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# Educational Weekly

VOL. IV.

THURSDAY, DECEMBER 16TH, 1886.

Number 100.

## The Educational Weekly,

Edited by T. ARNOLD HAULTAIN, M.A.

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JAMES V. WRIGHT, General Manager.

TORONTO, DECEMBER 16, 1886.

A LEADING article appeared a short time since in the *London Advertiser* with the heading, "No Caste in Education." The article in itself is well worth perusal. The writer has clear views and expresses them admirably. He takes strong positions, too, and contends for them zealously. He says first:

The tendency of all pursuits, especially intellectual pursuits, following hereditary lines, is to deterioration. Great mental ability is seldom transmitted beyond the second or third generation. So it is in regard to life in the crowded cities. The city born and bred are apt to deteriorate

rapidly. The children have seldom the same stamina, either physical or intellectual, as the parents, and the transmission of the exceptional qualities of mind and body which won success for the latter to a third or fourth generation of dwellers in the city would be a marvel.

It is well that it is so. There is no greater foe to national or racial progress than the transmission of occupations, professions, and educational privileges in family or class lines. Any such tendency has in it the elements of the caste influence, which is a chief source of the immobility and stagnation of Eastern races. The slightest approach to such a state of things would be fruitful of deterioration and destruction of the honourable and healthful ambition which in the free life of this Western world brings ability and energy to the front in every sphere of activity, and keeps up that constant circulation which is the condition of the highest progress and the healthiest life.

Proceeding then to ask how to counteract the acknowledged modern evil of distaste for agricultural and rural pursuits and over-crowding of the cities and the mercantile and professional pursuits, he answers, "not by discouraging education or repressing honourable ambition, but by imbuing the minds of the young with juster and wiser views of the true end of education, and the comparative dignity and value of agricultural and other industrial pursuits." And to bring this about the writer says, "Let the State give more attention to the education of the minds and tastes of the many, with a view to popularizing farming and other manual industries among the educated classes. . . .

Let industrial schools be established, or, better still, industrial adjuncts to the public schools in towns and cities. Let the boys be taught in these at the same time to use their hands and their brains. Let professional and business men in the cities train and educate their feeble sons for the invigorating and noble pursuit of scientific farming. Let the sturdy sons of the country farmer and artizan, on the other hand, have full scope to obey the promptings of an honourable ambition, including the freest access to college and university, and all the avenues of the learned professions. The circulation thus kept up between city and country will be eminently healthful and profitable. The agricultural

resources of the province will be developed to a greater extent than ever before by young men coming to the work with enlarged intelligence and enthusiasm, while on the other hand the sturdy sons of the farm will reinforce the intellectual ranks of the city and the learned professions with a constant supply of fresh and vigorous brain power."

One or two points urged by the writer are, perhaps, open to criticism, but on the whole everyone will agree with his chief positions. One hint only we may here drop, and upon this subject we have already written at length. By all means let education include educating our youth for employments other than merely professional, but is not the State in its present system of education in the Province spending all it can possibly afford on schools which do little else than prepare for professional careers? In order to be able to afford "industrial adjuncts to the public schools," must not the sphere of these public schools be limited? If the country can pay for both, so much the better; if not, we heartily agree with the *London Advertiser*, let there be such adjuncts established even at the expense—we will not say of the public schools, but of the high schools and collegiate institutes. It is these latter institutions that tempt the youth of our country into pursuits other than agricultural; it is these institutions which, by developing the mind in one direction only, have given rise to the phrase which is a contradiction in terms in itself—"over-education."

The writer has hit the right nail on the head when he says that there should be opportunity to all to learn that for which they are best fitted. That there is no caste in education, however, we cannot allow. Many careers require much beside intellectual power. The chances are very many to one that the son of a generation of blacksmiths or labourers will by education blossom into an adroit diplomat. Such things have been, but they are the exception, and for such exceptions the State is not called upon to legislate.

## Contemporary Thought.

"THAT school, or that system of schools," says D. C. Tillotson, Superintendent of Schools, Topeka, Kansas, "which succeeds in preparing ordinary children to be ordinary men and women, and fits them for the ordinary duties of life, is a remarkably successful school. Geniuses are not produced by the schools. The universities could not produce a Shakespeare. Because he was so poor in English composition, Harvard College questioned the propriety of granting a diploma to the man who is to-day the greatest American in the field of letters. Men of talent have ever done more for the schools than the schools have done for them. It is my opinion that that man is of greatest value to any community who urges and assists the schools to quietly persevere in fitting the average mortal for the commonplace duties of every-day life."

THE plan for a "universal commercial language" originated about five years ago by Herr Schleyer, of Switzerland, seems to be meeting with greater favour than has been accorded other projects of the kind. It is reported that Volapuk is already spoken with facility by thousands of Europeans; knowledge of it is being disseminated by more than fifty societies scattered over England, Germany, Austria, Sweden, Holland, Asia Minor, and other countries; Volapuk grammars for the use of Hottentots and Chinese, besides all the European nations, are either in the market or in course of preparation; and two reviews, one entirely in Volapuk and the other with a translation on alternate pages, are regularly published. The special advantage of the new language is the ease with which it can be learned, eight lessons having enabled a Parisian class to correspond readily with students in foreign countries.—*Ex.*

WE are most strongly convinced of the supreme necessity of drawing the line of demarcation most clearly and strongly between our system of education and the party politics of the Province. We conceive that not only the proper but the only course for a political head of the Education Office to adopt is to keep himself absolutely free from the discussion of political questions, and only to speak in the House upon topics connected in some way with his office. This is the rule in England and Scotland. The Minister in charge of the Education Offices of those countries are never heard on the stump or in the House, unless on some subject connected with education or of grave Imperial import. This is entirely as it should be. Education and politics should be severed as widely as the poles. The head of the Educational Department should not be a politician—in the ordinary sense of the term.—*The 'Varsity.*

INSTEAD, therefore, of pulling down the existing order, as the Socialists propose, the thing to be done is to enlarge its foundations. They are right in saying that an industrial system whose sole motive power is self-interest and whose sole regulative principle is competition will end in pandemonium; but they are foolish in thinking that humanity will thrive under a system which discards or cripples these self-regarding forces. What is needed is the calling into action of the good-will

which is equally a part of human nature. This also must be made an integral part of the industrial system; it must be the business of the employer to promote the welfare of his workmen, and the business of the workmen to promote the interest of their employer. The organization of labour must be such that the one class cannot prosper without directly and perceptibly increasing the prosperity of the other. This is the true remedy for the evils of which the socialists complain. The reform needed is not the destruction but the Christianization of the present order.—*Rev. Dr. Washington Gladden, in the New York Century.*

SOME idea of the incalculable importance of realizing, in the highest degree possible, the end for which, in theory at least, our common schools are supported at the public cost, may be gained from the Treasury Department's figures showing that the tide of immigration is as great, in proportion, as it ever was, and in actual numbers is constantly increasing. Experience has taught, with growing emphasis, the necessity of bringing these foreign elements, as soon and as completely as possible, into sympathy with that which is, in the best sense of the word, American. We have also been taught the lesson that, with large numbers of the adults thus added to the voting, and therefore the governing, class in our republic, it is practically impossible to instill those lessons in republican doctrine which bear fruit in good citizenship. While we should spare no effort to make good citizens of the adults coming to us from all lands, it is obvious that the most hopeful and important work in its effect upon the future of our institutions, is to be wrought among their children. To make of these hundreds of thousands of youth men and women who shall be intelligent, upright and patriotic Americans is a work which must chiefly devolve upon the American school and the American teacher.—*The Citizen.*

MANY old theories of education are being mercilessly discussed. Many new theories claim the places of the old. The classical scholar still claims for the ancient languages the greatest educational power. The advocate of modern languages says life is too short to study dead things, and that modern languages furnish enough discipline, and are, besides, useful. To the scientist, science is god of all, even of education. To him no man is properly educated, unless his mind is stored with scientific ideas and trained by the scientific methods of the nineteenth century. Languages, ancient and modern, mathematics, science, philosophy, all advance their claims to be the best educators of the coming man. Meanwhile the coming man is nothing but a child, and must submit himself to his elders to be experimented upon according to the theories of teachers or parents. For men, women and children alike, I wish to enter a plea for a part of them much neglected in most discussions on education, and too much left out of sight in most theories of education—the body. In fact, for centuries past, many educators have seemed to regard the body as a rival of the brain, if not an enemy of it. They have apparently been filled with the idea that strength and time given to the body are strength and time taken from the mind. Unfortunately for the cause of good educa-

tion, this erroneous idea is not held by teachers alone, but is a very prevalent one generally, the current dictum being that, representing by unity a person's force, whatever part of this unit is taken for the body leaves necessarily just that much less for the mind. To combat this idea, and to replace it by a much more reasonable idea, I had almost said by the *very opposite idea*, shall be the chief though not the only aim of these pages.—*From "The Influence of Exercise upon Health," by Professor E. L. Richards, in Popular Science Monthly.*

If we imagine an observer contemplating the earth from a convenient distance in space, and scrutinizing its features as it rolls before him, we may suppose him to be struck with the fact that eleven-sixteenths of its surface are covered with water, and that the land is so unequally distributed that from one point of view he would see a hemisphere almost exclusively oceanic, while nearly the whole of the dry land is gathered in the opposite hemisphere. He might observe that the great oceanic area of the Pacific and Antarctic Oceans is dotted with islands—like a shallow pool with stones rising above its surface—as if its general were small in comparison with its area. He might also notice that a mass or belt of land surrounds each pole, and that the northern ring sends off to the southward three vast tongues of land and of mountain-chains, terminating respectively in South America, South Africa, and Australia, toward which feeble and insular processes are given off by the Antarctic continental mass. This, as some geographers have observed, gives a rudely three-ribbed aspect to the earth, though two of the three ribs are crowded together and form the European-Asian mass or double continent, while the third is isolated in the single Continent of America. He might also observe that the northern girdle is cut across, so that the Atlantic opens by a wide space into the Arctic Sea, while the Pacific is contracted toward the north, but confluent with the Antarctic Ocean. The Atlantic is also relatively deeper and less cumbered with islands than the Pacific, which has the higher ridges near its shores, constituting what some visitors to the Pacific coast of America have not inaptly called the "back of the world," while the wider slopes face the narrower ocean, into which for this reason the greater part of the drainage of the land is poured. The Pacific and Atlantic, though both depressions or flattenings of the earth, are, as we shall find, different in age, character, and conditions; and the Atlantic, though the smaller, is the older, and from the geological point of view, in some respects, the more important of the two. If our imaginary observer had the means of knowing anything of the rock formations of the continents, he would notice that those bounding the North Atlantic are in general of great age, some belonging to the Laurentian system. On the other hand, he would see that many of the mountain-ranges along the Pacific are comparatively new, and that modern igneous action occurs in connection with them. Thus he might be led to believe that the Atlantic, though comparatively narrow, is an older feature of the earth's surface, while the Pacific belongs to more modern times.—*From "Geology of the Atlantic Ocean," by Sir William Dawson, in the Popular Science Monthly.*

## Notes and Comments.

MR. MULOCK has been re-elected Vice-Chancellor of the University of Toronto.

MR. J. H. LONG, M.A., LL.B., has been appointed head master of the Peterborough Collegiate Institute, the post rendered vacant by the death of Dr. Tassie.

THE Tottenham Teachers' Convention was poorly attended both by teachers and visitors. The most noticeable thing was the substitution of an old hat for a window pane and the thermometer below zero.—*Cardwell Sentinel*.

