse to their proper place and function.

Written speech is at best but an inferior medium of communication compared with the spoken word. As a method of painting to the eye the invisible words of the mouth it is one of the greatest inventions evolved by the ingenuity of man, but it is not perfect. The written words are after all only a poor symbol of the skeleton of what once were living words, warm with the breath of life, appealing to the heart with all the riches of tones, accent, modulation, and inflections. But all these have departed from the written word, or lie hidden un'il exorcised into life by the magic of the reader's voice. These are the spirits that animate the spoken word and must be supplied to the written word before it can convey its message from mind to mind. Much of the meaning of oral speech depends on the mode of utterance, which printed speech does not attempt to portray but which must be reproduced when the words are repeated by a reader, if the author's full meaning is to be conveyed,

and as this can be ascertained only in part and by guessing, the defects of written speech become apparent.

But written speech has taken in a few aids to assist the mere words in their work, such as capital letters, punctuation marks and the use of different types in printing. It is only in the more complicated and artificially arranged sentences that punctuation assumes an importance that raises it to an art. Short, simple expressions arranged in the natural order of the ideas are readily understood without the aid of stops, but when the sentences become involved and their various elements are shifted out of their natural order, then the use of the guides becomes necessary to keep each element distinct and to show its rank. If every word had a right place and were always put in that place, or if every word were labelled by inflection or some other means so that its duty and relation could at once be known, punctuation would be unnecessary, but in modern languages we have dropped the old labels or inflections from our words and cannot exercise the same freedom in arranging them as the ancients did, and when we do remove a word or a phrase out of its usual order, or separate it from its most closely related terms we must carefully guard it by placing a sentinel before and after it in the shape of a comma.

This was the origin of punctuation. The so-called stops were not intended to indicate pauses, and have now no reference to pauses to be made in reading. They may, indeed, coincide with such pauses, but that is a mere accident; they are used for the purpose of aiding the arrangement of words in conveying thought.

Of the stops used at present the comma, the semi-colon and the colon are the only ones that give any difficulty to the student. The colon is not often used, however, and the chief difficulty in the art of punctuation thus is to ascertain the proper use of the comma and the semi-colon. As a rule the comma is used to separate words and phrases from each other, and the semi-colon to separate the different clauses of a compound sentence; but if one of these clauses is of greater importance than the others, or if its relation is different from that of the others, it is separated from the others by a colon. These are of course only the general duties of each of these parts of punctuation, but they very often encroach on one another's

domain, still, however, always maintaining their relative position in the scale of importance, the comma marking the smallest break in connection or sense, the semi-colon the next in order, and the colon the greatest break allowable in a sentence.

Of these three stops the comma is most frequently used and presents the greatest difficulty. When to use it and when not to use it are questions often puzzling, and most important. A misplaced comma gives an entirely different meaning to a sentence from that intended.

We purpose referring to this important subject in a subsequent issue, when we will investigate the particular rules that apply to each of the stops, and discuss the best method of imparting skill in punctuation to pupils.

BOOK REVIEW.

Madam How and Lady Why; or, First Lessons in Earth Lore for Children; by Charles Kingsley. Illustrated. New York: Macmillan & Co., 1885. 321 pp. 50 cents. From Williamson & Co., Toronto.

This book forms number two of the Messrs. Macmillan's new series of Globe Readings for Children. The price is so low that no one need miss having it; and to read it understandingly will make an epoch in a boy's life. In a series of delightful talks the great laws of world-building, species development, and persistence of the strongest, are explained and illustrated, and their reasonableness set forth. The reader, (who, though supposed to be young, need not necessarily be so,) is helped to use his eyes, his common sense, his judgment. His experience is drawn upon, and he is made to see that upon it alone is he to build for himself his theory of nature. Scientific knowledge is shown to be nothing but one's own experience and observation enlarged and verified.

There is nothing so wonderful as the tales of earth-lore; nothing more fascinating than the study of the history of world changes and developments. Those scientific men who have the gift of teaching, and who love to see pure and wholesome knowledge filling the minds of children, do the world incalculable benefit when they reveal the wonders of nature to them, and lead them to love her and study her laws. Of such Charles Kingsley is among the first, both in time and in honor. His style is so chaste, his mind so pure, his purpose so exalted, his tone so reverent, that he is a veritable high-priest in the temple he would have us all worship in.

The teacher who will take this book, and master it, and then lead his pupils to read it, explaining it, and illustrating it where the author supposes a power of observation and a range of experience but little prevalent among our as yet unscientific people, will largely increase his own intellectual attainment, and will perhaps develop tastes and aptitudes in his pupils which will minister to their enjoyment and add to their knowledge all through their lives. Should he require other books to

stimulate his mental appetite for scientific truths, and to furnish him with other scientific treatments perhaps more logical in form, and not too difficult for mastery, we would recommend Miss Buckley's *Fairy Land of Science*, and the same author's *Short History of Science*. And whenever he comes upon anything of science that Charles Kingsley has written, he will not fail to find it as charming in style, and as noble in purpose, as the little book which we are now noticing.

The New Arithmetic. Compiled by three hundred prominent educators, and edited by Seymour Eaton. Toronto and Buffalo: Eaton, Gibson & Co. 208 pp.

As the name would lead one to suppose, this book is rather a new departure in text-books of arithmetic. For a subject which is so universally recognized as essential, and which forms such an important part of the primary education of all pupils, it seems that there have not been at any time in this country many works on arithmetic for the teacher to choose from, either for his own private reading that he may present the subject in a newer and perhaps more attractive form than it was taught to him, or from which he may make copious selections of examples for the exercise of his pupils.

The latter of these deficiencies is probably the one most felt by teachers, and it is just this lack of suitable and abundant lists of examples that the *New Arithmetic* attempts to supply. No systematic exposition of the subject is given. Beyond a few hints and definitions placed at the beginning of the sections, the work is merely a collection of examples.

In the eyes of the earnest teacher, this lack of introductory matter and explanations of theory will not appear a deficiency. By drawing from the store-house of his own study and experience, he will teach the subject far more lucidly than if he slavishly followed the forms set down in any text-book. In this way, too, there will be no mere mechanical work on the part of the pupil. When, for instance, the subject of Simple Interest is taught from the blackboard, the pupil must follow every step of the process and be able to reproduce his master's work, for he has no examples worked out in the text-book as a copy for him to follow. The book then professes to be a "pupil's handbook," and as such it is to be judged. It consists of eight departments, which are subdivided into sections. At the end of each department is placed a lengthy "review exercise," while the eighth department consists of over three hundred miscellaneous examples of a more difficult character.

All the examples are eminently practical. Questions purely mathematical and which do not contain the practical element seem to be omitted. We do not know that this is a fault. Most Arithmetics contain too much of the purely mathematical to the exclusion of the practical. Mathematical study should certainly begin with arithmetic, but this subject should not be allowed to usurp the provinces of algebra and geometry. Quite sufficient mathematical training may be obtained by solving problems based upon actual business transactions.

The exercises are well graded, each section beginning with mental work and proceeding gradually to what is more difficult. The problems are, for the most part, new; the fact that the work is the joint production of three hundred teachers has brought about this result, and the additional fact that these teachers are from almost every English-speaking country in the world gives to the book great novelty and interest.

