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# Educational Weekly

VOL. II.

THURSDAY, SEPTEMBER 10TH, 1885.

Number 37.

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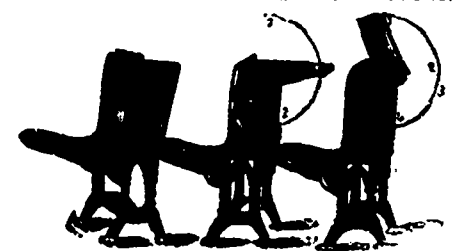
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**CONTENTS OF THIS NUMBER**

SHORTER EDITORIAL.....	579
CONTEMPORARY THOUGHT .....	580
NOTES AND COMMENTS.....	581
LITERATURE AND SCIENCE:	
Rugby Chapel.....	MATTHEW ARNOLD, 582
Golden Fleece.....	NATHANIEL HAWTHORNE, 583
Nathaniel Hawthorne.....	<i>Little Men and Women</i> , 583
EDUCATIONAL OPINION:	
The Kindergarten.....	Miss B. R. Hailman, 584
LONGER EDITORIAL:	
Personal.....	585
The Cultivation of Memory .....	587
BOOKS RECEIVED.....	587
BOOK REVIEW.....	587
TABLE TALK.....	587
SPECIAL PAPERS:	
Our Girls.....	"Flora Fern" 587
Synthetical Arithmetic.....	Thos. Hammond, 587
PUBLIC SCHOOL:	
How to Prevent Tardiness.....	<i>New York School Journal</i> , 589
DEPARTMENTAL REGULATIONS:	
New Regulations respecting Teachers' Certificates, and High School Courses.....	591
Non-Professional Certificates—Synopsis.....	593
Table—Course of Study for High Schools and Collegiate Institutes.....	594

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# The Educational Weekly.

TORONTO, SEPTEMBER 10, 1885.

We have much pleasure in calling the attention of our readers to the valuable address on the Kindergarten, which appears on another page, given by Miss Bessie E. Hailman, the Principal of the recently established Kindergarten Department of the Toronto Normal School. The Minister of Education has shown a wise discernment of the line educational progress is taking, in establishing a kindergarten department for the benefit of the teachers-in-training of the Province. Heretofore all kindergartners had to be brought over to Canada from the States; henceforth our school authorities may reasonably expect to obtain competent kindergarten teachers from among the graduates of our own training-school.

The methods of the accomplished and capable kindergartner are as different from those of the old-fashioned school "dame" as any process of modern science is from that of the empiricism which it has supplanted. Yet kindergarten methods are not mere scientific processes alone; they are best when they are the spontaneous outcome of a heart aglow with a love for childhood and childhood's ways, dominated by a cultured intellect, and beautiful with the ineffable charm of character. The true kindergartners are the flower of our profession.

The establishment of the Kindergarten Department necessarily supposes a training of Normal School students in the principles and methods of kindergarten work. But the length of the Normal School session is too short to permit of more than a very cursory acquaintance with the actual practices of kindergarten teaching. Nor is it at all probable that many students will desire more than such an acquaintance. They are preparing for positions of so-called higher rank, and the time necessary for a complete kindergarten training they cannot afford. But there are many teachers, especially young women, to whom kindergarten work would be the most enjoyable of occupations: none other should it be to any kindergartner. These should, if they desire it, receive a special training; should have facilities for becoming acquainted with kindergarten history and literature; should be taught the kindergarten-principles (which, it must be remembered, are no other than the principles of all true primary education); and should be thoroughly practised in the methods which experience has shown to be of most value in the application of those principles to practice for the purpose of securing a true educational result. Any one who has visited even a well-equipped and well-conducted kinder-

garten can readily perceive how soon a system of kindergarten teaching could become tiresome, mechanical, parrot-like, unfruitful. A sympathetic eye and ear, a deft hand, grace of manner, fertility of resource, an inventive brain, a well-stored and cultured mind, are the requisites of the kindergartner. These cannot be had for the asking. They are nature's gifts faithfully husbanded and improved. They imply an original endowment of mind and heart, and a painstaking and well-directed course of study and training.

The prosecution and successful accomplishment of a special course of kindergarten training, as outlined above, deserves a suitable recognition. In plain words, it seems to us, that kindergartners' certificates should be given by the Department of Education to all who desire to have them and fairly earn them. The kindergarten certificate should not be a necessary part of a First, or Second, or Third Class certificate; it should be a distinct thing, a separably obtainable possession. We believe that many of the most promising candidates of the teaching profession are shut out, after trial, by the technical and severe character of our examinations. Let these examinations remain as they are, if that be the popular will, but let the kindergartner's certificate depend, (1) on character, (2) on refinement and taste (a conversation free from provinciality and solecisms, and a facility in drawing and voca. music absolutely necessary); and (3) on a proper course of training in our provincial kindergarten department.