THE Marquis and Marchioness of Lansdowne visited the Ottawa Normal School on the 7th inst. Addresses were read and replied to. The boys exhibited the pole drill. Several bouquets were presented to the Marchioness.

THE Board of Trustees of Richmond Hill High School have re-engaged T. H. Redditt and D. H. Lent as principal and assistant respectively at \$1,000 and \$600. Mr. Redditt has charge of the language department and Mr. Lent of mathematics and science.

MR. W. ROBERTSON, the writer of the letter in the issue of December 2nd, writes as follows:—"I desire, with your permission, to say that in my former letter I did not include in the text books condemned the algebra by Messrs. Robertson and Birchard, or that by Dr. McLellan. I regard both of these books as first-rate. I would except also a few other books, notably the admirably edited books with which Prof. Van der Smissen has enriched our educational literature."

THE following are the examiners in Arts for the University of Toronto for the year 1887:—Classics—J. E. Hodgson, W. S. Milner. Mathematics—J. H. McGeary, J. W. Reid. Physics—J. M. Clark, T. G. C. Campbell. English—T. C. L. Armstrong, J. Seath; History and Civil Polity—J. W. Bell. German—W. H. Vandermissen. French—J. Squair. Italian—A. J. Bell. Mineralogy and Geology—H. R. Woods. Metaphysics and Ethics—Rev. R. T. Thompson and A. S. Johnston. Oriental Languages—Rev. F. R. Beattie.

MR. R. W. PHIPPS, of Forestry fame, has in his possession about one hundred copies of his last Forestry Report, containing, as all will know, much valuable, interesting, and instructive information on the subject of forest planting and conservation. We have more than once touched upon this topic in connexion with "Arbour Day." Should any teacher wish to make use of Mr. Phipps's Report as a medium by which to interest or instruct his classes, we are authorized to say that the author is willing to send copies free of charge on receipt of address. Mr. Phipps's address is 233, Richmond Street W., Toronto.

THE following resolution was carried at the last meeting of the Peterborough School Board:—

"That the sudden and unexpected death of Dr. Tassie, Principal of the Peterborough Collegiate Institute, calls from us the expression of profound and deep sympathy with his bereaved wife and family. Though but about two years with us, he had by his dignified and courteous bearing won the respect and esteem of all, while the fact that for so long a period he had occupied a prominent position as an educator of Canadian youth, makes his removal a matter of widespread regret to the many hundreds of Canadians who, in his famous Galt school and elsewhere, had enjoyed the privilege of his careful and skilful training. This board deeply regrets the death of a kind and good man, and unite in the hope that He who holds the issues of life may comfort and sustain his sorrowing wife and family. And resolved, further, that this resolution be inscribed in the minutes and a copy transmitted to Mrs. Tassie."

THE following appeared recently in the *Montreal Witness*:—

### "AN ANTI-DOSE."

"Sir,—I was much impressed with the article in Monday's *Witness* referring to the influence of the plate system, recently adopted by Canadian newspapers, in silently and effectually indoctrinating our people with American ideas. In my district of country they have had a wonderful effect in Americanizing our young people. There are other influences producing much the same result. The illustrated papers and magazines of the United States are circulating in vast numbers, and outside our large cities it is rarely that we see a British illustrated paper. Then our Sunday-school scholars are largely supplied with the cheap and attractive papers, which, on the minds of our young people, must exert a great influence. Our Sunday-school teachers largely use the helps provided by agencies in the United States, and these contain illustrations largely drawn from United States history and constitutional practices, which, in spite of themselves or unconsciously, they communicate to their classes. In the same way, our clergymen of all denominations, purchase their homiletic monthlies and great religious reviews and periodicals from the other side. Hence the frequency with which our ears are greeted with illustrations drawn from the history of George Washington, the Pilgrim Fathers, the battle fields of the rebellion, &c., &c., instead of illustrating their remarks with episodes of Sir John, the father of our young country, the battlefields of Egypt, or our own North-West. Such are a few thoughts suggested to my mind by your article of Monday.

CANADIAN.

"December 1st, 1886."

WE have received the following:—

TORONTO, Dec. 11th, 1886.

DEAR SIR,—At an informal meeting of persons interested in the study and teaching of Modern Languages (including English), held during the Session of the Ontario Teachers' Association in August last, it was decided to endeavour to form a Modern Language Association for the Province of Ontario, and I was appointed Provisional Secretary, with instructions to make arrangements for a meeting at an early date.

As there appeared to be a desire among the members of the Ontario Teachers' Association to change their time of meeting from August to Easter, it was thought best, if they decided to make the change, to have the first meeting of the Modern Language Association at the same time. But the Committee of the Ontario Teachers' Association having decided not to change the time of meeting, I have been advised by Modern Language men with whom I have conferred to arrange for a meeting, to be held on Wednesday, the 29th of December next, in University College Y.M.C.A. Buildings, at which the following programme will be presented:—

WEDNESDAY, DECEMBER 29TH.

11 a.m.—Appointment of Committee to draft Constitution.

2 to 4 p.m.—Organization, Election of Officers, and other business.

4 to 5.—"The Status of Modern Language Study in Ontario." G. E. Shaw, B.A.

7.30 to 8.30.—"The uses of Modern Language Study." F. H. Sykes, B.A.

8.30 to 9.30.—"French in University College." J. Squair, B.A.

9.30 to 10.30.—"Methods of Teaching Moderns to Beginners." A. W. Wright, B.A.

THURSDAY, DECEMBER 30TH.

10 to 10.30.—Address by Daniel Wilson, LL.D.

10.30 to 11.30.—"Examinations in Modern Languages." R. Balmer, B.A.

11.30 to 12.30.—"English Literature and Grammar." E. J. McIntyre, B.A.

(If the papers do not take the full hour, the remaining time will be devoted to the discussion of the points raised.)

The advantages to be derived from an organization such as is proposed are so obvious that it is not necessary to point them out. It is hoped you will look with favour on the scheme, and that you, and any others whom you may be able to influence, will kindly accept this invitation to be present to give counsel and encouragement in the formation of what will, no doubt, be a successful society. Yours very truly,

J. SQUAIR, *University College*.

## Literature and Science.

### SUMMER IN NOVEMBER.

ON this bleak evening, pacing to and fro  
The empty rooms beneath this lonely roof,  
Listening the echo of a distant hoof,  
Or the November winds that wildly blow,  
One thought pursues me wheresoe'er I go,  
As close entwined with me as warp to woof—  
Dear one, no power can hold our hearts aloof,  
Because—I love you so! I love you so!  
To-night your shadowy form to me is real  
As when your visible presence made more blue  
The August skies, and turned to song its rain;  
Gone is the storm—the solitude—I feel  
You near to me! What can November do  
For us midsummer days have come again?

—A. Ethelwyn Wetherald in *The Varsity*.

### EXTRACTS FROM THE SPEECH

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

(Continued from last issue.)

DURING the first two centuries of her existence, it may be affirmed that Harvard did sufficiently well the only work she was called on to do, perhaps the only work it was possible for her to do. She gave to Boston her scholarly impress, to the Commonwealth her scholastic impulse. To the clergy of her training was mainly intrusted the oversight of the public schools; these were, as I have said, though indirectly, feeders of the college, for their teaching was of the plainest. But if a boy in any country village showed uncommon parts, the clergyman was sure to hear of it. He and the Squire and the Doctor, if there was one, talked it over, and that boy was sure to be helped onward to college; for next to the five points of Calvinism our ancestors believed in a college education, that is, in the best education that was to be had. The system, if system it should be called, was a good one, a practical application of the doctrine of Natural Selection. Ah! how the parents—nay, the whole family—moiled and pinched that their boy might have the chance denied to them! Mr. Matthew Arnold has told us that in contemporary France, which seems doomed to try every theory of enlightenment by which the fingers may be burned or the house set on fire, the children of the public schools are taught in answer to the question, "Who gives you all these fine things?" to say, "The State." Ill fares the State in which the parental image is replaced by an abstraction. The answer of the boy of whom I have been speaking would have been in a spirit better for the State and for the hope of his own future life; "I owe them, under God, to my own indus-

try, to the sacrifices of my father and mother, and to the sympathy of good men." Nor was the boy's self-respect lessened, for the aid was given by loans, to be repaid when possible. The times have changed, and it is no longer the ambition of a promising boy to go to college. They are taught to think that a common-school education is good enough for all practical purposes. And so perhaps it is, but not for all ideal purposes. Our public schools teach too little or too much: too little if education is to go no further, too many things if what is taught is to be taught thoroughly; and the more they seem to teach, the less likely is education to go further, for it is one of the prime weaknesses of a democracy to be satisfied with the second-best if it appear to answer the purpose tolerably well, and to be cheap—as it never is in the long run.

Harvard has done much, by raising a standard, to force upwards that also of the preparatory schools. The leaven thus infused will, let us hope, filter gradually downwards till it raise a ferment in the lower grades as well. What we need more than anything else is to increase the number of our highly cultivated men and thoroughly trained minds, for these, wherever they go, are sure to carry with them, consciously or not, the seeds of sounder thinking and of higher ideals. The only way in which our civilization can be maintained even at the level it has reached, the only way in which that level can be made more general and be raised higher, is by bringing the influence of the more cultivated to bear with more energy and directness on the less cultivated, and by opening more inlets to those indirect influences which make for refinement of mind and body. Democracy must show its capacity for producing not a higher average man, but the highest possible types of manhood in all its manifold varieties, or it is a failure. No matter what it does for the body, if it do not in some sort satisfy that inextinguishable passion of the soul for something that lifts life away from prose, from the common and the vulgar, it is a failure. Unless it know how to make itself gracious and winning, it is a failure. Has it done this? Is it doing this? Or trying to do it? Not yet, I think, if one may judge by that commonplace of our newspapers that an American who stays long enough in Europe is sure to find his own country unendurable when he comes back. This is not true, if I may judge from some little experience, but it is interesting as implying a certain consciousness, which is of the most hopeful augury. But we must not be impatient; it is a far cry from the dwellers in caves to even such civilization as we have achieved. I am conscious that life has been trying to civilize me for now nearly seventy years with what seem to me very

inadequate results. We cannot afford to wait, but the Race can. And when I speak of civilization I mean those things that tend to develop the moral forces of Man, and not merely to quicken his æsthetic sensibility, though there is often a nearer relation between the two than is popularly believed.

The tendency of a prosperous Democracy—and hitherto we have had little to do but prosper—is towards an overweening confidence in itself and its home-made methods, an overestimate of material success, and a corresponding indifference to the things of the mind. The popular ideal of success seems to be more than ever before the accumulation of riches. I say "seems," for it may be only because the opportunities are greater. I am not ignorant that wealth is the great fertilizer of civilization, and of the arts that beautify it. The very names of civilization and politeness show that the refinement of manners which made the arts possible is the birth of cities where wealth earliest accumulated because it found itself secure. Wealth may be an excellent thing, for it means power, it means leisure, it means liberty.