The book in its make-up is very attractive. The cover is beautiful and strong; the paper, thick, well-finished and white. The typography is from beautiful clear type, and reflects credit upon the printers of the Methodist Book Room. As a work of typographical art it is unsurpassed by any educational work as yet published in this country.

Teachers who use the *New Arithmetic* as a handbook will find it a great aid, because of the practical nature of the examples, their great number, their gradation and suitability to all classes of students.

V. W.

OUR EXCHANGES.

AMONGST the many periodicals which have reached us during the last week are:—

The Schoolmaster; an Educational Newspaper and Review, London, Eng. Like all English newspapers it is sober and refined both in matter and form. It deals naturally with matters of interest chiefly to those in Great Britain, as may be judged from the titles of its leading articles:—"Education in Scotland"; "The Church Teachers' Benevolent Fund"; "The London School Board and the Drawing Schedule", etc.; much, however, can be learned from its pages.

The Southwestern Journal of Education, Nashville, Tenn. This is a large-sized monthly, very varied as to contents. The chief feature is, perhaps, the large amount of space devoted to the southwestern States. It quotes wisely and freely.

The American Teacher; Devoted to Principles and Methods of Teaching; Boston. A valuable monthly periodical. The short "Editorial Notes" contain most pithy matter excellently thought out, and of great practical value to teachers. But, as in so many of the periodicals of our neighbors, the style cannot be called elegant. It may be said "It is American." Be it so; yet it is at the same time the English language which they attempt to write. As this is a somewhat serious charge we shall here give a few extracts from the journal in question to show more clearly what it is to which we object.

"The Teacher wishes all its patrons a real vacation of solid comfort."

"One of the most comforting things a teacher can do in preparation for a solid rest-time is to pay up all the small bills that are liable to collect on the hands of all people, business or otherwise."

"Teach the child to study how he could have prevented each ill that comes to him if he had begun a different course earlier."

"A symmetrical education is what every teacher should aim to give the pupils."

"How to help pupils tell what they know so as to enable them to get credit for what they have learned, without so "boosting" them over half-learned lessons as to give them a spirit of reliance upon the teacher to make their slovenly methods pass for correct ones, is a difficult accomplishment."

"Class talk in psychology."

A critical analysis of the phrases here used and

of the meanings of the words employed, will, we think, support our accusation. And this in Boston! If these things be done in a green tree what shall be done in a dry?

The Canadian Horticulturist; by D. W. Beadle, St. Catharines, published in Toronto. This little monthly is not written for botanists or floriculturists alone. One of the first articles that meets the eye is Easy Lessons in Botany, by H. B. Spotton, Barrie. The whole of this interesting magazine is replete with excellent topics interestingly handled.

The Normal Index; Devoted to the Principles of Practical Education; Middleton, Va. An ambitious and deserving exchange which we should be loth to lose. We may be pardoned if we quote its remarks applied to ourselves:—

"We welcome to our exchange table the EDUCATIONAL WEEKLY, Toronto, Canada. It is a live journal. The true principles of education do not recognize any State lines. A good teacher in Canada will be successful in Virginia. Normal principles are the same the world over. We wish our Northern neighbors success. There is a demand for progressive journals everywhere. Teachers must think. Those who read make the best thinkers. Give a teacher a good paper and he will teach a more successful school."

Hall's Journal of Health, for June (New York) contains the following:—Why Alcohol Intoxicates; Ginseng; A Dozen Hardy Shrubs; Out Door Life for Women; Disinfection and Disinfectants; Liberty Enlightening the World; The Faith Cure Folly; Origin of "Humbug"; Scarlet Fever; Elecampane as an Antiseptic; Ventilation; Effect of Alcohol on the Arteries.

There are many others of which we shall take notice next week.

THE author of *Obiter Dicta* has the following to say of Macaulay, Gibbon and Carlyle:—"Macaulay's position never admitted of doubt. We know what to expect, and we always get it. It is like the old days of W. G. Grace's cricket. We went to see the leviathan slog for six, and we saw it. We expected him to do it, and he did it. So with Macaulay—the good Whig, as he takes up the History, settles himself down in his chair, and knows it is going to be a bad time for the Tories. Macaulay's style—his much-praised style—is ineffectual for the purpose of telling the truth about anything. It is splendid, but *splendide mendax*, and in Macaulay's case the style was the man." England, according to this critic, boasts but two historical artists—Gibbon and Carlyle: "The elder historian may be compared to one of the great Alpine roadways—sublime in its conception, heroic in its execution, superb in its magnificent uniformity of good workmanship. The younger resembles one of his native streams—pent in at times between huge rocks, and tormented into foam, and then erecting its escape down some precipice, and spreading into cool expanses below; but however varied may be its fortunes—however startling its changes—always in motion, always in harmony with the scene around. Is it gloomy? It is with the gloom of the thunder-cloud. Is it bright? It is with the radiance of the sun."

Special Papers.

COLORS IN NATURE.

ONE, on looking on nature, must feel the influence of every phase that presents itself. The woods, the mountains, the waters, the clouds, all, either by their magnitude or by their infinite variety of form and color, leave the imprint of their respective greatness. In an article necessarily confined, I will pass the lofty, the broad, and the deep, and dwell only upon the effects of color that are ever associated with them.

There are but three primary colors (red, blue, and yellow), and these, by their various combinations, produce what are called secondary and tertiary colors. Any two of the primary colors produce a secondary; thus, a union of red and blue produces purple; red and yellow, orange; blue and yellow, green; the tertiaries are in like manner composed of a union of any two of the secondaries. Now it is by the law of contrast that a color becomes enhanced; thus, red becomes heightened by being contrasted with green. The sweet-pea blossom looks much prettier when on its own stem, fanned with little greenish-yellow leaves, than when it is separated from them and by our hands combined with other hues. There are flowers that in themselves possess the full complement of Nature's palette. Take for example the pansy. Now we know how varied those beautiful little flowers are, varying indeed from deep purple to the palest yellow and often white, yet they all, no matter what variety they may assume, possess the complementary to their native tint. What I mean is this: if the greater portion of the pansy be purple, you will see somewhere lurking near a rich yellow, the deeper the purple the deeper the yellow, and if the purple inclines to blue, the yellow will approximate to orange. In the paler varieties, those of faint yellow, you will see the tender tints of purple, faint it is true they may seem, but they are nevertheless there.

And it is this peculiar association of colors that makes the pansy so great a favorite. And what is true of one flower is equally true of all. I selected the pansy because it was the easiest medium to illustrate my ideas. The red rose, no matter how deep or pale its hue, is also beautifully endowed with the charming complementary in its leaves, the pollen, of a rich yellow, usurps the centre, and towards the junction of the petals a tint of purple may be found—the yellow and the white species are more tenderly marked in their combinations; yet they all possess a glorious illustration of the law of harmony and contrast. The poets of all ages have enlivened their pages with these sweet little offerings from the hands of Nature.

Before closing let me say that the effect

of color upon the mind is analogous to that of sound. We speak of bright, lively colors, of sober and grey ones, that certain combinations do produce a pleasant sensation and others a grave, nay, even a dreary one. Nature gives us all, and from her inexhaustible store, where every hue of color may be found and every choice be made, we can select for our edification or pleasure that choice which at that time pleases us best.