FROM the Departmental Regulations which we publish in this issue, it will be seen that the subjects of examination for non-professional Third Class certificates are to be:—Reading and the Principles of Reading; Orthography and Orthoëpy; English Grammar; Composition; Literature; Canadian and English History; Modern Geography; Arithmetic and Mensuration; Algebra; Euclid; Writing; Book-keeping and Commercial Transactions; and Drawing; and in addition an option of either (1) Latin, or (2) French, or (3) German, or (4) Physics and Botany—the limits of the subjects being those prescribed for Form I. of the High School Course.

The subjects of examination for non-professional Second Class certificates are to be:—Reading; Orthography and Orthoëpy; English Grammar; Composition; Literature; English and Colonial History; Modern Geography; Arithmetic; Algebra; Geometry; Chemistry; and Drawing; and in addition an option of either (1) Latin, or (2) French, or (3) German, or (4) Physics and

Botany, or (5) Writing, Book-keeping, Commercial Transactions, Précis-writing, and Indexing—the limits of the subjects being those prescribed for Form II. of the High School Course. Candidates who do not elect to take the option numbered (5), above, are to be examined in Writing, Book-keeping, and Commercial Transactions, as prescribed for the examination for third class certificates.

The subjects of examination for non-professional First Class certificates, Grade "C," are to be:—English Grammar; Composition; Literature, English History; and the Geography of Great Britain and the Colonies; Algebra; Geometry; Trigonometry; Chemistry; Botany and Physics—the limits of the subjects being those prescribed for Form III. of the High School Course, with the exception of Physics, for which the limit is that of Form II. Candidates for First "C" must first pass the non-professional second-class examination, but both examinations may be taken in the same year.

A First "C" may also be obtained by a candidate who has already passed the non-professional second-class examination by passing the Junior Matriculation of the University of Toronto and obtaining first-class honors in Mathematics, English, and History and Geography.

MR. BALLARD seems to be made a bore of contention between two parties (perhaps one should call them factions) in the Hamilton Board of Education, one being desirous of retaining him as Inspector, the other of appointing him to succeed Mr. Dickson as Principal of the Collegiate Institute. Experience in very many cases has shown that "Boards of Education," that is, combined boards of public and high schools, do not work together harmoniously. Theoretically, it would seem best for one board to look after the entire educational interests of a community; practically, they split up into parties, holding different views of education, and seeking different ends. The Hamilton Board of Education has won for itself an unenviable reputation for wrangling. We should like to hear of its dissolution, and of the erection of two boards in its stead, one for the public schools, and one for the institute. We regret to learn of the resignation from the board, of so public spirited a man as Mr. McQuesten, and we should deem his action ill-advised, unless it were perfectly impossible, for private reasons, for him to remain. Men of liberal culture, and commanding influence should hold these endowments in trust for the benefit of the people, and should not abandon their trust at a mere whiff of opposition.

## Contemporary Thought.

THE latest theory in regard to the causes of earth-tremors or seismic actions is that these are caused by the large accumulation of snow. This theory has been advanced by Dr. Knott of the Japan Seismological Society. He holds that the crust of the earth feels a slight pressure over large areas more than an enormous pressure on a small area. One justification for the theory is found in the fact that these tremors reach their maximum frequency during the winter. *Current.*

It has been shown by a German electrician, Dr. Siemens, by means of experiments on light sensitive selenium plates, that the energy of light is directly converted into electrical energy. Dr. Siemens is of the opinion that this entirely new physical phenomenon is scientifically of the greatest importance. There have been many experiments towards utilizing the sun's rays for motive force, but, although some success has been achieved, little benefit has inured to mechanical industries.

I FOUND the system of teaching very much like our own, except that there were about one hundred and twenty children in a room under a certificated teacher and a pupil teacher, instead of as in our school less than half the number per teacher. In one school I visited in Edinburgh, a new building with an attendance of about nine hundred, the rooms were not much, if any larger, than in our own school here, and the seats were arranged gallery fashion, and for twice the number in a room here, giving me the impression of overcrowding, and that there would be greater difficulty in keeping order.—From "A Visit to some Scottish Schools," by Mr. Peter Bertram, in the *Orillia Packet*.