But these, divorced from culture, that is, from intelligent purpose, become the very mockery of their own essence, not goods, but evils fatal to their possessor, and bring with them, like the Niblung hoard, a doom instead of a blessing. A man rich only for himself has a life as barren and cheerless as the serpent sent to guard a buried treasure. I am saddened when I see our success as a nation measured by the number of acres under tillage or of bushels of wheat exported; for the real value of a country must be weighed in scales more delicate than the Balance of Trade. The garners of Sicily are empty now, but the bees from all climes still fetch honey from the tiny garden-plot of Theocritus. On a map of the world you may cover Judea with your thumb, Athens with a finger-tip, and neither of them figures in the Prices Current; but they still lord it in the thought and action of every civilized man. Did not Dante cover with his hood all that was Italy six hundred years ago? And, if we go back a century, where was Germany outside of Weimar? Material success is good, but only as the necessary preliminary of better things. The measure of a nation's true success is the amount it has contributed to the thought, the moral energy, the intellectual happiness, the spiritual hope and consolation, of mankind. There is no other, let our candidates flatter us as they may. We still make a confusion between huge and great. I know that I am repeating truisms, but they are truisms that need to be repeated in season and out of season.

(To be continued.)

## Special Papers.

### SOME STUDIES ESSENTIAL TO A TEACHER'S SUCCESS.\*

BY studies I mean particular subjects of study, outside of general reading, which the teacher ought to pursue and master in order to fit himself for a proper discharge of his duty. It will not be necessary here to prove that such study is essential to success. I take it for granted that experience has taught us that, in order to be truly successful in our calling, we must continue to be students as well as teachers. Intellectual exercise is indispensable to intellectual growth. The true teacher knows that both are necessary to good teaching.

My purpose, then, is not to show the advantage of study in general, but to direct attention to, and emphasize the necessity of, certain subjects of study, which among the multitude of subjects claiming attention, are apt to be neglected and yet are absolutely essential to success. As I have said, the subjects of study upon which the teacher's success in a greater or less degree depends are many. Books and the world around him and within him supply the material. In the selection of some of these subjects he must be guided by special circumstances, and the peculiar needs of himself and pupils. Those to which I am about to refer are essential to the success of every teacher, and in all circumstances. Without studying them it is possible that a teacher may attain to that standard of success, which is based on the commonly accepted tests of public and written examinations. But there is a higher standard than this. The noblest part of the teacher's work can not be estimated by such material tests. It is his to generate mental power, to give such direction and impetus to the mind that it shall continue to grow strong, and flexible, and self-reliant, long after the directing hand has been withdrawn. It is his to aid the child onward and upward to a useful and noble life; to give him such command of the forces within him, and so to assist in their development that he may be able to fulfil in the highest degree the great end of his existence. That this may be successfully accomplished it is essential that the teacher study (1) Himself, (2) His pupils, and (3) The literature of his profession.

I. In glancing rapidly at the advantages to be gained from each of these I shall reverse their order, and consider first some of the aids to success which may be secured from studying the literature of our profession.

Never before were so many books on education published, and so many educational magazines, many of them of rare excellence.

These contain invaluable stores of accumulated experiences of the most successful educators of past and present time. They are rich in the product of the most gifted minds that have honoured our profession. They come to us richly laden with a harvest of results, as surprising as they are gratifying and encouraging; and they inspire us to strive after like results. In them we may commune with and imbibe the spirit of men and women actuated by the purest motives and the highest aims. In our professional literature we have biographies of men and women whose lives have been consecrated to the cause of education, whose rare faculties of mind and soul have been wholly devoted to perfecting that science which has for its object the elevation of our race. We cannot thoughtfully study these noble unselfish lives without being made thereby, not only better teachers, but also better men and women. Through this study we are brought under the influence of the leaders and moulders of educational opinion, and into harmony with the most advanced educational thought and movement of the age. An interest is aroused in the educational problems of the day. In attempting to solve these thought is stimulated and the mind strengthened. Through the medium of educational journals teachers become acquainted with one another. They are, as it were, brought closer together. Mutual sympathies are awakened. The stimulus of association with fellow workers in the same field is imparted. A sense of professional honour is fostered; and a wholesome feeling of pride in the profession engendered. The teacher who loves his profession loves to study the literature of his profession and *vice versa*.

But I wish to refer briefly to two special advantages that may be gained from the study of the subject. And in the first place let me say, that it gives a right conception of the teacher's work. This is an indispensable condition of good teaching. Too low a conception of duty, or none at all, are alike disastrous. And this is a more common cause of failure than we are willing, perhaps, to admit. Very many teachers have too low an ideal, or no definite ideal at all of their work. The character of their service will naturally correspond to their ideal. It may fall short of it. Indeed it is almost sure to do so. It will certainly not surpass it. Writers of professional literature have endeavoured to educate teachers up to a just conception of the dignity and responsibility of their office. The most profound thinkers and successful workers in our calling have created for us in our professional literature an ideal of the teacher's work well worthy of careful study. Though their ideal is a lofty one, so lofty that, perhaps, not many of us may attain to it, yet, we know not what grand results may be achieved if we but

aspire to it. Nothing less than a living energizing belief in the importance and dignity of our work can sustain us and encourage us to put forth our best effort in the face of the many discouragements we all have in a greater or less degree to contend with. A strong life-giving faith in the ultimate good that will redound to the individual and to the nation from our effort, not merely when considered collectively, but as individuals, is an important condition of successful teaching. It gives an integrity of purpose and steadiness of aim that are of immense value. It enables the teacher to rise above and to look beyond merely superficial results which are too often wrought for and accepted as means of success. He is enabled thereby to labour with the enthusiasm of one who knows that his reward is sure. Some one has said that he who makes a little child happier for half an hour is a co-worker with God. The teacher labours to fit the child for the highest and most enduring happiness of which he is capable by developing within him a truly noble manhood. It is this consciousness of working with God for the elevation of the race that alone can kindle and keep brightly burning within us the fire of enthusiasm.

In the second place the study of our professional literature is essential to improvement in our methods of teaching and modes of school management. Skill in these is indispensable to success. The Education Department has recognized this fact in the establishment of our training institutes and normal and model schools. However excellent the training in these institutions may be it must of necessity be very general in its character. A method that one teacher may use with success, may fail in its application by another. Likewise modes of procedure may be admirably suited to one school and not at all suited to any other school. The best professional training that any institution can supply must be supplemented by, and should stimulate the teacher's ingenuity in constructing methods adapted to the special circumstances of his own situation. Even if the methods learned in these institutions were adapted to every teacher and to every phase of school life, he makes a great mistake who imagines that there is no need for seeking to improve on them. The most approved methods now are not those generally in use ten or fifteen years ago. And there is no doubt that in the years to come there will be a similar advance. As in the past, teachers who do not, by the study of professional works on education and educational papers, keep themselves acquainted with the latest contributions of eminent educators, will be, and will deserve to be, spoken of as "behind the times."

But some honest teacher may fail to make a proper use of the experiences of others. He reads what seems to be a good method

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of teaching some subject. In the written presentation of it question and answer harmonize most beautifully, and the results arrived at are most satisfactory. He resolves to give it a trial, and forthwith teaches the same lesson as nearly word for word as the answers of the children will permit. And it is most distressing how perverse children can be in answering at such a time. The lesson is, as we might expect, a failure. The method is condemned. Perhaps half a dozen methods of teaching the same subject are similarly treated. It is no wonder that the teacher turns away in distrust from all new methods. It very rarely will happen that any lesson, intended as a model, will be applicable under a different set of circumstances without considerable alteration. In deed, in nearly every case the work of another will be found to be merely suggestive. It is chiefly valuable in that it leads a teacher to inspect his own work more closely, and stimulates thought in originating better methods. But supposing that a method recommending itself to a teacher as worthy of trial, he should first of all examine and analyse it to grasp the principles underlying its application. When he has made them thoroughly his own, he should make such alterations in the details as he may think necessary for its successful application by himself in his own school. Then he should apply the method in teaching, not the same lesson, but one similar to that on the printed page. For example, the teacher reads a lesson on the physical geography of Manitoba. Now, instead of getting the run of the questions and answers, and making a verbatim application of it, he should get hold of the mode of treating the subject, and then proceed to frame a lesson on Ontario or Quebec, arranging the details to suit his own pupils, and the different character of the province.

If the study of method be pursued in the way I have indicated, the teacher not only renders more effective the means whereby he is to accomplish the purposes of education but becomes skilful in devising new methods. Mr. Fitch, in advocating the study of method, and meeting the objection that such study will have a tendency to render teaching stereotyped and lifeless, says, "Is it the effect of good professional training in medicine or in law to produce a hurtful uniformity either in opinion or practice? Is it not on the contrary true that the most original methods of procedure, the most fruitful new speculations come precisely from the men who have best studied the philosophy of their own special subject, and who know best what has been thought and done by other workers in the same field?" So in teaching, the freshest and most ingenious methods originate with those men and women who have read and thought most about the *rational* of their art.

II. The teacher should study his pupils. I believe that we are all ready to admit, in a general way, the necessity of studying our pupils. But I very much fear that the full significance of this important duty is not always recognized. Even if our duty in this respect were fully recognized it is not always easy of performance. It is sometimes very difficult to understand the character of a child. It requires some skill to distinguish the first tiny leaf of the beautiful flower from that of the ungainly weed. When both have attained to maturity it is easy to make the distinction. So is it difficult to form a correct estimate of the earliest manifestations of the unfolding intellectual and moral life of the child. It is easier to read character after it has attained to some degree of maturity. But difficult though the duty may be, it is a duty, the importance of which a moment's consideration of the nature and object of education will render very apparent. The pupil is the real material upon which we operate; and our highest aim should be to fashion out of such material as is laid to our hand the very best type of manhood or womanhood of which it is capable.

The teacher is unworthy of the name who studies his pupils merely as so much material out of which he is to carve success for himself. I shall use a too familiar example of what is sometimes done to illustrate what I mean, and let our own consciences acquit or condemn us. We all know that a teacher's success is almost wholly estimated on the results of examination. Now, if a teacher, in order to pass a greater number of pupils, resorts to "cramming" or any other means detrimental to true education, and hence to the well-being of the pupil, I say he is devoid of the true teaching spirit, and unfaithful to the trust committed to his charge. And do not teachers sometimes study their pupils simply as a matter of policy, to discover the mode of treatment that will secure to themselves the greatest amount of popularity, and the favour of the most influential parents in the section, being wholly indifferent to the real welfare of the children? And do not some teachers even study their pupils from no higher motive, and with no other end in view than to discover whether it is possible to "stuff" them with facts enough to pass an examination? Those who hold forth the hope of success are submitted to a process of mental gorging, while those who hold out no hope are turned over to the cold shades of neglect. It is difficult to say which suffer the more. I am inclined to think that the former do. In studying his pupils, the teacher should be prompted by love, and a desire for their highest present and future good.

The teacher should know his pupils personally and thoroughly. Each child should be made a subject of special study. He

should acquaint himself as far as possible with the history and the home of each; with the influences that have operated and are now operating on the formation of his character. It is not enough to know what the child is. He should know what made him what he is. Without this information the teacher is not in the best position to proceed successfully with the intellectual and moral training of the child. Especially is this true of the worst of our pupils, of the bad boys and the "blockheads." A bad boy is not always naturally bad, nor is a dull boy always naturally stupid. Unfortunately much of our effort has to be spent in counteracting tendencies received at home and elsewhere. Unless we thoroughly understand the pupil and can form a correct estimate of the tendencies and requirements of his nature, we are unable to decide what means to adopt to meet these requirements. No skilful physician would begin to treat a patient without first making a careful diagnosis of the case. If, through carelessness in this respect, injury should result to the body, he would be held responsible, and rightly so. Let us be careful lest, through similar carelessness, we destroy the beauty and usefulness of the mind.