W. A. Sherwood.

DRAWING.

(A paper read before the Frontenac Teachers' Association.)

THE subject of drawing is to me so inexhaustible that I am almost at a loss where, or upon what to commence. Doubtless you have had its educational advantages presented to you and you may have already seen for yourselves in your own experience that it is a means of general mental development in many ways.

Have you ever thought how your children see? Do they see as you do? Do you see as I do? These may seem strange questions: but let me go back a little farther.

What does a baby see? Do you think it has a conception of the form of the bright ball first presented to it, or does it grasp at the attractive color? How does it learn form? Is it by sight alone, or is it the sight trained by the touch and the repetition of this many times over?

If this be true the experience of six years would greatly advance the power to see, but still the eye would be left comparatively untrained and with the ability to see only in a very imperfect way. It seems to me that we do not often consider this in our teaching, that we take it for granted that the children see as we do when we place an object before them. If there be this difference between the babe and a child six years old, must there not be at least equally as great a difference between the child of six and the adult—and also between the adult who has had no training in form and one who has made it a study; and is there any reason why this training of the eye to see should be left to special study in adult life rather than be begun earlier when the child is plastic and impressionable?

Indeed, should it not be entirely the other way, and would not the gradual development of the power of seeing in the child carried on through its school years be greatly superior to the forced growth of a few years of special study?

"Learn to see" is the first precept given to the art student who, conscious of good eyesight, looks up amazed but soon finds its need. I have seen an untrained art student with a fine eye for color and its harmony completely baffled and discouraged, even

moved to tears, before the hard facts of a cube or the ellipse of a vase. Is there not much for you to do for your children in this respect, this training of the eye to see?

In your primary department you wish your pupils first to be made acquainted with the sphere, cube, cylinder, and hemisphere.

I am sure you will find great assistance in such teaching by the use of clay. To draw a circle upon the board and to tell your children that that circle is the form of a sphere will make little, if any, impression: but place before you a number of spherical objects such as an orange, an apple, a glass marble, a rubber and a wooden ball, with perhaps a small cylinder, cube, or any geometric form that may be convenient to you to procure, then call up six or eight children, let them stand about the table. Take up the wooden sphere, roll it to Tommy, tell Tommy to send it in the same manner to Jack, Jack to Mattie, and Mattie back to yourself. Ask the name of the object which you have sent round the table—a ball. What will the ball do? It will roll. Yes, it will roll. Place it on the table and ask—what is the ball doing now? Very likely your answer will be—nothing. Ask the children what they are doing round the table. Some one will finally say—standing there. What is the ball doing? It is standing. Yes, the ball is standing, and we find a ball can roll and stand and it is called a sphere. Roll the other objects on the table and lead them to find the other spheres, and that a perfect sphere as illustrated by a ball or marble will roll better than a cylinder, which will only roll one way, or a cube, which will not roll at all. When they have become thoroughly interested send these children to their seats, and talk to them all of the sphere and what it will do. Give the name distinctly several times and have them repeat it after you, then produce a lump of clay—a cubic mass of 4" side will be more than enough for an ordinary school room, and by keeping it in a wet cloth in a jar it can be kept for a long time and used over and over again—cut off little masses, place them upon a slate, pass them to the children who will receive them on their slates. Tell them you are going to let them make a sphere. The clay should be rolled in the palms of the hands with a circular motion, the fingers held well back. You will be amused to see the look of subdued ecstasy which will come upon the faces of all the children as they see the clay becoming round. Before they can get tired of it (and in this connection let me advise you to always have short lessons that you may hold the attention and interest of the children and not weary them) collect the clay spheres, asking as you take them up the name of the object they have made, noticing which child has made the best one, and specially speak of it. I remember, one time

when a friend of mine was giving a similar lesson on the sphere in a school near Boston, a little Indian boy who, for primitive appearance, might have been a child of the original Lo. You know we never can expect much exhibition of feeling in that race but I could not help watching him and reflecting how apart he was from the other children. I noticed that he listened to every word and moulded the clay carefully as he was told. When the spheres were collected "Joe's" was the best, and he was told so before the whole school. The dusky flush that glowed over his whole face, and the general expression of delight lingered in my mind for several days.

On the next lesson repeat the moulding of the sphere as a review, and take up the cube, which can be made from the sphere by dropping it gently but squarely on the slate three times on one part, then turning and dropping on the part directly opposite in the same manner. A hemisphere can be illustrated by cutting the sphere in halves with a fine wire. Other forms and pleasing illustrations of the same will suggest themselves to you and I am sure you will finally become as interested as the children.

Be always patient and cheerful, show a keen interest in the work yourself, and the children will follow you.

In their early drawing do not insist on too great accuracy at first, lest you have timid and uncertain touch and lines.

Let them get acquainted with their pencils before you say much about the best way of holding them. Encourage good work by praising it. Consider the form before the lines. Try to have the children see with their eyes not with yours.

They will soon get to compare and criticise their own work and perhaps their neighbors'.

An amusing incident occurs to me in this connection. Just at the close of the recent Presidential campaign in the United States, the morning after the decisive news came that Cleveland was elected, there was considerable excitement in the kindergarten department of one of the large Boston schools. One little girl in particular had considerable to say—"her papa was so glad, for Mr. Blaine was not a good man, and Mr. Cleveland was such a very nice man," running on in the way that children will. A quiet little boy at her side, son of a leading politician who had been working in the interest of Cleveland, looked, rather than spoke his satisfaction. Under the circumstances the teacher did not suppress the chatter but finally set them at a little drawing—a row of squares. The quiet little boy did so well that the teacher said gently, "Those are very good Tommy, I think it must be a Cleveland row." The enthusiastic little girl flashed up an appreciative glance and was observed to go to her work with great ardor, in a few moments producing an extraordinary com-

bination of oblique and broken-down lines which she declared with glee was "a Blaine row."

Encourage firm free lines and discourage frequent erasing.

Let the sketching be with light lines, lining in after the work is done and correcting inaccuracies. The drill exercise by count, the whole school following, is most useful not only in vertical and horizontal lines, but later in curves.

Give the proper technical terms always. Never say an upright, for a vertical line, or level for horizontal, with the thought that the children will understand better. After a child can talk it can say elephant as well as dog.

Memory, test and review exercises are of great value and you may think of a variety of ways to keep the interest alive and fresh.

Sometimes it may be well in the more advanced work for you to draw upon the board, asking different scholars questions as you proceed and drawing as they shall dictate. In this way you will get a good knowledge of their weak points and what parts of the work need more explanation. This method is specially good in geometry and perspective. When these subjects are taken up see that the instruments are used properly, the pencil points of a wedge shape and very sharp, construction lines delicate and exquisitely true.

In any and all stages show unflinching patience and gentleness and do not be discouraged and cast down at poor results at first when you have worked hard for better, remembering that there is no royal road to excellence in anything and that there must always be much work and study and many, many lessons.

W. J. Carter

THE GOVERNOR-GENERAL ON EDUCATIONAL MATTERS.