THE dramatic critic of the *Chicago Times* notes a falling-off in the public interest in the presentation of Shakespeare's plays. It is undeniably a fact that at no time since Shakespeare first put his pen to paper have his plays been read so widely or studied as closely by so many people as at the present day, and it is also true that productions of the plays when great actors, amid elaborate scenic surroundings, undertake them, are usually witnessed by large numbers of people. May it not be true, therefore, that this apparent falling-off in public interest is due to the scarcity of competent actors? The most prominent of Shakespearean players, such as Irving, Anderson, Booth, Barrett and Salvini have made large personal features out of their devotion to Shakespeare.—*Current.*

ONE of the most common errors of the school-room is the hurrying of recitations. Undue haste to "go over" the lesson leads to confusion rather than to understanding. The opposite error is also quite common—that of dawdling upon that which is already known. Such recitations may seem to be "brilliant," but they are comparatively valueless. There is a happy mean, within the reach of us all, but which is secured only when the true purposes of the recitation are clearly apprehended;—that of developing thought, of giving expression to thoughts already more or less clearly developed, the correction of misapprehensions on the part of pupils and the clearing up of doubtful points. It is of the first importance that we ascertain promptly that which is not clearly understood by the

pupil. When this is ascertained, our duty is clear. The "recitation" immediately takes the practical form of an interesting and profitable lesson, a feature which should characterize every recitation.—*L. D., in the Ohio Educational Monthly.*

If we open any book of memoirs or a collection of letters of the last or previous century, we see how much better off our ancestors were in this respect (in having leisure) as compared to ourselves. In France, England, and Germany, among many minor groups, three stand out with marked lustre by reason of the eminence of the men who formed their centres—Diderot, Johnson, and Goethe. They all contained men who may be ranked among the most active and successful workers whom the world has known, men who have left enduring monuments of their labors. Yet these men never seemed to want leisure for frequent meetings and genial fellowship. They met constantly and almost regularly, without loss, we may be sure, to their work, and with much increase of happiness to themselves. The French have a saying that the hours spent at the dinner table do not count in life. But the best thing at a good French dinner, especially of the old school, was not the cookery but the conversation. A few dishes with ample pauses between, by which equal justice was done to the viands and the talk—this was the ideal not unfrequently realized in practice, which the proverb had in view, and in which health equally with recreation found its account. In Edinburgh, again, from the days of Hume to those of Sir Walter Scott, men had time both for work and play, and even in remote Königsberg under Kant the ardent pursuit of metaphysics was not found incompatible with the restorative relaxation of genial and frequent social intercourse. For it is to be noted that the meeting of friends to be at once a source of refreshment and repose must be neither too frequent nor too rare. If we only meet our friend at long intervals we have either too much to say to him and cannot say it for overfulness or we have 'lost touch and those finer contacts of sympathy which are the spirit and essence of the best talk. We have insensibly diverged, each in his separate groove, and easy flow and spontaneity are replaced by reserve and half-shyness. It is here that we place our finger on the painful spot in our modern life. In this huge wilderness of bricks and mortar called London, friends live apart, separated by invisible barriers, which only exceptional moments of health and energy enable us to traverse. The facilities of locomotion, by which men are enabled to escape from an atmosphere poisoned and thickened with coal smoke and noxious gases in which their daily business mostly lies have caused such a dispersion of the inhabitants presumed to live in the same city that the chances are that friends who would like nothing better than to meet and talk once or twice a week are often unable to do so once or twice a month, or even at longer intervals. In this respect London is a monster unequalled in the civilized world.—*Pall Mall Gazette.*

BUT on the side of the self-determining power, which begins to develop early, and must be trained into the fully-rounded ethical will, how are we to influence the child? We hear some foolish prattle about the question whether moral instruction shall

be given in school. What nonsense! What is the whole relation of teacher to pupil, if not moral? The very fact that you challenge his obedience and respect is a strong moral influence. Is it the only one? Can we do no more than repress and restrain, or must we point and lead up higher? Can we enter into the habits and lives of the children, and influence them for good? If so, how? You may teach physiology and hygiene till doomsday, without result. You may prove absolutely the danger of this or that course of life, without result. The Devil knows the Ten Commandments and the revelation of God in Christ, and yet is damned. All depends on what we make to be involved in the intellectual studies. You may go rattling through all the bones of the skeleton I forget how many there are, and don't want to know—you may teach that drinking alcohol will soften the bones, or smoking tobacco injure the skin, and yet get nothing done. You may drill your pupils until they can repeat the names of all the bones and muscles, which is more than a Philadelphia surgeon can do, and after all never reach the ethical nature. It is not from lack of knowledge that God's will is disobeyed, but because men "love darkness rather than the light." What shall the teacher do? Watch the child's habits. Go back to his family life, to his *freundschaft*—study his whole habitat. Where there is a well regulated family life, you will hardly need any commandment other than "Honor thy father and thy mother," and if you do your duty they will bless you as a faithful coadjutor. You will find that you need more than a text-book—more even than the too common object lesson of the drunkard's staggering presence; you must get into the child's life—penetrate its soul and draw it upward by that infinite love which has reached you and through you reaches the child. How did the Saviour teach the Magdalen? Did he tell her that her course of life was wasting this muscle and destroying that nerve? No; he spoke to her as one who loved her soul, and challenged her to purity of life as the dictate of her own conscience—and she "bathed His feet with her tears." I do not say that you shall not use the text-book, or fail to teach the evil effects of vicious habit upon the body; but I do say you must come to the child with a soul determined to do him good—to help him against evil on every hand. And you should go about this work like people of common sense, being careful how you talk of what touches the family. Your relation to the child as teacher is artificial; parenthood is God-ordained; and though the father be a drunkard or the mother a courtesan, the child is bound to honor their fatherhood and motherhood. You must not attempt to carry temperance into the family through the child, but into the family life first and through that to the child. And if a boy is drawn aside to play billiards and read "Buffalo Bill," don't reprove him publicly, give him a bad name, and condemn him and yourself—there is no love in that—but go to him and to his parents quietly, and talk to them as their friend—try to act as He would have done who shed His blood for you and them; and so you will reach the family and the boy, and by no other way under God's heaven that I know of.—*Dr. Higbee at the Pennsylvania State Teachers' Association.*