This thorough personal study is equally necessary in order to know the results of our teaching. Such study implies a great deal more than merely examining our pupils to discover how much knowledge they have acquired. This is the least of the objects we should have in view. Our real object should be to know what effect our teaching has upon the mind and character; to discover whether a desire for knowledge is being created, and whether the capacity for receiving and assimilating it is being engendered; to know whether the mind is gaining in power to contend with and overcome difficulties; whether proper tastes are being cultivated, and correct habits of thought and action formed; to know whether our teaching and influence are producing greater respect for truth and honour, a more wholesome regard for the rights of others, and a more profound reverence for God, the creator of all. These and many other results the faithful teacher expects and is ever looking for.

How many teachers complain of the monotony of teaching! "Duty presses on the heels of duty in an endless circle." But I venture the opinion that the teacher who is thoroughly imbued with a sense of the sublime character of his work and of the material upon which he operates, who is heartily in sympathy with child nature (and he has no right to teach who is not) does not find teaching monotonous. In observing and utilizing the varied manifestations of the upward strivings of the mind and soul towards a higher state of being, there is all the variety of life. Such a teacher enters the

schoolroom each day expectant and eager to witness the results of his well meditated plans to give greater strength and beauty to the mind and character. It is his delight to be among his pupils. He watches over every child with a peculiar, loving interest. He seeks to win the confidence and the love of each, that he may the more successfully "allure to brighter worlds and lead the way."

I have said that many teachers have too low a conception of their work. We are equally in danger of under-valuing our pupils, and consequently of ignoring the study of them. We are, I think, not so conscious as we ought to be of the influence even a child has in the community, and of the immense possibilities for good or evil in the future, which are wrapped up in its life. President Garfield said that he felt like saluting every boy he met for he did not know what possibilities might be buttoned up under his shabby coat. Every teacher should be animated with the same feeling. It would inspire a respect for our pupils that is often sadly lacking. Were we teachers imbued with this feeling as we ought to be, with what reverence would we approach the poorest, and even the lowest of our pupils, and seek, humbly and lovingly, by removing obstacles and by judicious help, to render more possible the possibilities for good, and to destroy those that promise only evil. The tendency of the home and the school training too often is to destroy the child's belief in himself. He should be made to feel that he is of some value; that the happiness, the comfort, and the general welfare of the home, the school, and the community do in a great measure depend upon him. The value of the child cannot be over-estimated. In it the brightest hopes have centred; upon it the fondest love has been lavished; for it the greatest pain and hardships have been endured; and around it cluster the most tender recollections of millions of bereaved hearts. The value of the child! The whole universe is not to be compared to it. God's best gift to man was in the person of a little child. Upon it He has impressed His own image. It is the noblest work of God. It is, therefore, worthy of our profound study.

We should remember, too, that there are qualifications indispensable to success, which this study alone can give. It will, as I have said, make us acquainted with child nature, without which we labour in the dark and by chance. But it will also awaken our sympathy, command our love, and inflame our zeal as no other study can. Let us, then, study our pupils that we may teach them successfully. Duty demands it, and they are worthy of it.

III. The teacher should study himself. Self-knowledge, and consequently self-study, is essential to success in any sphere of life. It is especially necessary to successful teach-

ing. As Fitch says, we teach not only by what we say and do, but very largely by what we *are*. Besides teaching the subjects on the school programme, for which we make special preparation, we constantly teach by our character and example lessons equally important. Indeed this silent influence of mind upon mind unconsciously exerted by the teacher is more powerful in forming youthful character than all instruction in special subjects. There is an unseen subtle stream of influence ever flowing from the teacher to the pupil of mighty power in moulding his character for good or evil. Whether we desire it or not our character will be impressed upon our pupils. Our habits of speaking and acting, and even our habits of thinking will through time become theirs. Allow me to quote again from President Garfield. He says, in speaking of the power of influence, "It has long been my opinion that we are all educated, whether children, men, or women, far more by personal influence than by books and the apparatus of the schoolroom. The privilege of sitting down before a great, clear-headed, large-hearted man, and breathing the atmosphere of his life, and being drawn up to him and being lifted up by him, and learning his methods of thinking and living is in itself an enormous educating power." What I wish particularly to say, in connexion with this matter of influence is that we are just as responsible for these silent impressions, unconsciously communicated, as for the lessons we intend to teach. A sense of this responsibility should lead us to study ourselves that we may know what manner of men and women we are. Our motives, thoughts, and actions, our whole character should be examined and analysed that, by learning our defects, we may be able to cultivate in ourselves the intellectual and moral excellencies we desire to develop in others. We should remember, too, that our responsibility is not confined to the schoolroom alone. Our influence in the schoolroom depends in no slight degree on our conduct out of it. We should be constantly asking ourselves what influence this or that action or mode of procedure will have upon our pupils. I would lay this down, too, as a constant rule of action: "When failure in any part of your school work occurs look first to yourself for the cause." And I venture to say that in nine cases out of ten you will find it before proceeding any further. This is the conclusion I have come to from observing the causes of failure in others, and from an honest endeavour to discover the real cause of my own failures.

There should be method in all study. Method is as necessary in self-study as in any other. It has long been my practice to review the proceedings of each day at its close, and form an estimate of the character of the work done. I examine, especially, my

own motives, feelings, actions, and words in relation to all the intercourse I have had with my pupils, collectively and individually; and consider from a pupil's point of view, as well as from my own, what influence my management would have upon the individual and upon the whole school. To be sure, great vigilance is necessary during the day; but this is not enough. We should have stated times when we commune with ourselves alone. And the knowledge that we shall be called upon to approve or disapprove of our conduct before the bar of our own conscience, when the judgment is clear and the temper unruined, is in itself a governing power of no small value. I can recommend this plan, feeling sure that if honestly followed not many of us would find much reason for self-pride, and that we all would gain in self-control. Above all, let us seek to cultivate true nobility of mind and character. If we make the fountain pure, the stream of influence must be pure and invigorating.

"Thou must be true thyself, if thou the truth would teach;  
Thy soul must overflow, if thou another soul wouldst teach;  
It needs the over-flow of heart to give the lips free speech.  
Think truly, and thy thoughts shall the world's famine feed;  
Speak truly, and each word of thine shall be a truthful seed;  
Live truly, and thy life shall be a great and noble creed."  
J. C. LINKLATER.

THE American Copyright League held its annual meeting on the 2nd inst. Since the last previous meeting, two International Copyright Bills have been introduced in the Senate and referred to the Committee on Patents. One of these was introduced by Senator Hawley, in behalf of the League; the other, representing more particularly the interests opposed to an unrestricted copyright agreement with foreign countries, was introduced by Senator Chace, a member of the Patents Committee. Pending action upon these bills, the Committee listened to arguments for and against them, and accorded a special hearing to the representatives of the League, including its President, Mr. Lowell.—*The Critic*.

PROF. ABBEY and Dr. Scott, aided financially by the Prussian Government, have invented a new and valuable glass. The ordinary glass contains six substances. The new glass made by Prof. Abbey and Dr. Scott contains fourteen. The most essential elements of which it is composed are phosphorus and barium, neither of which is used in common glass. With the old glass the full power of the microscope was the discernment of the one five hundred thousandth part of an inch, and with the new glass it is claimed that the one two hundred and four million seven hundred thousandth part of an inch can be distinguished, or more than 400 times smaller objects than with the present microscope. The difference between the new and the old glass consists in the refraction of light.



TORONTO:

THURSDAY, DECEMBER 16, 1886.

**RELIGIOUS TEACHING IN PUBLIC SCHOOLS.**

WE have much pleasure in inserting in this issue a letter from Mr. W. J. Robertson, on "Religious Teaching in Public Schools." Coming from a gentleman of the experience and standing of Mr. Robertson, the position he takes and the arguments he adduces should be carefully weighed. Multitudes of writers have aired their opinions on the "Bible in Schools" question in the columns of the daily press for weeks past, but the public, we think, cannot but recognize in the great majority of these writers evidence of interest—political or other. There is no use in blinking the subject; it is palpable to all that not a few of those who take apparently so keen an interest in the question of teaching Christian doctrines in our schools have axes to grind.

A letter, therefore, written by a responsible teacher, written, too, in a calm, unprejudiced manner, ought to have enormous weight in influencing those who have not yet arrived at a definite conclusion as the propriety or impropriety of religious teaching in public schools. Mr. Robertson's opinions we consider valuable in the extreme. He is writing disinterestedly, he is writing to a wholly non-political periodical, he is writing for no other purpose than to express publicly the opinions he has arrived at after a practical experience of the difficulties of introducing the Bible or parts of the Bible into our State schools.

With Mr. Robertson's views we entirely concur. Indeed they coincide in every particular with the views expressed in the EDUCATIONAL WEEKLY in its last issue.

Let us say once and for all: The State here has no more right to say the Bible shall be read in schools than it has to say that Captain Burton's Arabian Nights shall be read in schools—or rather the latter it could legitimately authorize, the former never. The one fact ever to be kept in mind in this discussion is—Canada has no State church. That is the fulcrum of our contention. The State Bible is the Statute Book. The State ethical sanction is contained in the words "*La Reine le Veult*." The fact that Canada is part and parcel of an empire the common law of which is founded on

Christianity, whose sovereign is styled "Defender of the Faith," to whom the oath is administered by an ecclesiastical functionary, who lays her hands upon the gospels and kisses the book, has nothing to do with the case, nothing more than the fact that the sovereign was also styled "Queen of France."

Quite true, some may say, but there are those who believe that morality and religion are, if not identical, yet indissolubly connected. We shall only reply: Which religion? and which division of that religion? Protestant or Roman Catholic; and if Protestant, Baptist or Methodist, Quaker or Plymouth Brother? Until all persons in this country who pay a school tax think alike on this subject, the government of this country has no right to say, this particular textuary shall be taught in the public schools.

Again: Some will probably say: Even though the teacher in our public schools has nothing to do with the teaching of religious tenets, surely he has everything to do with the teaching of morality, of right and wrong? Undoubtedly, we answer. And if so, the interrogator may continue, must he not necessarily also teach why this is right and that wrong? No, we reply; for on this point, too, the community is divided. School-tax-payers are as much divided on the subject of ethical sanctions as they are on the subject of religions. Some say it is conscience; others the categorical imperative; others a divinely-implanted principle; others an hereditary instinct; others the revealed will of the Deity; some even trace it to some hitherto unexplained action of nerves and muscles. And again we say, until all persons in this country who pay a school tax think alike on this subject, the government of this country has no right to say, this particular ethical sanction shall be taught in the public schools.

If these premisses are right, what is the only conclusion to be drawn from them? Not that the Bible should be altogether excluded from our public schools, (as a literary and historical book it is recognized, and legitimately, in our school's), but that it should not be publicly proclaimed to be the *depositum*, and the only *depositum* of religious truth. Let the responsibility of religious teaching be taken from the shoulders of the State (where it should never have been in a State which recognizes no Church, pays no primate, gives

no place in its Legislative Assembly to Bishops), and be transferred to the shoulders of religious teachers; and let these religious teachers make up for the loss of religious teaching in the school-room by increased religious teaching in the Church, the Sunday school, and at the family altar.

We commend these arguments to the consideration of our political contemporaries.

**OUR EXCHANGES.**

THE *Book-Buyer* has donned holiday attire for Christmas. Scrap-books for children might be greatly beautified from its illustrations. The notices of books are ample.