AMONGST the remarks made by the Governor-General in his speech at the College of Ottawa, on the 22nd of last month, were the following:—

"I am one of those who believe that no institution for the higher education of our young men—certainly no institution, having as yours has, university powers—can lay claim to completeness and efficiency unless sufficient prominence is given to the study of literature. (Applause.) A university should be something more than a large technical school—it should be the object of its educational course to expand the minds of its students, to make them more anxious for knowledge, not of one kind only, but of all kinds, more capable of acquiring it, retaining it, and assimilating it, and for this purpose the study of literature and languages is absolutely indispensable. I will even go further and say that I believe the study of classical literature cannot be dispensed with. There

is no standard of literary excellence higher than that which is to be found in the great writers of Greece and Rome, and it is moreover the case that the study of a dead language has an educational value which I believe is not to be obtained from these languages with which we are familiar in our every-day lives, and which we do not analyze and dissect in the same manner. I was very glad to observe in a newspaper the other day a statement that one of your debating societies had been engaged in a discussion of the relative merits of Plato and Aristotle. Reference to Plato reminds me that there is another branch of education which is not neglected here. Some of you will, I dare say, recollect that Plato insists upon the importance of educating the limbs and body as well as the memory and intellect, and that he assigns a distinct and honorable place to gymnastic exercises in his educational system. That is, I am glad to say, your opinion here. Your education is not of the kind which is calculated

"To dim the eyes, or stuff the head,
With all such reading as was never read."

I am aware of this, because there is in the close vicinity of my house a grassy arena, a "gramiuea palæstra," upon which I have occasionally had the pleasure of seeing your students disporting themselves in those manly and athletic exercises, which do so much to give vigor and spirit to your college life. (Applause.) These are salutary relaxations by which, as is pointed out in the calendar of the university, the sterner aspects of college life are tempered, not, I am bound to say, that your college life seems to have much of sternness; ample provision appears to be made for avoiding such a risk."

EXERCISE IN LANGUAGE.

1. READ some short selection *once, distinctly.*
2. Request several oral reproductions with no criticisms during the exercise. Afterwards—
3. Permit criticisms on all of the oral reproductions.
4. Read the selection again.
5. Request written reproductions to be brought in the next day.

Receive no paper not neatly prepared. Size of paper, folding, spacing, and margin should be taught before the selection is read.

Criticisms should relate especially to—
Corrections of reproduction,
Grammatical expression,
Spelling,
Penmanship.

No excuses should be received on account of either not remembering or not understanding what was read.

6. Advantages:—
Attention cultivated,
Accuracy promoted,
Expression improved,
Criticism, in an orderly manner, encouraged,
Memory disciplined,
Interest excited.—*From the New York School Journal.*

The High School.

ELOCUTION.

EXAMINATION QUESTIONS.

1. DEFINE Elocution. Discuss its importance.
2. In a short essay, defend the Education Department for giving prominence to the subject of Elocution.
3. What are the requirements of good reading?
4. State the Pure and Impure qualities of voice. Of what class of sentiment is each quality the language?
5. What constitutes perfect utterance? Mention the defects that mark indistinct utterance. Illustrate with examples.
6. How may slow reading be accomplished? Mention a common error in attempts to read slowly.
7. When is quick reading necessary? What are the defects of quick reading?
8. What do you understand by expressive reading?
9. Define Pause, Inflection, Emphasis, Rate, Quantity.
10. Distinguish clearly Pitch and Force.
11. State eight rules of Pause and a number of directions for the omission of the Pause.
12. How should quotations and parenthetical clauses be read?
13. Give four rules for falling Inflection and three for rising Inflection.
14. Mark Pause and Inflection in the following extracts:—
 - (a) The fated flash not always falls upon the head of guilt.
 - (b) Why sat'st thou like an enemy in wait Here watching at the head of those that sleep?
 - (c) O pardon me, thou bleeding piece of earth, That I am meek and gentle with these butchers.
 - (d) Thou shalt not steal.
 - (e) Must I stand and crouch under your testy humor?
15. In reading, how is the Principal distinguished from the subordinate proposition? Give three examples.
16. Classify Emphasis. Give an example illustrating each class.
17. State common defects in the reading of poetry. Give at least six directions to be observed in reading poetry.
18. Discuss the question, "How should newspapers be read?"
19. To what extent should the principles of Elocution be used in conversation?
20. Analyze rhetorically the following extract, giving Quality of voice, Inflection, Pause, Pitch, Force, Rate, and Emphasis:—"When the traveler pauses on the plains of Marathon, what are the emotions which strongly agitate his breast? what is that glorious recollection that thrills through his frame and suffuses his eyes? Not, I imagine, that Grecian skill and Grecian valor were here most signally displayed; but that Greece herself was saved. It is because, if that day had gone otherwise Greece had perished. It is because he perceives that her philosophers and orators, her poets and painters, her sculptors and architects, her government and free institutions, point backward to Marathon."—Webster.

T. J. PARR.

The Public School.

LESSONS ON THE PARTS OF A FLOWER.

MATERIAL.—A variety of simple flowers which distinctly show the parts of a flower. Needles made by thrusting a common needle into a piece of rattan, microscopes.

PLAN.—Distribute blossoms (geranium), among the children. Lead the children by apt questions to find the parts of a flower and to describe each part. Let the parts be found in different flowers. Give name of parts, and write descriptions upon the black-board. Tell the children that most flowers have these five parts. Some have only one, others two, and others three parts. Children make drawings of the parts.

METHOD.—T.—Show me one part of your flower, Bertha.

C.—This is one part of my flower (showing the stem).

T.—All may find the part Bertha has shown. What name will you give that part of the flower?

C.—It is the stem of the flower.

T.—Tell me one thing about the stem of the flower.

C.—It is green.

C.—It is round.

C.—It is hollow.

C.—It has hairs upon it.

C.—It is stiff.

C.—It breaks easily.

C.—It is slender.

T.—Lay your geranium aside and choose another flower. Each tell me something about the stem of your flower.

Each take the geranium blossom again.

I am looking at a part of the flower next the stem. Who will find that part of the flower?

What part have you found, Eddie?

C.—I have found that part of the flower next the stem.

T.—What part of the flower have you found, Annie?

C.—I have found that part of the flower next the stem.

T.—Tell me together what part of the flower you have just found.

All.—I have found the part of the flower next the stem.

T.—Of what does this part of the flower consist?

C.—It consists of leaves.

T.—Tell me something about the leaves.

C.—The leaves are green.

C.—The leaves are small.

T.—How are the leaves arranged with reference to each other?

C.—They are arranged in a row.

T.—Think a moment and tell me in one story all that you have said about this part of the flower.

C.—It is a row of small green leaves next the stem.

T.—We have a pretty name for this row of small, green leaves next the stem of the flower. It is called the *calyx*.

What part of the flower is called the calyx?

C.—The row of small green leaves next to the stem is called the calyx.

T.—You may find the calyx in some other flower.

What do you call the part of the flower which you have just found?

C.—This part of the flower is called the calyx.

T.—Read what I have written on the board.

C.—The calyx of a flower is a row of small, green leaves next the stem.

T.—Who sees in his geranium blossom another row of leaves?

Where is this row of leaves placed with reference to the calyx?

C.—This row of leaves is next the calyx.

C.—It is inside the calyx.

T.—You may find the inner row of leaves in these other blossoms. If you think, you can tell me what is true of this inner row of leaves in all these blossoms.

C.—The inner row of leaves is colored.

T.—What do you mean by colored?