## Notes and Comments.

WE understand that two thousand of the second edition of Mr. Buchan's *Coleridge and Macaulay* have been sold before it was ready for distribution, and that the whole of the first edition of Mr. Williams' *English Composition* was exhausted in one week after issue.

WE print this week the official regulations relating to high school courses of study, and teachers' certificates. Teachers will do well not only in making themselves thoroughly acquainted with their contents, but also in communicating all necessary information to their pupils, as soon as possible.

THERE are two sides to every truth. Higher education may be a very good thing for women, but the heart, with its capabilities of love and sympathy, of tenderness and grace, should ever remain the chief concern of womanhood. Our fair contributor, "Flora Fern," brings out this view of the education of "our girls" very beautifully in her timely article printed on a subsequent page.

WE trust our readers have all read the appreciative and instructive article of Mr. J. O. Miller on *Matthew Arnold as a Master of Style*, which was concluded in our last issue. No more careful and intelligent piece of criticism, as far as we know, has appeared in the columns of the Canadian press. We hope frequently to have the pleasure of giving to our readers, other contributions from Mr. Miller's able pen.

TO the *New York School Journal* we accord with gratitude the very suggestive and practical article on *Tardiness*, which we reprint under "The Public School." The *School Journal* is one of the best educational papers on the continent; and especially so in its department of "Practical Methods" supplied largely by its contributors. We have full faith in our Ontario teachers that they are as practical and advanced in their methods as their confrères on the other side of the line; and we invite them most cordially to contribute similar articles to our columns. Short, pithy, and practical illustrations of every-day school work will always be welcome.

AT this the beginning of the term, schoolmasters are in all probability casting about them to see how far they may be able to arrange their surroundings for the winter, so that the towns and villages in which their lot is cast shall afford them the greatest scope for mental and physical pleasure and improvement. In so doing we see no reason why, by means of some well-directed energy, they should not take the lead in many a project and institution: the Mechanics' Institute library, for example; the magazines that library obtains; reading classes; sing-

ing classes; and all the various outlets for mental activity. Schoolmasters too often hide their light under a bushel. Let the coming term see a change in this.

THE many friends of Brantford Ladies' College will be pleased to hear that it proposes making its course correspond most closely with the work required for the two matriculations into Toronto University. The recent regulations respecting the obtaining of second class certificates by doing university work are a boon to it as well as to all other schools of secondary education. Nothing better marks the soundness of the instruction given in private schools than their voluntary acceptance of the tests offered by the University and the Department of Education. We are pleased to hear that Miss M. P. Symington, late Mathematical Mistress of Brighton High School, has been appointed to the position of Mathematical and English Teacher in the college.

MISS BESSIE E. HAILMAN, who has received the appointment of Principal of the Kindergarten Department of the Toronto Normal School, enters upon her work with such natural and acquired qualifications as are most certain to ensure success. Her father and her mother have both been kindergaertners; indeed, Mr. Hailman, who is editor of the Kindergarten Department of the Boston *American Teacher*, has been one of the foremost in introducing and promoting the kindergarten movement in the United States. Miss Hailman has been for some time teacher of primary reading and drawing in the schools of La Porte, Indiana, where her independent and original methods have gained her no small celebrity. She is also a frequent contributor to some of the leading educational periodicals of the United States. She has been recommended to the Minister of Education by Colonel Parker, Principal of Cook County Normal School, Illinois, of which institution Miss Hailman is a graduate of the first class.