THE Christmas number of the *Illustrated Publishers' Weekly* is a volume which everybody who delights in engravings should purchase. Its lists of new books, also, are valuable.

THE *Atlantic Monthly* for 1887 will contain, in addition to short stories, sketches, essays, poetry and criticism, two serial stories: "The Second Son," by Mrs. M. O. W. Oliphant and T. B. Aldrich; "Paul Paton," by F. Marion Crawford, author of "A Roman Singer," "Mr. Isaacs," etc.; "Papers on American History," by John Fiske; a continuation of the papers comparing the French and English people, by P. G. Hamerton; "Essays and Poems," by Oliver Wendell Holmes; "Occasional Papers," by James Russell Lowell.

*Education.* This magazine begins its December number with a paper on "Moral Training in the Public Schools," by Hon. E. E. White, LL.D. In this article the author holds that "Effective moral training involves the discipline of the will, to act habitually in view of those motives which release the soul from bondage to low and selfish desires, and make the conscience regal in the life." It shows that the true method to do this is to give the pupils the highest means of upright living for right's sake. "In Justice to the Nation," by Francis Newton Thorpe, Ph.D., which began in the November number, is concluded. "The Results of the German School System," by Prof. John K. Lord, the third and last of a series on this system of instruction under government control, is another article. Mr. Edwin D. Mead, of Boston, contributes an article on "The Historical Work of the Old South." Dr. C. F. Crehore has a short article on the "Teaching of Civics," which, with "Meteorology in the United States," by A. Tolman Smith, and an article upon the "Origin of the Marseilles Hymn," compose the remainder of the contributions.

THE numbers of *The Living Age* for the weeks ending December 4th and 11th contain "The Byzantine Empire," by Demetrios Bikelas, *Scottish Review*; "Contemporary Life and Thought in France," by Gabriel Monod, *Contemporary Review*; "A Secret Inheritance," by B. L. Farjeon, *English Illustrated Magazine*; "The Relation of Women to the State in Past Times," *National Review*; "Cicely Chrystal," *Belgravia*; "A Talk Beside Ulleswater," *Blackwood*; "Desultory Reading," *Leeds Mercury*; "An Irish Priest of the Old School," *Spectator*; "Sir Philip

Sydney," *Contemporary Review*. "The Rulers of the Balkans," *Temple Bar*. "The Domesday Commemoration," *Time*. "The Protectorate of Porcolongo," *Macmillan*; "Hobart Pasha," *Longman's Magazine*; "The Philosophy of Dancing," *Macmillan*; "Colonization in South America," *Spectator*; "Hybrid Wheat," *Nature*, with an instalment of "This Man's Wife," and poetry and miscellany.

JOHN BURROUGHS contributes to the *Popular Science Monthly* for December, under the title of "Science and Theology," a review of Professor Drummond's "Natural Law in the Spiritual World," and a sharp criticism of the positions taken by the author in that work, in so far as they are assumed to be scientific. Mr. Burroughs does not contest the theological soundness of Professor Drummond's views, nor the validity of theology within its own sphere, but denies that it is subject to scientific demonstration. Dr. Felix L. Oswald in "Zoological Superstitions" controverts a number of traditional beliefs that prevail about monkeys, parrots, serpent-charming, bats, joint-snakes and gluttons. In "Energy of Plant-Cells," Professor T. H. McBride relates some incidents from his own observation, illustrating the great power of pressure and expansion developed by growing plants. Professor J. P. Cooke describes, "The New Requisitions for Admission at Harvard College"—which are much broader and more liberal than the old ones—particularly as they relate to chemistry. In "How to Warm Our Houses," Mr. E. Y. Robbins objects to stove- and furnace-heating and steam-heating, and all devices for warming the air, as unnatural and unhealthy, and makes a plea for heating by direct radiation—as from fireplaces—so as to warm objects and leave the air in its natural condition. W. H. Flower gives a brief but clear description of the structure and disposition of "The Wings of Birds." In "Measuring the Earth's Surface," Mr. Francesco Sansone gives a comprehensible explanation of the method of surveys by triangulation. Mr. Carveth Read contributes a review of "Sully's Handbook of Psychology." Mrs. E. Lynn Linton has an article on "The Higher Education of Woman." Sir William Dawson's address on "The Geology of the Atlantic Ocean" is concluded. Captain Cyprian Bridge, R.N., who has made extensive voyages in those quarters, has a very interesting article on "Life in the South-Sea Islands," which seems to be nearly as various as are the innumerable islands, and the races and branch-races that inhabit them. Professor W. R. Benedict concludes his "Outlines from the History of Education" with reviews of the works of Pestalozzi and Herbert Spencer. Dr. James Cappie writes of "The Physiology of Attention and Volition." A portrait and sketch are given of M. François Arago, one of the most eminent of the French men of science of the former generation.

#### REVIEWS AND NOTICES OF BOOKS.

GEORGE ROUTLEDGE & SON announce a new edition of Bulwer's novels, to be called the "Pocket Volume" edition.

FREDERICK WARNE & CO., late publishers of *The Century* in England, will publish *Scribner's Magazine* in that country.

"KIDNAPPED." Mr. Robert Louis Stevenson's successful story, is being illustrated by Mr. Hole, the famous English artist, on the order of Cassell & Co., the London publishers.

REV. EDWARD EVERETT HALE has written a new serial story which makes its initial appearance in the December number of his magazine, *Leeds Hand*. It is entitled "Mr. Tangier's Vacations."

J. B. LIPPINCOTT CO., of Philadelphia, have published a "Catalogue of rare and choice English Books," in quarto form and really beautiful typography—tinted ink, rough paper, and uncut edges; a catalogue well worth preservation.

MR. HOWELL's next novel will be printed in *Harper's Magazine* during the coming year. The title originally selected for it was "An Open Question." It was found, however, that this title had already been used for a book, and a change was accordingly made to "April Hopes."

WILBUR B. KEICHAM, N.Y., has in press a book by George Lansing Taylor, the well-known clergyman and poet, entitled "What Shall We Do with the Sunday School as an Institution?" It is calculated to create considerable interest among churches and Sunday schools everywhere.

MR. MARION CRAWFORD, Laurance Alma Tadema, W. E. Norris, and several of the authors who last year wrote the stories which appeared in the little volume entitled "The Broken Shaft," edited by Mr. Norman will again, this season, publish a collection of more or less ghostly stories, entitled "For the Witching Time," "Tales for the Year's End," the American editor of which will appear from the press of Messrs. D. Appleton & Co.

YOUNG people of both sexes, especially those of any musical taste and talent, ought to be interested in Mrs. Lucy C. Lillie's "Story of Music and Musicians" [Harper & Bros.], which is a fairly successful attempt to sketch in outline in a popular and simple way the general development of musical art, with attention to the history of instruments on the one hand and the biography of eminent performers on the other. The modern part of the subject, however, absorbs most of the space, the book beginning with Handel and Bach and Mozart and Beethoven. There is one chapter on the Early Ecclesiastical Composers, one on the Orchestra, one on the Opera, and one of practical suggestions to students.

THE *Athenaeum* understands that an important addition will shortly be made to the list of our monthly periodicals. The readers of Lord Byron know well how much interest the poet took, when abroad, in literary matters, especially in anything connected with his old friend and publisher in Albemarle street, and will remember the well-known lines:

Upon thy table's baize so green  
The last new *Quarterly* is seen;  
But where is thy new *Magazine*,  
*My Murray*?

We hear that the present Mr. Murray is going to carry out his father's project, and that in January next will be published the first number of *Murray's Magazine*, to be issued monthly, and edited by Mr. Edward A. Arnold a nephew of Mr. Matthew Arnold.

THERE are few points at which the improvement in books is more noticeable than in the case of

children's picture books. The path which Kate Greenaway struck out a few years since has been followed by enough others to constitute a school, some of whose members have gone further and done better even than their pioneer. The old picture-book of dry rhymes and coarse darts has disappeared. We now have instead verses of respectable poetic quality, warm with genuine feeling, correct in measure, and attuned with skill to the child's ear; and to accompany them we have pictures which for accuracy of drawing and exquisiteness of colouring and finish reach a degree of excellence beyond which there would seem to be nothing to attain. The assortment of this class of books may not be as large this year as it has been in some previous years, but the grade is of the best.—*Literary World*.

A CORRESPONDENT in Cobourg, Ontario, Canada, asks the *Literary World*. "Has there not been published a new and improved 'Concordance to Shakespeare' since the well-known one of Mrs. Mary Cowden-Clarke?" The answer is: "We know of no complete Concordance to the plays except Mrs. Cowden-Clarke's, which is fitly supplemented by Mrs. Furness's 'Concordance to the Poems of Shakespeare.'" A 'Concordance to the Plays' by Mr. W. H. Davenport Adams was published in London and New York last year; but, as the editor says in his preface, 'it is not a Verbal but a Phrase Concordance.' He adds that 'he believes it to be at once the most comprehensive and the most accurate that has yet been published.' In this he certainly deludes himself, for a careful comparison of the book with Mr. John Bartlett's 'Shakespeare Phrase Book' (published in 1881, and duly noticed in these columns) shows that the latter is both more comprehensive and more accurate. Let any one compare the words and quotations on a few pages of the two, and judge for himself. Mr. Adam's is a slipshod and slovenly piece of work, while Mr. Bartlett's is scholarly and every way admirable. The price of the two books is the same (\$3.00); and Mr. Bartlett's is not a bad substitute for the somewhat expensive Cowden-Clarke Concordance, if one cannot afford to buy the latter."

#### BOOKS RECEIVED.

*The Essential Nature of Religion.* By J. Alanson Picton. New York: J. Fitzgerald. 1886. 55 pp. Price 15 cents. ("Humboldt Library.")

*An Elementary Course in Practical Zoology.* By Buel P. Colton, Instructor in Natural Sciences, Ottawa High School, Illinois. Boston: D. C. Heath & Co. 1886. 47 pp. Price 85 cents.

*Four-Part Song Reader.* For upper grades of boys' and Mixed Schools. Designed to follow the Third Reader of Mason's "National" Music Course. By George A. Veazie, jr. Boston: Ginn & Co. 1886. 96 pp.

*The New First Music Reader, Preparatory to Sight-singing.* Based largely upon C. H. Hohmann. By Luther Whiting Mason, formerly Supervisor of Music in the Public Schools of Boston; recently Director of Music for the Empire of Japan. Boston: Ginn & Co. 1886. 120 pp. Price 30 cents, ("The National Music Course.")

## Methods and Illustrations

### THE MERCHANT OF VENICE.

#### QUESTIONS ON SOME OF THE MORE PECULIAR WORDS.

ACT III., scene i., line 9.—“Knapped” = snapped. Cf. Psalm, xli. 9.

III. i. 36.—“Smug” = trim, neat. Cf. Henry IV., III. i. 102.

III. i. 107.—“Fee” = engage, procure.

III. ii. 15.—“O'erlooked” = bewitched. Cf. Merry Wives of Windsor, V. 2. 87.

III. ii. 18.—Write a note, with citations, on the changes in meaning undergone by the word “naughty.”

III. ii. 22.—“Seize.” Various annotators variously interpret this.

III. ii. 63.—“Fancy.” Give some synonyms of this word as used by Shakespeare. Cf. Twelfth Night, I. i. 13; Much ado About Nothing, III. ii. 31.