C.—This is red.

C.—Mine, pink.

C.—This is yellow.

T.—I wonder who can tell me why children like red, pink, and yellow flowers better than those of the other colors?

C.—Because they are so bright.

T.—I am sure you want to know the name of this inner row of brightly colored leaves. We call it the *corolla*.

What is the corolla?

C.—The corolla is the inner row of brightly colored leaves.

T. (Pointing to corolla).—What is this part of the flower called?

C.—That part of the flower is called the corolla.

T.—Find the corolla in some other flowers. Describe what you have found.

Joe may tell me what to write about the corolla.

Each take an azalea. Find calyx. Find corolla.

Find another part of the flower.

Show me the part you have found (stamens).

Tell me one thing about this part.

C.—It is made up of ever so many little parts.

T.—Describe these little bodies.

C.—They look like stems.

C.—They have heads on them.

C.—They look like spun glass. (Children have been bringing specimens of spun glass to school.)

T.—Why?

C.—Because they are white and slender.
T.—Where are the white, slender bodies with reference to the corolla?

C.—The white, slender bodies are next to the corolla.

T.—Find these white, slender bodies in some other flower.

What have you found?

C.—The white, slender bodies next to the corolla.

T.—I will write the name of this part of the flower (write "stamens.")

What are they called?

C.—Stamens.

T.—What are called stamens?

C.—The white, slender bodies next to the corolla are called stamens.

T.—Joe may tell Lily what to write on the board about the stamens.

All read what Lily has written.

Find the calyx.

Remove it and arrange it on the table just as it looks in the flower.

(The teacher will see that the children make the circle large enough.)

T.—Show me the corolla.

Remove and place on the table, so I shall know its place in the flower.

Where did you place it?

C.—Inside the calyx.

T.—Why?

C.—Because it is next the calyx.

T.—Show me the stamens. Remove and place on the table, so that I can see their place in the flower.

Where did you place them?

C.—Inside the corolla.

T.—Why?

C.—Because they are next to the corolla.

T.—Find a part we have not talked about. Describe it.

C.—It is round.

C.—It has a long stem with a knob on the end.

C.—It has soft hairs on it.

C.—This part looks like a stamen.

T.—(Distributing flowers of the same kind with the parts undisturbed.) See if you can find a similar part in this flower.

Tell me where it is.

C.—It is in the middle of the flower.

T.—Where is this part with reference to the stamens?

C.—It is inside the stamens.

T.—Tell me just where this part is.

C.—This part is in the middle of the flower inside the stamens.

T.—Place it with the other parts so I may know where it belongs in the flower.

T.—Find the same part in some other flower.

The part which you have found is called the pistil (write "pistil").

Tell me about the pistil.

C.—The part in the middle of the flower inside the stamens is called the pistil.

T.—Writes this statement, children read it.

T.—What are the parts of a flower?

Children pass to board and draw the parts as arranged upon the table.

T.—When the children can find and name all the parts of a flower, the teacher may give the meaning of the names.

BLACKBOARD WORK.

Calyx.
Corolla.
Stamens.
Pistil.

Parts of the flower.

The calyx of the flower is the row of small, green leaves next the stem.

The corolla is the inner row of brightly-colored leaves.

The stamens are the white, slender bodies next to the corolla.

The pistil is the part in the middle of the flower.

The University.

UNIVERSITY OF TORONTO EXAMINATIONS.

THE success of the young ladies at the recent examinations in arts of the University of Toronto, has been most marked. Five of them have passed the examination for the B.A. degree, every one with honors. Miss M. N. Brown, daughter of the late Hon. Geo. Brown, has won the gold medal in the department of modern languages. Miss Gardiner stands first on the class lists in English, Ethnology, and Italian. Miss Bald graduates with honors in classics. The highest honors obtained by any undergraduate in the third year belong to Miss Balmer, whose whole university record is one of brilliant successes. She has very high honors in modern languages, is first in constitutional history, has honors in mental and moral science and civil polity, and stands easily first in general proficiency, thus earning the Governor-General's gold medal. Such a record is very rare in the history of the Provincial University. In the second year Miss Spence is ranked in the first class in classics, also in mental science and logic; she also won the college prize in mental science. Miss Fair obtained honors in modern languages, several young women also secured honors in the first year. Of the five ladies who graduate, three attended lectures in University College. Miss Balmer and several of those in the lower years also attended lectures.

As this is the first examination that has been held since the admission of women to University College, the results are highly significant. They speak for themselves, and are the very best answer that can be given to the opponents of the higher education of women.

The following is a list of medallists, prize-men, and scholars:—

Fourth Year.

THE MEDALLISTS.

Classics—Gold medal, W. M. Logan; silver medals, W. H. Walker, and H. B. Witton, equal.

Physics—Gold medal, A. C. McKay; silver, A. Weir.

Mathematics—Gold medal, J. H. McGeary; silver, R. A. Thompson.

Modern languages—Gold medal, Miss M. N. Brown; silver, J. H. Cameron.

Natural science—Gold medal, T. Walmsley; silver, F. J. Shutt.

Mental and moral science and civil polity—Gold medal, A. Collins; silver, D. McKay.

PRIZES.

Oriental languages, fourth year—D. McKenzie.

French prose—J. H. Cameron.

German prose—J. H. Cameron.

English prose—J. O. Miller.

Latin prose—W. McBrady.

Third Year.

Scholarships.—Classics—W. P. Mustard, R. Shiell. Physics—I. E. Martin, L. H. Bowerman. Modern languages—F. F. MacPherson. Natural science—J. Bell. Mental science and civil polity—T. M. Logie. Lansdowne gold medal—Miss E. Balmer. Prize in Oriental literature—E. E. Doherty and J. McD. Duncan.

Second Year.

Scholarships.—Classics—E. O. Sliter and A. W. Stratton, equal. Mathematics—J. C. Stuart and L. J. Cornwell, equal. Modern languages—T. Logie. Natural science—W. L. Miller. Mental science and logic—J. G. Hume. General proficiency—W. H. Hunter and J. G. Hume, equal; F. R. McNamara. Lansdowne silver medal—W. H. Hunter. Prize in Hebrew—H. E. A. Reid.

First Year.

Scholarships.—Classics—F. H. Suffer, W. J. Healy. Mathematics—J. McGowan and J. G. Witton, equal. Modern languages—F. McLeay. General proficiency—F. J. Steen, T. A. Gibson. Hebrew prize—A. Burwash.

"AN EMANCIPATED LADY" writes to *The Pall Mall Gazette* to say: "There is to be an American exhibition in London next year. What if the directors organize a Sunday section, in which specimens could be given of the pulpit oratory in favor in the United States of America? Good American preachers are better than those in England of the highest class. The former hardly ever profit by the incapacity of their hearers to contradict or audibly sift pulpit utterances." She then goes on to praise the Rev. Robert Collyer, Dr. John Hall and Mr. Beecher, incidentally imparting the interesting information that in Brooklyn Mr. Beecher is addressed as "Doctor."

Educational Intelligence.

COUNTY OF RENFREW TEACHERS' ASSOCIATION.

THE teachers of Renfrew County met on May the 28th and 29th, and faithfully adhered to the following programme:—

THURSDAY.