THOMAS ARNOLD died very suddenly on the morning of June 12th, 842, within a day of the forty-seventh anniversary of his birth. His life, though short, was rich with fulfilment, and at his death was full of the most beautiful promise. His eldest son, MATTHEW was then a student of Balliol, Oxford, and but twenty years of age. To those who are familiar with the writings of both father and son, there are noticeable in them many resemblances of style and indications of inherited individuality. The inimitable grace of diction and felicitous simplicity of Matthew Arnold are strongly characteristic of his father, though in the elder writer the grace and the simplicity have not an equally delicate and finished expression. *Rugby Choral*, as a tribute to character, is unmatched. It is inspired at once by affection, and by a keen recognition of the greatness both

of soul and intellect in him to whom the lines are addressed. We think our younger readers will be thankful to us for bringing it under their notice.

PHONETIC spelling, or, as its more ardent admirers delight to spell it, *fonetik*, is apparently making great headway in Canada, to the chagrin of its opponents and the encouragement of its supporters. The last meeting of the Canadian Shorthand Association, which was held on the 17th of August, was said to have been the largest and most successful of its kind. This certainly its proceedings and results gave proof of. The members and delegates—amongst the latter being twelve prominent Americans representing various important societies—met in the Normal School, Toronto, and diversified their more practical proceedings with recitations, songs, and a banquet, the Minister of Education himself giving an address. Mr. Ross' remarks were responded to by Mr. Little, President of the New York State Stenographers' Association. At a meeting held on the following day at Niagara, we hear that Mr. Thos. Bengough, one of our most valued contributors, was elected to the high post of President of the International Association of Shorthand Writers. The newly-elected president hopes to see a successful congress held at Montreal next year.

JUST as we go to press we have received from the *Grip* Publishing Company Part II. of the Souvenir Number of the *Illustrated War News*. The text, (of the two parts,) which is a complete and even detailed history of the late rebellion, is from the pen of Mr. T. A. Haultain, the author of that little work the *War in the Soudan*—from the first, Associate Editor of the EDUCATIONAL WEEKLY, but now retiring from that position. Mr. Haultain's work, though done under great pressure of manifold employments, is perspicuous, graphic, and racy. The publishers have halted at no expense in securing for both numbers the very best illustrations procurable. They are as accurate as could be produced under the circumstances, and military men speak of them as quite faithful and authentic. We notice there are twenty-two in all—and the letterpress is an equivalent of a volume of three or four hundred pages, so that the book is almost a marvel of cheapness. With the second number is given a most beautiful colored plate, which, in brilliant and delicate color-treatment and artistic printing, is superior to anything of the kind we have ever before seen as the product of a Canadian press. Another feature which will make the book valuable as history is the complete list of those engaged in suppressing the rebellion; the authenticity of the list being guaranteed by the fact that it was furnished by the Military Department, through the courtesy of Sir A. Caron.

## Literature and Science.

### RUGBY CHAPEL.

MATTHEW ARNOLD.

COLDLY, sadly descends  
The autumn evening. The field  
Strewn with its dank yellow drifts  
Of withered leaves, and the elms,  
Fade into dimness apace,  
Silent : hardly a shout  
From a few boys late at their play !  
The lights come out in the street,  
In the school-room windows—but cold,  
Solemn, unlighted, austere,  
Through the gathering darkness, arise  
The chapel walls, in whose bound  
Thou, my father, art laid.

There thou dost lie, in the gloom  
Of the autumn evening. But ah !  
That word, *gloom*, to my mind  
Brings thee back in the light  
Of thy radiant vigor again ;  
In the gloom of November we pass'd  
Days not dark at thy side ;  
Seasons impaired not the ray  
Of thy buoyant cheerfulness clear.  
Such thou wast ! and I stand  
In the autumn evening and think  
Of by-gone autumns with thee.

Fifteen years have gone round  
Since thou aroest to tread,  
In the summer morning, the road  
Of death, at a call unforeseen,  
Sudden. For fifteen years,  
We who till then in thy shade  
Rested as under the boughs  
Of a mighty oak, have endured  
Sunshine and rain as we might,  
Bare, unshaded, alone,  
Lacking the shelter of thee.

O strong soul, by what shore  
Tariest thou now ? For that force,  
Surely, has not been left vain !  
Somewhere, surely, afar,  
In the sounding labor-house vast  
Of being, is practised that strength,  
Zealous, beneficent, firm !

Yes, in some far-shining sphere,  
Conscious or not of the past,  
Still thou performest the word  
Of the spirit in whom thou dost live—  
Prompt, unwearied, as here !  
Still thou upraisest with zeal  
The humble good from the ground,  
Sternly represses the bad !  
Still, like a trumpet, dost rouse  
Those who with half-open eyes  
Tread the border-land dim  
'Twixt vice and virtue ; reviv'st,  
Succorest !—this was thy work,  
This was thy life upon earth.