III. ii. 74.—“Still” = constantly.

III. ii. 79.—“Approve” = prove. Cf. Acts ii. 22.

III. ii. 87.—“Excrement.” Derive. To what objects does Shakespeare apply it?

III. ii. 113.—“Counterfeit” = portrait.

III. ii. 130.—“Continent” = that which contains.

III. ii. 175.—Derive and explain “vantage.”

III. ii. 258.—“Mere” = entire. Cf. Love's Labour's Lost, I. ii. 35; Othello, II. ii. 3.

III. ii. 308.—“Cheer” = face.

III. iii. 19.—“Kept” = lived.

III. iii. 32.—“Bated” = reduced.

III. iv. 25.—“Husbandry.” Give the precise meaning here.

III. iv. 34.—Re-write in your own words.

III. v. 4.—“Agitation.” He means “agitation.”—Clark and Wright.

III. v. 53.—“A many.” Parse. Give a modern instance of the use of this phrase.

(To be continued.)

### THE SPELLING PROBLEM.

SCHOOL was dismissed, and the committeeman, his professional duties in other quarters being done, strolled into the schoolma'am's room for a little relaxation.

If truth were told, he rather enjoyed talking with the schoolma'am. To be sure, she often posed him with knotty educational problems,—questions which never occurred to him, but which she found often enough in the attempt to work out practically the beautiful theories of which he could talk so eloquently and so smoothly. But she was always in “dead earnest” about something or another, and her fervour and enthusiasm entertained him. He liked to see her eyes sparkle and her cheeks glow as she roused to the defence of some pet idea, and it is to be feared that he was sometimes guilty of feign-

ing skepticism and raising imaginary objections concerning some cherished belief of hers, for the sake of being convinced of error in so pleasant a manner.

He found her, to day, in an attitude of deep dejection, head in her hand, her elbow on her desk, and her brow contracted, as she gazed at a paper before her.

“Oh, will you please tell me at once,” cried she, “what I can do for a case like this! Here's a boy who *can not* spell. Just look at this examination paper in physiology. The word itself in the very heading, you see, is spelt p-h-i-s. *Nervous* is n-e-r-v-o-u-s; *anatomy* has two t's; *animal* is spelt with an e, and *vegetable* with an i; *nutrition* ends in s-i-o-n, and *membrane* is written like that tissue supposed to be within his cranium. The adjective *mucous* and noun *mucus* are used interchangeably. He writes of the ‘biceps’ muscle, of vocal ‘chords,’ and the ‘crycord!’ cartilage; while as for *pharynx* and *oesophagus*, *peritoneum* and *aorta*,—they would be unrecognizable terms except for the context. What shall I do?”

The committeeman laughed in what the schoolma'am felt to be a heartless manner. “Well, this does seem to be a pretty bad case,” he said; “but I wouldn't feel so sad if I were you. It's not a capital crime to be a bad speller, you know, and considering his youth and good character otherwise, we may be able to get him off with a light sentence. Seriously, however, this is no joking matter, and the case must be investigated. Is he a dull or lazy boy?”

“No; Charlie is brighter than the average in other studies, and always works hard?”

“Well, then, I should say he needs to be taught the derivation of words,—what they come from, and what they mean, because their roots are thus and so. Now I think this new handbook we have just introduced will be the very thing you need. Here are roots, prefixes and suffixes, from both Latin and Greek; and knowing these, how can one go wrong in spelling a word?”

“Knowledge of roots, prefixes and suffixes is of great value, of course; but it doesn't meet every difficulty, by any means. Take this word *physiology*. If Charlie should stop to remember that it came from the Greek *phusis*, nature, and *logos*, a discourse, he would surely get confused, for the word has come to us through the Latin, *physiologia*, and got altered some on the way. The same thing is true of many other words, and in some cases one has to choose between prefixes or suffixes which are nearly alike. *Dis*, for example, ‘sometimes implies separation, but commonly privation or negation, equivalent to the particle *un*; while *de*, the Latin preposition meaning *from*, or *away from*, used as a prefix, denotes sometimes separation, removal, sometimes negation.’ Given the root *struo*, and these prefixes, and how is

one to know whether to spell the word *destroy* or *distroy*?”

“Well, then teach him the rules for spelling,” said the committeeman, slightly chagrined. “Here's this word ‘nervous’; if he had known that words ending in *e* lose this letter on taking a suffix beginning with a vowel, he need not have mis-spelled that.”

“But we have rules to apply in so few cases, comparatively speaking. And if we had a complete set, that would cover every word in the language, do you think he would recall them when he cannot remember these words which he sees every day before him?”

“Then I'm afraid you will have to give Charlie up as a hopeless case after all,—quite incurable. They say there are people to whom learning to spell is a physical impossibility.”

The schoolma'am had kept her eyes upon the unfortunate examination paper, and an idea seemed to be slowly evolving therefrom. At the committeeman's last words she sprang up in some excitement, exclaiming,—

“That's it! that's just the trouble with him,—a purely physical matter. It's his eyes!”

“What do you mean?”

“Why! don't you understand? He has never really seen these words yet. Here's this word ‘physiology’; it is in the title of the text-book which he has been holding in his hand each day for weeks, and occurs on the top line of every page in the volume; and just think of his mis-spelling it after all that! It's because he has never *looked* at it attentively and understandingly, and so he does not recollect the form; p-h-i-s looks as correct to him as p-h-y-s. I was reading, only the other day, that deaf-mutes invariably spelled correctly, and now I understand why. Spelling is, of course, taught them exclusively by appeal to the sense of sight; they understand and grasp words in no other way. Now let me see; I can teach in that way, and—”

“Are you going to condemn your pupils to utter silence and communicate with them by the deaf and dumb alphabet?” asked the committeeman, in great apparent humility.

“I could as soon dam up Niagara as stop their tongues. No; I shall just devote myself to training their eyes to *see* words, after this. Spelling at sight,—that's a good idea, to go with reading at sight. After they have read a few pages, make them close their books and write a dozen or score of words, which I will select from what they have just read. Ask them, unexpectedly, to spell words from their textbooks, which they use in recitation, and words from the newspapers. Oh, I can think of a dozen ways! In a week's time I can get them into the habit of looking closely at new words encountered in general reading or their text-books, for fear they may be called upon to spell them, and if I can

keep that habit up till it is fixed with them, why, then the battle is gained, and my children will all be good spellers."

She clapped her hands and smiled so brightly that the committeeman smiled too, and he kept on smiling all the way down the street toward home.—*New England Journal of Education.*

### GEOGRAPHY WORK IN THE FIRST YEAR OF SCHOOL.

THE geography work of the first year of school should be incidental in its nature. The pictures employed in the various lessons would, taken in relation to his surroundings, convey to him many geographical ideas. In the stories read, and in the familiar talks of this year, would arise many points that are geographical in their bearings. In like manner, the study of animals and vegetation would furnish grounds for the association of these with their countries; and for associating these countries with that of the pupils in respect of distance, direction, etc.

The lessons on *place, form, colour, drawing, size, distance, and direction*, are, however, *geographical threads* of the first year of school. These lessons may be so presented as to both fix clearly the ideas themselves, and systematically merge into the realm of geography. And this geographical turn will tend to fix more clearly the ideas of colour, form, etc. In the lessons on *plate, i. e., position*, the geographical bearing would not so much appear. It would seem to be more a work upon words. Yet it would have a direct bearing in that it would assist in enabling the pupil to see accurately, and to describe any object, any visible portion of the earth, etc. This series of lessons would include work on many words of the following nature: on, above, before, between, around, right-hand corner, left-hand corner, middle, etc. In such lessons the order of steps is:—

1. The teacher would place objects, as upon the centre of the table, at the middle of the right side, or on left-hand front corner, and then having led the pupils to observe closely the position, remove the objects and have the pupils imitate.

2. Place objects, and while they were in position have the pupils describe orally their position; as, "The cube is upon the front right-hand corner of the stand."

3. The teacher would place objects, and leaving them in position, have the pupils draw the objects in position, upon slate and blackboard.

4. The teacher would place several objects at once, delay long enough to have the pupils fix clearly their position, and then disarranging, have the pupils place from memory.

5. Have the pupils place objects from dictation; as, "Place the ball upon the

centre of the stand; upon the middle of the left-hand edge."

In the work on *colour, form*, etc., as threads for geographical ideas, the work would first be taken as usual in those subjects. For example, if the colour were *yellow* it would be taught first simply as a colour, and the children would be led to distinguish it by the usual means, such as colour-charts, ribbons, and various objects.

In the next place its *geographical* bearing would be brought to view, in that the children would be led to think of the colour as pertaining to various things that are touched upon to a degree in geography work, as:—

1. VARIOUS SOILS.
2. RIVERS: as, the Hong-ho, Tiber, Arve.
3. MINERALS: gold, sulphur, ochre.
4. ANIMALS: *Birds*—Meadow lark, Baltimore oriole, Bullock's oriole, yellow-headed blackbird, California woodpecker, wild canary, summer yellowbird, yellow-hammer, warblers (nearly all). *Mammals*—Bats (some), deer (some), weasel, ground squirrel, puma. *Butterflies*—Papilio turnus, colias protodice, pieris rapae.
5. PLANTS: dandelion, golden rod, pumpkin, melons, poppy.

In the conversation concerning the colour as found in these, their regions would incidentally be spoken of, their distance and direction from the pupil's own region, etc. In a similar manner the ideas of form, size, etc., could be considered.—*Indiana School Journal.*

### FIRST LESSON IN GRAMMAR.

(Time throughout—30 minutes. Apparatus—Blackboard, etc.)

#### NAMES.

#### MATTER.

*Use of Names.*—Why do parents give different names to their children? "That they themselves, and other people, may know one child from another." (a).

Again, the name will recall the child to mind even if absent. (b). Thus we can talk about "Harry" absent, just as if he were present. (c).

These names are **WORDS**. The first words babies learn are names, mamma, papa; father, mother, etc.; and after these come names of brothers and sisters, Tom, Susan, etc. We might call such names *name-words*, but it is agreed by all to call them **NOUNS**. (d). (e).

Learn "A noun is a **NAME-WORD**" and "A name-word is a noun."

#### METHOD.

(a) So names are like *labels on parcels*. The word stands for the thing. Here teacher might make up a little parcel of wool, etc., label it on the outside, and thus show the *use of the name*.

(b) Tell children that in olden days men fought in armour, even over the face; but, in order that they might be known, they painted on their shields a lion, etc., which filled the purpose of a name. Nouns are like *painted shields*, telling who and what the owners are.

(c) If we call "Tom," Tom will come, even from another room, answering like a dog to his name.

(d) Question generally on the lesson.

As a help to the young teacher, in this his first lesson in teaching grammar, we suggest a few questions to show what kind of questions should be asked to test memory and intelligence.