10 A.M.—Opening, Receiving Report of Committees.

11 A.M.—President's Address, given by E. Odlum, M.A., Head Master Pembroke High School.

2 P.M.—Art Education, by Chas. McDowell, M.A., H. M. Renfrew H. School.

2.30 P.M.—Teachers' Tenure of Office, by A. D. Campbell, Head Master Arnprior P. School.

3 P.M.—Patriotism in the School Room, by Thos. O'Hagan, B.A.

4 P.M.—Lesson on Grammar and Analysis, by Dr. McLellan.

FRIDAY.

9 A.M.—Reports of Committees and General Business.

9.30 A.M.—“Fractions,” by J. C. Stewart, H. M. Pembroke P. S.

10 A.M.—Reading, by Dr. McLellan, followed by some notes on Arithmetic, by the same gentleman.

PUBLIC MEETING THURSDAY EVENING.

Dr. McLellan lectured to an enthusiastic audience for nearly two hours, on “Education in Ontario.” This was given in the Doctor's unique, interesting and unsurpassable style. To say that the lecture was well received, fully appreciated and a grand success, is a mild form of putting the matter. Teachers throughout the county should make sure of hearing Dr. McLellan's public lecture, and do their best to secure overflowing audiences, for whom it is especially intended.

The next regular annual meeting of the association will be held at Arnprior.

On motion of Mr. Campbell, seconded by Inspector R. G. Scott, M.A., it was resolved, “that, in the opinion of this convention, it is highly desirable that some efforts be put forth by the Education Department for the purpose of securing permanency of position to the teachers of Ontario.”

This is certainly a step in the right direction. A motion expressing sympathy with the Minister's scheme to improve the facilities for practical reading among the teachers was introduced by L. C. Corbett, B.A., H. M. Arnprior H. S., and unanimously carried.

During the meeting of the convention Mr. Reading gave a short address on Practical Drawing, and illustrated his subject by using wooden models.—*Com.*

Examination Papers.

SECOND CLASS PROFESSIONAL EXAMINATIONS, JUNE, 1885.

NORMAL SCHOOLS.

SCHOOL ORGANIZATION AND MANAGEMENT.

NOTE.—Five questions will be considered a full paper.

1. Define School Organization. What does it include?
2. On taking charge of a school, what policy would you adopt with reference to Organization, Classification, and General Management?
3. “Proper classification has many important advantages.” Name them.
4. What rules should be observed in drawing up a time-table for an ungraded school?
5. In order that good discipline may be established and maintained, what points must the teacher ever keep before him (i.) with reference to himself, (ii.) with reference to his pupils?
6. Discuss the most important principles involved in efficient class management.

HISTORY OF EDUCATION.

Examiner—JAS. F. WHITE.

1. Give a brief account of the state of education among the Greeks, showing the places given to music and gymnastics respectively.
2. Sketch the leading ideas embodied in Ascham's “Scholmaster.”
3. What were the reforms advocated by Pestalozzi? What influences did his opinions have on the educational system of his time?
4. Describe the educational system of the Jansenists of Port Royal, showing how it differed from other systems of that age.
5. State the chief principles of education inculcated by Locke and estimate their effect.
6. Give an account of Rousseau's “Emile,” and of the educational reforms therein advocated, with comment of your own as to their value.

SCIENCE OF EDUCATION.

1. “Certain ideas are the product of the Intellect alone.” Write briefly on some of these ideas.
2. How do we come to know that “Everybody is, and must be, in space”?
3. What is *Sensation, Perception, Conception*? Illustrate as fully as you can.
4. Discuss briefly “What is Consciousness”?
5. What principles are to be observed in cultivating the Memory?
6. Write briefly on *Induction*.

PRINCIPLES AND PRACTICE OF TEACHING.

Examiner—CORNELIUS DONOVAN, M.A.

N.B.—Four questions constitute a full paper.

1. (a) “The schoolmaster nascitur non fit.” Show to what extent this saying is erroneous.
(b) Enumerate the qualifications of a good teacher.
2. Describe and compare the following methods of education:—
(a) Memorizing.
(b) The Study of Words.
(c) The Study of Things.
(d) Experiment and Work.

3. What is meant by the Kindergarten System? State its advantages, and indicate the limits of its usefulness. On what does its success depend?

4. “To know how to put a good question is to have gone a long way towards becoming a useful and efficient instructor.”

- (a) What are the tests of a good question?
- (b) Name some of the objects of questioning.
- (c) Give your opinion as to the value of written examinations.

5. Discuss the merits of the following theorem in its relation to the whole period of school life:—“The good teacher seeks to give each class of faculty a fair chance of development.”

6. What is the utility of the study of History? Give a brief outline of your method of teaching this subject.

THE Government Printing Office at Washington issues a pamphlet on “Planting Trees in School Grounds,” with practical directions for best securing success with them, and with selections appropriate for the “Arbor Day” exercises which are becoming popular. It is an excellent idea to enlist public sympathy in so good a cause, and it is to be wished that the Government could dictate for the right arrangement of “timber claims” on the prairie, so that not only the number of trees required should be faithfully set out, but that they should be set in ways practically useful and beautiful. At present the law requires a certain number of acres to be covered with trees “not more than twelve feet apart.” Nothing is said about their not being *less* than twelve feet apart, and as it is found easier, for some reason, to huddle them all together, many of the “timber claims” of central Kansas are a ludicrous and melancholy spectacle of a judicious law carried out to the letter but completely violated in spirit.

THE National Bureau of Education is becoming an increasing object of interest to the educated classes who visit Washington. Its unpretending building, though not commensurate with the valuable interests it represents, yet contains immense stores of information to the educator. The entire American and foreign literature relating to education may be found in its library. More than sixty foreign journals are taken, and reports from all the leading governments on their educational methods are on file. In its museum are clay models from the unskilled hands of the savage, side by side with the exquisite work of civilized nations, thus showing the elevating power of education. This Bureau has twenty thousand correspondents, who furnish it with the latest information on all subjects bearing on education. From this mass of facts it is able to formulate its reports, which are of immense value to educators at home and abroad. The annual report of its Commissioner, Hon. John Eaton, is the standard American authority on the progress of education, and the monographs it yearly issues on special subjects are eagerly sought for by foreign governments for their educators. Some vital questions are always under investigation. At present a thorough inquiry is being made into the relation of education and crime, also into the relation of the disappearance of apprenticeship; the introduction of manual labor into schools; the best methods of teaching geography; the relation of ventilation, heating and lighting of schools to the health of children.—*New York School Journal.*

Examination Papers.

ADMISSION TO HIGH SCHOOLS.

[We intend for the future to insert under this heading, in chronological order, the various examination papers that have been set for admission to high schools.]

HISTORY.

AUTUMN TERM, 1873.

1. Name the Provinces of the Dominion of Canada, and give (with dates), some of the important events in their history.
2. Give outline of the reign of Edward IV.
3. State what you can about Villenage and its extinction.
4. Give an account of Simnel's imposture.
5. Mention (giving dates), any important events of the reign of Elizabeth.
6. Give some account of the Petition of Right, and of ship-money.
7. Name the battles of the Civil War (Chas. I.)
8. What was the Declaration of Rights? Give its principal conditions.
9. Give date of the Union of England and Scotland, with the chief terms of Union.
10. Give brief accounts of the following battles: Dunbar, Killlicrankie, Boyne, Oudenarde.