What is the course of the life  
Of mortal men on the earth ?—  
Most men eddy about  
Here and there—eat and drink,  
Chatter and love and hate,  
Gather and squander, are raised  
Aloft, are hurl'd in the dust,

Striving blindly, achieving  
Nothing ; and then they die—  
Perish—and no one asks  
Who or what they have been,  
More than he asks what waves,  
In the moonlit solitudes mild  
Of the midmost Ocean, have swell'd,  
Foam'd for a moment, and gone.  
And there are some whom a thirst  
Ardent, unquenchable, fires,  
Not with the crowd to be spent,  
Not without aim to go round  
In an eddy of purposeless dust,  
Effort unmeaning and vain.  
Ah yes ! some of us strive  
Not without action to die  
Fruitless, but something to snatch  
From dull oblivion, nor all  
Glut the devouring grave !  
We, we have chosen our path—  
Path to a clear-purposed goal,  
Path of advance !—but it leads  
A long, steep journey, through sunk  
Gorges, o'er mountains in snow.  
Cheerful, with friends, we set forth—  
Then, on the height, comes the storm.  
Thunder crashes from rock  
To rock, the cataracts reply ;  
Lightnings dazzle our eyes ;  
Roaring torrents have breach'd  
The track, the stream-bed descends  
In the place where the wayfarer once  
Planted his footstep—the spray  
Boils o'er its borders ! aloft  
The unseen snow-beds dislodge  
Their hanging ruin !—alas,  
Havoc is made in our train !  
Friends, who set forth at our side,  
Falter, are lost in the storm.  
We, we only are left !—  
With frowning foreheads, with lips  
Sternly compress'd, we strain on,  
On—and at nightfall at last  
Come to the end of our way,  
To the lonely inn 'mid the rocks ;  
Where the gaunt and taciturn host  
Stands on the threshold, the wind  
Shaking his thin white hairs—  
Holds his lantern to scan  
Our storm-beat figures, and asks,  
Whom in our party we bring ?  
Whom we have left in the snow ?

Sadly we answer : We bring  
Only ourselves ! we lost  
Sight of the rest in the storm.  
Hardly ourselves we fought through,  
Stripp'd, without friends, as we are.  
Friends, companions, and train,  
The avalanche swept from our side.  
But thou would'st not *alone*  
Be saved, my father ! *alone*  
Conquer and come to thy goal,  
Leaving the rest in the wild.  
We were weary, and we  
Fearful, and we in our march  
Fain to drop down and to die.  
Still thou turnedst, and still  
Beckonedst the trembler, and still  
Gavest the weary thy hand.  
If, in the paths of the world

Stones might have wounded thy feet,  
Toil or dejection have tried  
Thy spirit, of that we saw  
Nothing—to us thou wast still  
Cheerful, and helpful, and firm !  
Therefore to thee it was given  
Many to save with thyself ;  
And, at the end of thy day,  
O faithful shepherd ! to come,  
Bringing thy sheep in thy hand.  
And through thee I believe  
In the noble and great who are gone ;  
Pure souls honor'd and blest  
By former ages, who else—  
Such, so soulless, so poor,  
Is the race of men whom I see—  
Seem'd but a dream of the heart,  
Seem'd but a cry of desire.  
Yes ! I believe that there lived  
Others like thee in the past,  
Not like the men of the crowd  
Who all round me to-day  
Bluster or cringe, and make life  
Hideous, and arid, and vile :  
But souls tempered with fire,  
Fervent, heroic, and good,  
Helpers and friends of mankind.  
Servants of God !—or sons  
Shall I not call you ? because  
Not as servants ye knew  
Your Father's innermost mind,  
His, who unwillingly sees  
One of his little ones lost—  
Yours is the praise, if mankind  
Hath not as yet in its march  
Fainted, and fallen, and died !  
See ! In the rocks of the world  
Marches the host of mankind,  
A feeble, wavering line.  
Where are they tending ?—A God  
Marshall'd them, gave them their goal—  
Ah ! but the way is so long !  
Years they have been in the wild !  
Sore thirst plagues them, the rocks,  
Rising all round, overawe !  
Factions divide them, their host  
Threatens to break, to dissolve.—  
Ah, keep, keep them combined !  
Else, of the myriads who fill  
That army, not one shall arrive ;  
Sole they shall stray ; on the rocks  
Batter forever in vain,  
Die one by one in the waste.  
Then, in such hour of need  
Of your fainting, dispirited race,  
Ye, like angels, appear,  
Radiant with ardor divine.  
Beacons of hope, ye appear !  
Languor is not in your heart,  
Weakness is not in your word,  
Weariness not on your brow.  
Ye alight in our van ! at your voice,  
Panic, despair, flee away.  
Ye move through the ranks, recall  
The stragglers, refresh the outworn,  
Praise, reinspire the brave.  
Order, courage, return ;  
Eyes rekindling, and prayers,  
Follow your steps as ye go.  
Ye fill up the gaps in our files,

Strengthen the wavering line,  
Stablish, continue our march,  
On, to the bound of the waste,  
On, to the City of God.