#### QUESTIONS.

1. Who has got any brothers? Sisters?
2. What are their names?
3. Who gave them their names?
4. Why do they not all have the same name?
5. Of what use is it to have a name?
6. What are *people's names* like?
7. How is a boy's name like a label on a parcel?
8. How is it like a warrior's shield?
9. If we want any one to come to us, what do we do?
10. How do they know we are speaking to them?—*The Teacher's Aid.*

### A TEST OF PRONUNCIATION.

A copy of Webster's Unabridged Dictionary was offered at a teachers' institute in Pennsylvania to any teacher who would read the following paragraph and pronounce every word correctly according to Webster. No one succeeded in earning the dictionary, although nine made the attempt. Any one will be surprised upon looking up each of the test words here given to find how many are commonly mispronounced:—

"A sacrilegious son of Belial, who suffered from bronchitis, having exhausted his finances, in order to make good the deficit, resolved to ally himself to a comely young lady of the Malay or Caucasian race. He accordingly purchased a calliope and a coral necklace of a chameleon hue, and securing a suite of rooms at the principal hotel, he engaged the head waiter as his coadjutor. He then despatched a letter of the most unexceptionable calligraphy extant inviting the young lady to a *matinée*. She revolted at the idea, refused to consider herself sacrificable to his desires, and sent a polite note of refusal; on receiving which he procured a carbine and a bowie-knife, said that he would not forge fetters hymeneal with the Queen, went to an isolated spot, severed his jugular vein, and discharged the contents of his carbine into his abdomen. The debris was removed by the Coroner."—*Centre Table.*

## Educational Intelligence.

MR. HOATH has been re-engaged for the Allison school.

MR. LEIGH has been re-engaged in Kerkton School at \$500.

JAS. A. MILLER is engaged as assistant in the Whitby Schools.

MR. J. DIXON teaches S.S. No. 5, McGillivray, at a salary of \$400.

MR. W. L. WICKETT has been engaged for 1887 at Yarmouth Centre.

MR. A. HURST is engaged as teacher in S.S. No. 1, Morpeth, for 1887.

MR. SMITH is re-engaged in S.S. No. 27, Yarmouth, at an advanced salary.

MR. H. SPROULE, of Walkerton, has been engaged in S.S. No. 23, Yarmouth.

MISS WEIR is re-engaged as teacher for 1887 in S.S. Nos. 1 and 2, Adelaide and Williams.

MR. J. W. COOK has been re-engaged in S. S. No. 17, Yarmouth, at an advanced salary.

MISS STEWART has been re-engaged as teacher in St. Ives School, West Nissouri, St. Marys.

T. TOWNSEND, B.A., of Sydenham, has been employed by the Almonte High School Board.

MR. JOHN McVICAR has been re-engaged in S.S. No. 1, Ekfrid, for 1887, at a salary of \$450.

MR. GEO. C. JONES, has been re-engaged to teach S.S. No. 14, Corbett, Parkhill, for the year 1887.

MR. KIRK, McKay's Corners, has been engaged as teacher of Palmyra School for the ensuing year.

MR. BROWN, Principal of the Whitby Model School, is slowly recovering from his serious illness.

A. J. McMULLEN, of S.S. No. 5, Southwold, has been engaged in Payne's Mills School for 1887.

MRS. BROWN, of Dresden, has accepted a position on the teaching staff of the Ridgeway Public School.

A NEWSCHOOL house has just been completed in S.S. No. 5, Brook, by Mr. John McWaters, of Watford.

MR. McPHERN from near Toronto, has been engaged to teach the Coleridge School, Shelburne, for 1887.

MR. J. H. SMITH has been re-engaged as head teacher in the Belmont Union School for the ensuing year.

MISS SPARLING, teacher of the junior division, Sparta, has been engaged in the Seminary School, Sparta road.

THE trustees of the Delhi School, have engaged Mr. George Lamb of New Hamburg, as teacher for next year.

IT is expected the Hon. G. W. Ross will visit Woodstock and formally open the institute before the close of the year.

MR. BEWELL has been engaged by the Whitby School Board to assist Mr. Henderson in the Model School work.

MR. L. L. LEWIS, Principal of Wyoming Public School, has been re-engaged to continue in charge of the school during 1887.

MISS LOUGH, formerly a teacher in the public school at Aurora, has been engaged in the public school in Newmarket.

AYR School Board has engaged Miss Hislop, of Seaforth, and Miss Ella MacMutchy, of Lindsay, as teachers for the coming year.

MESSRS. Day, W. T. Brown, J. N. Brown, and Lindsay, East Nissouri, have been engaged in their respective schools for 1887.

MR. CULLEN, Principal of the Smithville Public School, has been appointed Classical Master in the Huntingdon Institute.

THE trustees of S.S. No. 8, County Kent, in answer to their advertisement have received about one hundred applications for the school.

MR. D. J. RITCHIE, of S.S. No. 15, Southwold, will take charge of the senior department of the Zephyr School, Ontario County, for 1887.

MISS EDWARDS is engaged at Inverary, Kingston, for another year, and will re-open the school at the beginning of the new year.

THE number attending the afternoon classes of the Hamilton Art School is 40, evening class, 91; technical class, 46; Saturday class, 35. Total, 212.

MR. JAMES SCHELLAN takes the place of Mr. M. McKay in S.S. No. 2, East Nissouri, and Mr. Brown follows Mr. Jas. Davis as master of the new Eden school.

MISS JEAN BEATTIE, Brockville, whose services have extended during the past two years, has been re-engaged for the ensuing year at an annual salary of \$325.

THE old school house in section No. 9, Adelaide, has been disposed of, Mr. M. Currie being the purchaser. Mr. Currie intends fitting it up for a dwelling house.

PRINCIPAL SHARPNELL has been re-engaged for 1887 by the Napier School Board. Miss Lightfoot, assistant, will be retained next year at an increase of salary.

DR. HODGINS, Deputy Minister of Education for Ontario, has been enquiring into the charges against Mr. McBride, head master of the Stratford Collegiate Institute.

MISS McDUGALL has resigned her position as teacher of Cherry Grove School, St. Marys, after a period of nearly three years successful teaching. Miss Currie takes her place.

MR. JAMES A. CARMAN, M.A., and Mr. A. C. Casselman, were re-engaged as teachers of the High School, Iroquois, Morrisburg, for the ensuing year at advanced salaries.

THE School Board of Newboro' have re-engaged the present teacher, Mr. Etherington, for 1887, at a salary of \$425. They have also engaged Miss A. Wright as second teacher for \$200.

THE present teachers at the Bobcaygeon schools have been re-engaged for next year, Miss Devitt retaining the Rokeby school, Miss Moore the junior division, and Mr. Johnson the headmastership.

AT a special meeting of the Toronto Teachers' Association the scheme for a College of Preceptors for Ontario was considered. The Toronto meeting adopted the scheme with a few unimportant amendments.

IN reference to the proposed union of the city of London and East Middlesex, for Collegiate Institute purposes, Number One Committee of the City Board of Education has decided to recommend adversely.

MISS JENNIE WHITELAW, Woodstock, one of the teachers in the Central School, and who holds a certificate from the Toronto Art School, has been chosen to conduct an evening class in the Mechanics Institute of that town.

THE trustees of S.S. No. 12, Raleigh, have re-engaged their present teacher, Mr. T. M. Holmes, for 1887. He was first employed in 1884 to complete Mr. A. Bennet's term, who was then entering on his medical course.

MR. F. PEAREN, Clinion, has been engaged again for next year at a salary of \$450; Miss Govenlock, the assistant teacher, is leaving, her certificate having expired. She intends to take a course at a high school. Miss Campbell, of McKillop, succeeds Miss Govenlock.

SANFIELD DAVIDSON, formerly Principal of the St. George Public Schools, managed a store at Camella for his brother, and sold it out without asking the owner's consent. His brother couldn't afford to lose \$3,500, and had him tried for perjury in connexion with the disposal of the goods. He is now in jail.

A MEETING of the Board of Directors of the Ontario Teachers' Association was held at the Education Department on Friday. It was decided to hold the annual meeting of the Association next August, when papers will be read by Messrs. Tilley, J. L. Hughes, Dr. McLellan, and J. C. Morgan, and addresses be delivered by Dr. Potts and Prof. Clark.

AT the special meeting of the Dundas Board of Education, the nine applications for the principalship of the public school were taken up. After comparing applications and recommendations it was moved by Mr. Bickford, seconded by Mr. Thomas, that Mr. J. A. Hill, of Hamilton, be appointed Headmaster of the Public Schools at a salary of \$650. Mr. Bertram moved in amendment, seconded by Mr. Reid, that Mr. Charles Elliott, of Walkerton, be appointed headmaster at a salary of \$650. The amendment was lost and the motion carried, Mr. J. A. Hill, of Hamilton, getting the appointment. The appointment of an Assistant Master for the High School was then considered, for which 27 applications were presented. Dr. Laing moved, seconded by Mr. Connell, that Mr. R. Gourlay be appointed assistant master of the High School. Three amendments to this motion were made, substituting the names of Messrs. Marshall, Wilson and Overholt. Mr. Marshall, of Dunville, however, secured the vote of the meeting, and was appointed Assistant Master of the High School at a salary of \$600. A lively little discussion as to whether the December salary was to be paid to Mr. J. F. Kennedy or to Mr. J. A. Hill, was the last event of the evening, but a motion to adjourn stopped it before any action was taken in the matter.

Correspondence.

RELIGIOUS TEACHING IN PUBLIC SCHOOLS.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—The teacher (though not the inspector) is in popular estimation considered a neutral in politics. His influence is not to be exercised one way or the other; he is expected to gratefully accept the political benefits conferred upon him by ward politicians and polemical divines. There is a limit, however, to his patience and endurance, and that limit will soon be reached if the present agitation about "the Bible in Schools" continues to be conducted on its present lines. Teachers have, of all men, the best opportunities of judging of the wisdom of the various views now before the public—and I do not think many of the profession can read the diatribes now poured forth so abundantly in the daily press without wondering at the ability of editors and clergymen to confuse "counsel by words without knowledge."

When a few years ago, a few fanatical but well-meaning clergymen began to agitate the teaching of religion in our public schools, it was seen by many teachers that the outcome of such a demand, if persisted in, would be disastrous to the popular education of this country, by rendering anything in the way of a public school system a practical impossibility. No doubt to these spiritual guides it seemed an excellent thing to utilize our teachers as religious agents, and our school-buildings as chapels. Visions of thousands of young children carefully taught the doctrines of Calvin and Arminius, the Athanasian and Nicene Creeds expounded and illustrated, to say nothing of the fine distinctions so dear to the heart of the theologian minutely and exhaustively discussed, floated before the eyes of the Dr. Laings of this Province. It was pointed out at the time of the beginning of these discussions that the proper places for teaching religion were the home, the church, and the Sunday-school. If pastors, parents, and Sunday-school teachers were discharging their duties properly, the need of religious education in public schools would not be felt. There is a fruitful field for enlargement on this point—but I forbear. What teachers should feel and do feel is, that in raising the cry for the "Bible in the Schools," a wholly false conception reveals itself of the functions of the State. One does not need to be in sympathy with scepticism or irreligion, to strongly denounce such a conception as prejudicial to the best interests of education, and fatal to the cause of religious freedom. *The duty of the State is not to teach religion in any form.* Its duty is to protect the free exercise of the religious opinions of all—so long as these opinions are consistent with public morality. *Morality* may be taught *indirectly* in our schools—(although it is doubtful if it can be taught *directly*, so as to produce any important results). It may be said that morality is dependent on religion for its life and power. Whether this is so or not in the higher spheres of morality is open to discussion; but it is perfectly certain that a citizen can be moral without being religious—and is too often religious without being moral. The morality that is necessary to make a good citizen can be taught independently of any religious tenets—and to the teaching of such a

morality is the duty of the teacher limited. Once introduce the teaching of religious doctrines, and the end is reached of our public school system. More than that, the era of religious tests and its logical sequence, religious persecution, is at hand. To qualify for the position of teacher, it will be necessary to pass a rigid examination in theology, and spiritual attainments will be just as necessary as mental and moral attainments. Once more, the Puritanism of the Commonwealth and of New England will prevail—varied, however, by the conflicting demands of a hundred jarring sects. With the introduction of texts will come the basest offence against religion and morals—that of hypocrisy. Why dwell upon the evils of a retrograde movement? Yet it is to such a state of society that the zealots for religious education in our schools would bring us. Religious teaching carries in its train the destruction of a popular system of education—the imposition of religious texts upon teachers, and religious persecution of those who cannot conscientiously accept these texts.