Note—Seven and a half marks for each of these questions. Fifty per cent is the minimum for passing.

DECEMBER, 1877.

1. How did Canada come into the possession of the French, and how did the British acquire it?
2. Name in order the Tudor sovereigns of England, and tell what you know of the reign of Queen Elizabeth.
3. In whose reign were the battles of Bannockburn, Culloden, and Waterloo fought; between what nations; and who were the principal commanders on each side?
4. When did Queen Victoria come to the throne? Whom did she succeed, and what have been the principal events in the history of Canada during her reign?
5. Say what you know about Oliver Cromwell, Joan of Arc, John Milton, Lord Nelson.
6. When did the United States become an independent nation; and when did Canada become a Dominion?

JULY, 1878.—ENGLAND.

1. Describe the feudal system. What was the condition of the farm laborers under it? About what time did it prevail?
2. What was Magna Charta? Why is it considered important? By what king and under what circumstances was it signed?
3. Name the Tudor sovereigns in order, explain how they were related to one another, and tell what you know about the history of the reign of the last one of them.
4. What was the cause of the quarrel which resulted in the revolt of the American colonies and

the establishment of the United States of America? In what reign did these events occur?

5. What is meant by the Ministry or Cabinet? By what authority are its members nominally, and by what really, appointed at the present time? Who is the present Prime Minister of England?

DECEMBER, 1878.—ENGLAND.

1. Who were the Saxons? When did they invade Britain, and what changes did they effect in it?
2. What English kings endeavored to conquer France, and what was their success?
3. Who was Queen Elizabeth? Mention the principal events of her reign.
4. About what time did King James I. live? Show how Queen Victoria is descended from him.
5. What was the Reform Bill. When was it passed, and why was its passing a very important event?
6. What are the principal differences between the English Government and that of the United States?

JULY, 1879.—ENGLAND.

1. Tell what is meant by Limited Monarchy, Magna Charta, the Wars of the Roses, the Spanish Armada?
2. Mention the principal events of the reign of Henry VII. How did he come to the throne?
3. What do you understand by "the Commonwealth"? How long did it last in England, and what brought it to a close?
4. Tell briefly what you know about the Duke of Marlborough, or, Lord Nelson.
5. Of what does the Parliament of Great Britain consist, and how does the Canadian Parliament differ from it?
6. In whose reign were England and Scotland united?

DECEMBER, 1879.—ENGLAND.

1. Tell how the Roman conquest of England was brought about, and what were the principal changes effected by it in England?
2. Why is the reign of King John a very important period of English history? Explain fully.
3. Give an account of the public life of Oliver Cromwell.
4. Tell what is meant by the Revolution, the Restoration, the Reformation, the Parliament.
5. Why is the power of the Sovereign now less than it was three centuries ago?
6. Tell the principal events of the reign of George III.

JUNE, 1880.—ENGLAND.

1. Explain what is meant by the following terms: Feudalism, Crusade, the Invincible Armada, Cabinet Minister, the Pretender, the Premier.
2. Name, in order, the sovereigns of Great Britain from James I. to Victoria, showing how each was related to his or her predecessor.

3. What were the wars of the Roses? When were they waged? Why are they important events in English history?

4. In whose reign did those eminent persons live, and for what is each of them distinguished: Thomas à Becket, Sir Walter Raleigh, William Pitt?

5. What was the cause of the Great Civil War in England? Who were the principal persons engaged in it? What were its results?

6. What are the principal differences between the British Parliament and that of the Dominion?

DECEMBER, 1880.—ENGLAND.

1. Tell how William the Norman came to be King of the English, and how he made his rule very strong.
2. What is meant by the expressions: "to do homage," "self-taxation," "feudal tenant," "ministers of the crown," "prime minister."
3. What was the cause of the troubles between King Charles I. and his Parliament, and to what did they lead?
4. Show how England and Scotland came to be one kingdom, and how the union did good to both.
5. Tell what you know about the war against the American colonies in the reign of George III., and its results.
6. What do you understand by Free Trade, Limited Monarchy, the Whig Party?

JULY, 1881.—ENGLAND.

1. About what time was Alfred the Great King of England, and what good and wise acts did he perform as king.
2. Show how the English people sometimes forced bad kings to give them good laws.
3. Make a list of the Tudor sovereigns, and tell the chief events in the reign of any one of them.
4. How did England come to be engaged in war with Napoleon? Name the chief battles of this war, and say how it ended.
5. Tell what you know about the way in which the English laws are made.
6. Explain "Long Parliament," "National Debt," "Abolition of Slavery."

DECEMBER, 1881.—ENGLAND.

1. Tell what you know about the reign of King John in England.
2. What is a colony? How did England come to have colonies in America? In India?
3. What were the Wars of the Roses? What great changes in England resulted from them?
4. Explain what is meant by "the Commonwealth," and how it came to be established in England.
5. Who was Queen Anne? Who succeeded her, and why?
6. What is meant by "the Whig Aristocracy," "the National Debt," "the Reform Bill," "the Crimean War."

SPECIMEN PAGE OF STORMONTH'S ENGLISH DICTIONARY.

lizard

566

lobster

form lye: **adj.** making a lixivium: **lixiv'iating**, **imp.**: **lixiv'iated**, **pp.**: **adj.** reduced to lixivium: **lixiv'iation**, **n.** -*ā'shūn*, the operation or process of extracting alkaline salts from ashes by pouring water on them, the water imbibing the salts: **lixiv'ium**, **n.** -*t-ūm*, the water which has been impregnated with alkaline salts from wood-ashes.

lizard, **n.** *līz'erd* [F. *lézard*; It. *luercia*—from L. *lacerta*, a lizard], a general name for such animals of the reptile kind, as the chameleon, iguana, &c., which have tails and legs, and are covered with scales.

Lizard Point, *līz'erd pōjnt*, a cape in Cornwall, so called from having been a place of retirement for lazars, or persons afflicted with leprosy.

Iama, **n.** *lā'mā*, a priest; Buddha—see **Iama**.

Iama, **n.** *lā'mā* [Peruvian], an animal of the camel kind, more lightly built, and without a hump, peculiar to S. Amer.

Ilanos, **n.** *lā'nōs* [Sp.], the flat treeless plains which extend along the banks of the Orinoco, in S. Amer.

Lloyd's, **n.** *lōydz* [from *Lloyd's* Coffee-house, where rooms were set apart for the same purpose], a part of the Royal Exchange, London, set apart for brokers and others engaged in the insurance of ships, &c.: **Lloyd's List**, a daily sheet, chiefly containing shipping intelligence: **Lloyd's agents**, persons who act in various parts of the world for the committee of underwriters at Lloyd's, and who transmit all kinds of information connected with shipping, and discharge other duties in their interest: **classed at Lloyd's**, said of a ship whose character and seaworthiness are entered on Lloyd's Register; the highest class being registered as A 1.

lo, **int.** *lō* [AS. *l* look; behold.

loach or **locho**, *lōch* [F. *loche*; Sp. *loja*, a loach], a small river-fish found in clear streams.

load, **n.** *lōd* [AS. *hlud*, a load; *hludan*, to load; Icel. *hladi*, a heap; *hlada*, a barn: comp. Gael. *lōd*, a load, a burden: see **lade** 3], a burden; a cargo; that which is borne with inconvenience, difficulty, or pain; weight; pressure; a weight, or defined quantities of different commodities or bulky merchandise: **v.** to burden; to lay on or in for conveyance; to make heavy by something added; to charge, as a gun; to bestow or confer abundantly: **load'ing**, **imp.** burdening; charging, as a gun: **n.** a burden; a cargo: **load'ed**, **pp.**, also **laden**, **pp.** *lā'dū*: **adj.** charged with a load or cargo; burdened or oppressed, as with a load: **load'er**, **n.** -*ēr*, one who, or that which.—**Syn.** of 'load n.': freight; lading; amount; quantity; encumbrance.