### THE GOLDEN FLEECE.

(From Nathaniel Hawthorne's "Tanglewood Tales.")  
(Concluded.)

JASON went onward a few steps farther, and then stopped to gaze. Oh how beautiful it looked, shining with a marvellous light of its own, that inestimable prize, which so many heroes had longed to behold, but had perished in quest of it either by the perils of their voyage, or by the fiery breath of the brazen-lunged bulls!

"How gloriously it shines!" cried Jason in a rapture. "It has surely been dipped in the richest gold of sunset. Let me hasten onward, and take it to my bosom."

"Stay," said Medea, holding him back. "Have you forgotten what guards it?"

To say the truth, in the joy of beholding the object of his desires, the terrible dragon had quite slipped out of Jason's memory. Soon, however, something came to pass, that reminded him what perils were still to be encountered. An antelope, that probably mistook the yellow radiance for sunrise, came bounding fleetly through the grove. He was rushing straight towards the Golden Fleece, when suddenly there was a frightful hiss, and the immense head and half the scaly body of the dragon was thrust forth (for he was twisted round the trunk of the tree on which the fleece hung), and seizing the poor antelope, swallowed him with one snap of his jaw.

After this feat, the dragon seemed sensible that some other living creature was within reach, on which he felt inclined to finish his meal. In various directions he kept poking his ugly snout among the trees, stretching out his neck a long way, now here, now there, and now close to the spot where Jason and the princess were hiding behind an oak. As the head came waving and undulating through the air, and reaching almost within arm's-length of Prince Jason, it was a very hideous and uncomfortable sight. The gape of his enormous jaws was nearly as wide as the gateway of the king's palace.

"Well, Jason," whispered Medea, "what do you think now of your prospect of winning the Golden Fleece?"

Jason answered only by drawing his sword and making a step forward.

"Stay, foolish youth," said Medea, grasping his arm. "Do not you see you are lost, without me as your guardian and good angel? In this gold box I have a magic potion, which will quell the dragon far more effectually than your sword."

The dragon had probably heard the voices; for, swift as lightning, his black head and forked tongue came hissing among

the trees again, darting full forty feet at a stretch. As it approached, Medea tossed the contents of the gold box right down the monster's wide-open throat. Immediately, with a terrible hiss and a tremendous wriggle—flinging his tail up to the topmost branch of the tallest tree, and shattering all its branches as it crashed heavily down again—the dragon fell at full length upon the ground, and lay quite motionless.

"It is only a sleeping potion," said the enchantress to Prince Jason. "One always finds a use for these mischievous creatures, sooner or later; so I did not wish to kill him outright. Quick! snatch the prize, and let us begone. You have won the Golden Fleece."

Jason caught the Fleece from the tree, and hurried through the grove, the deep shadows of which were illuminated as he passed, by the golden glory of the precious object that he bore along. A little way before him, he beheld the old woman whom he had helped over the stream, with her peacock beside her. She clapped her hands for joy, and beckoning him to make haste, disappeared among the duskiess of the trees. Espying the two winged sons of the North Wind (who were disporting themselves in the moonlight, a few hundred feet aloft), Jason bade them tell the rest of the Argonauts to embark as speedily as possible. But Lynceus, with his sharp eyes, had already caught a glimpse of him, bringing the Golden Fleece, although several stone walls, a hill, and the black shadows of the grove of Mars, came between. By his advice, the heroes had seated themselves on the benches of the galley, with their oars held perpendicularly, ready to let fall into the water.

As Jason drew near, he heard the Talking Image calling to him with more than ordinary eagerness, in its grave, sweet voice—

"Make haste, Prince Jason! For your life, make haste!"

With one bound he leaped aboard. At sight of the glorious radiance of the Golden Fleece, the nine-and-forty heroes gave a mighty shout, and Orpheus, striking his harp, sang a song of triumph, to the cadence of which the galley flew over the water, homeward bound, as if careering along with wings!

### NATHANIEL HAWTHORNE.

WE take the following from "Stories about Favorite Authors" in *Our Little Men and Women*:—

A little while ago, I was reading a very interesting book, when I came across this: "A History of Twenty Days with Julian and Bunny." I found it a charming history; it begins thus:

"At seven o'clock a.m., Una and Rosebud took their departure, leaving Julian and me

and Mrs. Peters (the colored lady who does our cooking for us) and Bunny, the rabbit, in possession of the Red Shanty." And then it goes on to tell all about what "Julian and me" and Bunny did during those twenty days. Bunny spent a good deal of time "nibbling clover-tops, lettuce, plantain leaves, pigweed and crumbs of bread." Julian changed his (Bunny's) name from Spring to Hindlegs, and every day when they ("Julian and me") returned from their walk, Bunny gave them a joyful greeting, snuffing eagerly about them to find the leaf of mint they were sure to bring him.