There is another aspect of the question that does not receive the public attention that it deserves. It is an aspect, however, that is constantly before the teacher. Experience teaches him that religious exercises in schools are apparently without any appreciable good effects. It is doubtful if in many cases such exercises are not directly hurtful to the religious and moral nature of many pupils. Unless such exercises are conducted with great care, the habit of going through them day by day deadens the sense of reverence, and hardens the pupils against religious and moral influences. Hence it is no uncommon thing to find such religious exercises evaded when possible, and when not evaded endured with ill-concealed disgust. A practical illustration of the effect of religious teaching conducted under the auspices of the State is furnished by Germany. Matthew Arnold in a recent lecture tells, with apparent satisfaction, of the enforced and thorough teaching of religious doctrines in the German public schools. Yet what is the moral and religious condition of Germany? Has the teaching of religion in that country made it a model of piety, and freed it from the curse of infidelity and rationalism? Let any one answer who is at all acquainted with the wide-spread atheism and agnosticism of that land. What a commentary upon enforced religious education! And to such a state of things would the advocates of religious teaching in our schools bring the people of this province.

Let me not be misunderstood in this matter. I am not an advocate for any form of irreligion. Standing before my classes, I feel, as hundreds of other teachers feel, the sacredness and importance of the duty committed to our hands. We recognize the importance of carefully avoiding anything that would injuriously affect the morals and character of our pupils. At the same time we recognize that the work we are called upon to do, is not that of religious teaching. More than that, we are bound to take into consideration the diverse religious opinions of our pupils, and to be careful not to trench upon what is rightly considered sacred ground.

Such in brief are the opinions of at least a few of the teachers of this Province. In introducing Scripture Readings without note or comment into our schools—accompanied by saving conscience clauses, the Ontario Government has conceded to the demands of the agitators for religious education all that should be conceded. To yield more will inflict not only a serious injury upon education, but will invade the sacred temples of religious freedom.

Collegiate Institute. W. J. ROBERTSON.  
St. Catharines, December 11th, 1886.

Promotion Examinations.

DURHAM PROMOTION EXAMINATIONS.

NOVEMBER 26TH, 1886.  
ARITHMETIC.

SENIOR III. AND JUNIOR IV.

1. MULTIPLY 324 days, 8 hrs., 14 sec., by 7; and divide 340 ac., 20 sq. per., 2 sq. yds., 8 sq. ft., by 5.

2. Find the lowest number that will exactly contain each of the following numbers. 13, 30, 35, 220, 231 and 275.

3. Make out a bill of the following items. Use rulers for ruling.

Mr. Johnston bought of Robert Smith.

May 3. 4 lbs. 8 oz. cheese at 12c. per lb.

5 lbs. 4 oz. tea at 64c. per lb.

June 10. 1 lb. 6 oz. at 32c. per lb.

4 doz. and 6 eggs at 16c. per doz.

July 4. 3 quarts vinegar at 60c. per gal.

20 lbs. beacon at \$9 per cwt.

(Three marks for neatness, 1 for each item, 1 for answer.)

4. A farmer can raise 21 bush. wheat and \$5.25 worth of straw, or 36 bush. barley and \$2.75 worth of straw on an acre of land. If he tills 87 acres of land, how much will he gain by raising barley instead of wheat, when wheat is worth 73 cents, and barley 55 cents per bushel?

Simplify: (a)  $9\frac{1}{2} - (5\frac{3}{4} + 3\frac{1}{6}) + 4\frac{2}{3} - \frac{1}{4}$ .

(b)  $32\frac{3}{8} - \frac{1}{2}$  of  $\frac{3}{4} + 4\frac{1}{3} - \frac{1}{4}$  of  $2\frac{1}{2} + \frac{1}{8} - \frac{1}{6}$ .

6. At \$8 per thousand, find the cost of enough lumber to fence each side of a railway track with a tight board fence  $4\frac{1}{2}$  feet high and 60 rods long.

7. A grocer mixes 31 lbs. of tea worth 37½ cents per lb., 12 lbs. worth 42 cents per lb., and 9 lbs. worth 50 cents per lb. At what must he sell the mixture per lb. to gain 67½ cents on the whole?

8. A merchant by selling tea at 67½ cents a lb. gained 12½ per cent., he afterwards raised the price to 75 cents, what rate did he then gain?

Value 10 each. Full work required. Time, 10.20 to 11.30 a.m.

Senior III. will omit questions 7 and 8, and Junior IV. will omit questions 1 and 2.

II. CLASS TO JUNIOR III.

1. (a) Define: multiplier, addend, divisor.

(b) Write in words: 5040 and MDLIV.

2. Simplify:  $813456 + 139 - 907819 + 8456 - 78 + 103421 - 8427$ .

3. Simplify: (a)  $589673 \times 853$ ; (b)  $28972 \times 7080$ .

4. Simplify: (a)  $1422687 \div 37$ ; (b)  $1149120 \div 189$ .

5. A man bought a lot and built a house on it. The house cost him \$2,200 more than the price of the lot. What did both house and lot cost him, if the price of the lot was \$820?

6. A boy received \$8 a month and his board. In four years he saved \$144, how much a month did he spend?

Value 10 each. Full work required. Time 10.20 to 11.50 a.m.

JUNIOR III. TO SENIOR III.

1. (a) Multiply 357826 by 72; (b) divide 37-645127 by 63. Use factors in each case. Only 3 marks each if factors are not used.

2. (a) How many drams in 1 ton, 2 cwt., 1 qr., 5 oz?

(b) Reduce 34156 sec. to days, hours, &c.

3. Make out a neat bill of the following items. Use rulers for ruling.

John Boyes, bought of James Styles.

January 3. 42 yds. of cloth at \$1.75 a yd.  
18 lbs. of tea at 60 cts. a lb.

March 9. 72 yds. cloth at \$1.10 a yd.  
32 qts. of milk at 4 cts. a qt.

(Four marks for neatness, 1 for each item, 2 for answer.)

4. Define: quotient, factor. How many times must 189 be added to 78 hundreds to make 65067 units?

5. A man has a monthly income of \$274. His board costs \$1.20 a day, and his other expenses amount to \$46 a week. How much will he save in six years? (365 days, or 52 weeks in a year.)

6. A boy said to his father, if you give me \$1807, I shall then have enough, with what I have of my own, to pay \$2325 for a farm and have \$139 left. How many dollars had the boy of his own?

Value 10 each. Full work required. Time 10.20 to 1150 a.m.

GEOGRAPHY.

SENIOR II. TO JUNIOR III.

1. Define: cape, strait, bay, sea, isthmus.

2. Name in order: (1) the seasons, beginning with the hottest; (2) the months of the year, beginning with the shortest.

3. Mention (1) the continents that touch the Indian ocean; (2) the oceans that touch America.

4. Name, from the maps of the world, and give their positions: (1) two gulfs; (2) two peninsulas; (3) one mountain range.

5. Draw a map of Durham and S. Monaghan and mark on it; (1) the townships with the names neatly written in; (2) the railroads with five stations indicated; (3) Tyrone, Newtonville, Welcome, Bensfort, Janctville.

Value 10 each. Time 9.10 to 10.10 a.m.

JUNIOR III. TO SENIOR III.

1. Define: peninsula, equator, lake, desert, pole.

2. Mention the continents that lie nearest to the following islands respectively, and say what direction the islands are from the continents: Falkland, Sandwich, Sumatria, Madagascar, Iceland.

(3) Name, from the map of the world, and give the positions of: (1) five large rivers; (2) five lakes.

4. (1) Give as fully as you can the causes of day and night; (2) through what water and past what capes and islands would you sail in going from the Gulf of St. Lawrence to the Gulf of Mexico.

5. Sketch an outline map of North America and fill in the boundaries of the countries, the rivers, the mountains, the lakes, &c., as far as your time will allow. Write the names on the map.

Value 10 each. Time, 9.10 to 10.10 a.m.

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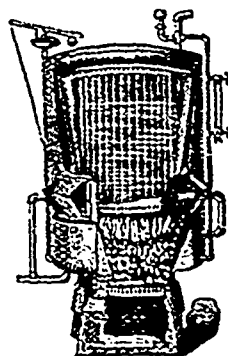
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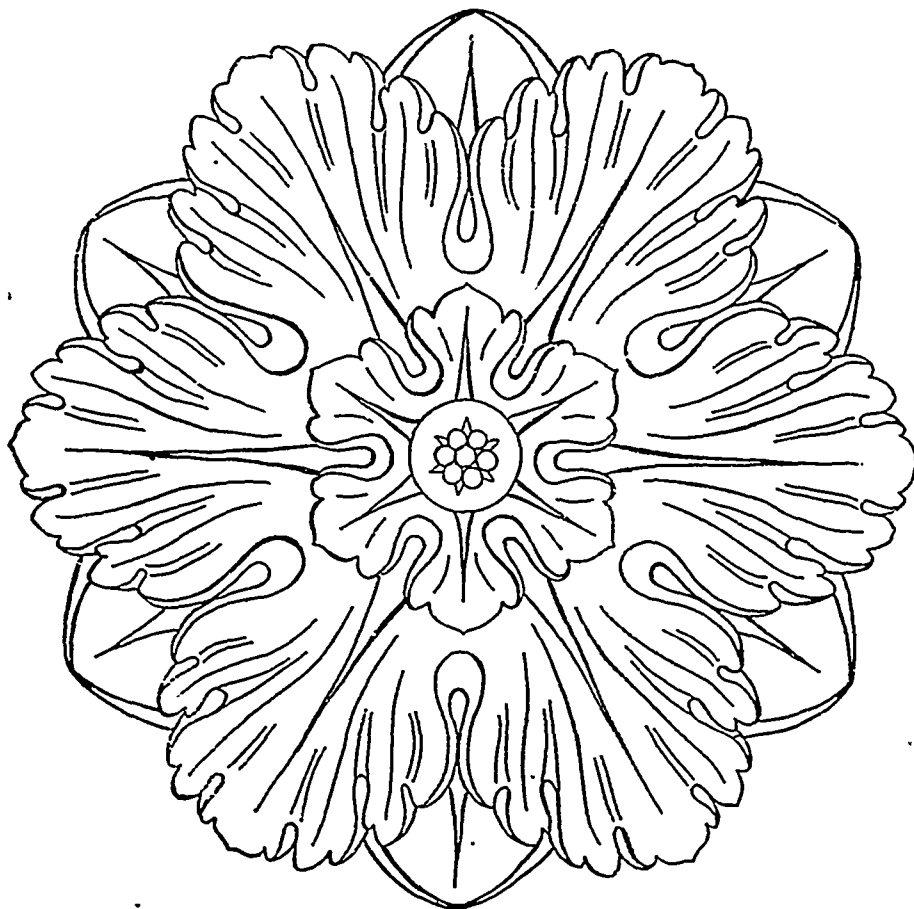
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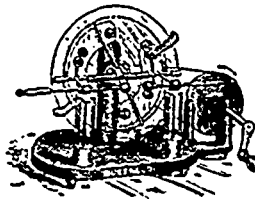
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