Note 1.—When we view an object already provided with a **load**, so as to fix our attention on its present condition rather than the process by which that condition was brought about, the object is **laden**; when we look at the process of **laying on a load**, rather than its effect of leaving another object **laden**, the participle is **loaded**.—Latham. We say 'a loaded gun,' but 'a laden ship,' and 'laden with death,' 'laden with sorrow.'

Note 2.—**lot**, in the familiar expressions, 'what a lot of money,' 'what a lot of people,' in the sense of 'quantity or bulk,' is probably only a corruption of **load**. There may be also an etymological connection between **load** and **lot**, as there certainly is in sense, as in 'heavy is my lot'—see Dr C. Mackay.

loadstone, **n.** *lōl'stōn* [AS. *lād*; Icel. *leidar*, a way, a journey, and Eng. *stone*: Icel. *leidarstein*, a stone of the way or of conduct, a loadstone], an ore of iron possessing magnetic properties; the magnet: **load'star**, **n.** -*stār* [Icel. *leidarstjarna*, a star of conduct], the pole-star; the leading or guiding star: properly spelt **lodestone**, **lodestar**.

loaf, **n.** *lōf* [AS. *hlaf*; Goth. *hlaihs*; Ger. *laib*; Icel. *hleifr*; Fin. *laipe*, bread, loaf], a mass or lump of baked bread; a conical mass of refined sugar: **loaves**, **n.** **plu.**

loze: **loaves and fishes**, material interests or worldly advancement sought under the high pretence of patriotic fervour or spiritual zeal.

loaf, **v.** *lōf* [Ger. *laufen*, to go to and fro, to haunt; Sp. *gallofear*, to saunter about and live upon alms; Gael. *lobh*, to rot: formerly an Americanism], to saunter about idly and lazily; to lounge about streets and corners instead of working honestly: **loaf'ing**, **imp.**: **adj.** wandering idly about; lounging lazily about the streets and public-houses: **loafed**, **pp.** *lōft*: **loafer**, **n.** [Gael. *lobhar*, a leper, a rotten scoundrel], an idle lounging; a vagrant; a lazy vagabond.

loam, **n.** *lōm* [AS. *lum*; Dut. *leem*; Ger. *leim*, clay; L. *limus*, mud, clay: comp. Gael. *lom*, bare], a soil consisting of clay mixed with sand and vegetable mould: **loamy**, **a.** *lōm'i*, consisting of loam; partaking of the nature of loam, or like it.

loan, **n.** *lōn* [Icel. *lán*; Dan. *laan*, anything lent; Sw. *lana*, to lend; OH.Ger. *lhan*, a thing granted; Ger. *leihen*, to lend], anything given for temporary use; sum of money lent for a time at interest; grant of the use: **v.** to grant the use of for a time; to lend; **loan'ing**, **imp.**: **loaned**, **pp.** *lōnd*: **loan-monger**, a dealer in loans; a money-lender: **loan-office**, a place where small sums of money are lent at high interest to be repaid by instalments; a pawnbroking office.

loan, **n.** *lōn* [Gael. *lon*, a meadow, a pasture], in Scot., a meadow; a lane; a quiet, shady, winding path: also **loaning**, **n.** *lōn'ing*.

loathe, **v.** *lōth* [AS. *lath*, hateful, evil; Icel. *leidr*, loathed, disliked; Ger. *leid*, what is offensive to the feelings; F. *laid*, ugly], to regard with mingled hatred and disgust; to feel disgust at, as at food or drink: **loath**, **a.** *lōth*, literally, filled with aversion—hence, unwilling; backward; reluctant: **loathing**, **imp.** *lōth'ing*: **n.** disgust; nausea; aversion: **loathed**, **pp.** *lōth'd*: **loath'er**, **n.** -*ēr*, one who feels disgust: **loath'ful**, **a.** *lōth'fōl*, disgusting; exciting abhorrence: **loath'ingly**, **ad.** -*lī*: **loathsome**, **a.** *lōth'sōm*, disgusting; hateful: **loath'somely**, **ad.** -*lī*: **loath'someness**, **n.** -*nēs*, the quality of exciting disgust or abhorrence.—**Syn.** of 'loatho': to abhor; abominate; detest; hate; nauseate.

loaves, **n.** *lōz*, the plu. of **loaf**, which see.

lob, **v.** *lōb* [Icel. *lubbaz*, to loiter about; *tubbi*, a shaggy dog with hanging ears; Dut. *lomboor*, a dog or pig with hanging ears; W. *lubi*, a long lubber], in OE., to hang down slack, dangling, or drooping; to let fall in a slovenly or lazy manner; to droop: **n.** a heavy, clumsy, or sluggish person; a clown; a clumsy, heavy worn—see **lobworm**: **lob'b'ing**, **imp.**: **lobbed**, **pp.** *lōbd*: **to lob along**, to walk lazily, as one fatigued.

lobate—see under **lobe**.

lobby, **n.** *lōb'bl* [Ger. *laube*, an arbour—from *laub*, foliage: mid. L. *loblā*, an open portico], an ante-chamber or gallery; a hall or passage serving as a common entrance to different apartments.

lobe, **n.** *lōb* [F. *lobe*, a lobe—from Gr. *lobos*, the tip of the ear; It. *lobo*—*lit.*, the part hanging down], a part or division of the lungs, liver, &c.; the lower soft part of the ear; in *bot.*, a large division of a leaf, or of a seed—often applied to the divisions of the anther: **lobed**, **a.** *lōbd*, also **lobate**, **a.** *lō'bāt*, having lobes or divisions: **lobule**, **n.** *lōb'ūl*, a little lobe, or the subdivision of a lobe: **lob'ular**, **a.** -*ū-lēr*, belonging to or affecting a lobe.

Lobelia, **n.** *lō-bē'lī-ā* [said to be after *Lobel*, a botanist of King James I.], the name of an extensive genus of beautiful plants, Ord. *Lobeliaceæ*; Indian tobacco, used in medicine as an emetic, an expectorant, &c.: **lobelina**, **n.** *lō'bē-lī-nā*, a volatile alkaloid found in *Lobelia inflata*.

loblolly, **n.** *lōb-lō'lī* [OE. *lob*, something not having strength to support itself, **v.** to hang down, and Eug. *loll*], among *scamen*, gruel or spoon-meat—see **lob**.

lobster, **n.** *lōb'stēr* [AS. *lopustre*; L. *locusta*, a lob-

"SURPASSES ALL ITS PREDECESSORS."—N. Y. TRIBUNE, March 13, 1885.

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