But, alas! one day Bunny had a chill and died, and "after breakfast we dug a hole and planted him in the garden and Julian said: 'Perhaps to-morrow there will be a tree of Bunny's and they will hang all over it by their ears.'"

As to Julian, he had a good time right straight along through the twenty days, playing with Bunny till Bunny died, fishing with bent pins, sailing the boat that he had whittled out himself on the pond, making a bow and arrows, and playing jackstraws by himself. And Julian says, in the interesting book I read, that those twenty days were "halcyon days." (The ancients believed that the kingfisher or halcyon laid her eggs by the sea on certain calm, fair days, and so they got in the way, and we do the same, of calling all lovely days halcyon days.)

Now you will want to know who "Julian and me" were, and where the Red Shanty was. The Red Shanty was a red farmhouse in Lenox, Mass., the "me" was Nathaniel Hawthorne, the great romancer, and "Julian" was his five-year-old son.

They lived but a short time in Lenox, these five, the father and mother, Una, Julian and Rose, but it was a "paradise for the small people." They used to go "nutting, and filled a certain disused oven in the house with such bags on bags of nuts as not a hundred children could have devoured during the ensuing winter. The children's father displayed extraordinary activity on these nutting expeditions; standing on the ground at the foot of a tall walnut-tree, he would bid them turn their backs and cover their eyes with their hands; then they would hear, for a few seconds, a sound of rustling and scrambling, and immediately after, a shout, whereupon they would uncover their eyes and gaze upward; and lo! there was their father—swaying and soaring high aloft on the topmost branches. Then down would rattle showers of ripe nuts which the children would diligently pick up and stuff into their capacious bags. It was all a splendid holiday; and they cannot remember when their father was not their playmate, or when they ever desired or imagined any other playmate but he." So writes the grown-up Julian Hawthorne.



## Educational Opinion.

### THE KINDERGARTEN.

[An address given to the Teachers-in-Training of the Toronto Normal School at the opening of the autumn session, by Miss B. E. Hailman, Principal of the Kindergarten Department.]

It seems a pity that so good a thing as the kindergarten should have to work its way through a cloud of misunderstanding, and be clothed in an atmosphere of mystery.

It is popularly regarded as a peculiar method of amusing little children (invented by some *foreigner*); or a strange system for the development of the little ones, and that a knowledge of the mysteries of this system can be acquired by spending a certain period of time in a "training-class."

Some kind, but misinformed, people regard it as a species of cruelty to children—this daily confinement, and constant application. By others, it is looked upon with suspicion, because of its supposed tendency to produce self-will, lawlessness, over-activity, etc., etc; thereby unfitting the child for the quiet, self-restraint, and obedience to authority, necessary in the schoolroom. But, like all *right* things, it is gradually, and *surely* making its way.

The kindergarten is no more a *system of education* than is the school. Who would ever think of asking whether the school is, or is not, a good "system of education"?

There are good schools and bad schools, and good kindergartens and bad kindergartens, and if it becomes desirable to inquire into the conditions of these institutions, well and good; but all possible inquiry into their conditions will not solve the question, whether the principles upon which they are founded are correct or not.

The kindergarten, *per se*, is simply a means for applying certain principles. Froebel found these principles in the laws of Nature—in its broad sense (including man).

We may do this—Nature is here, all around us, and we are in her midst, with eyes to see, and ears to hear.

But, before these truths will become evident to us, we must rid ourselves of the notion that they are mysterious, or queer; that we must go through some strange process of mind, before they will make their appearance.

To find these truths, Froebel went—where we must go—to the child. Not only did he observe other children, but he looked back upon his own child-life, and remembered his own child-longings and joys. It is very useful, in dealing with children, and in studying child-nature, to look back upon one's own childhood.

We have all been children, and, by thoughtfully tracing back over the years just passed, until we reach our time of little girlhood, and little boyhood, we shall find

many little incidents springing into our notice, fraught with a new significance. This practice, in itself, gives one a new sympathy with childhood, and will often prompt, or prevent, (as the case may be,) an action that night, without this sense of *personal relation* with childhood, appear of little or no significance.

For instance, (I think I may be pardoned, after this, for using my own experience as an illustration,) I remember being alone, upon an occasion, when I was about eight years old. A fly was crawling upon the window pane. Now, I was tender-hearted to a fault (if such a thing may be) and would not, ordinarily, kill a mosquito, but, on this afternoon, I had an impulse to *see how I should feel if I should kill something*.

I remember hesitating a good while, because I hated to kill that fly—or any other—but the desire to *know the feeling* triumphed, and I killed the fly—painlessly I hope. After killing it, I, in my small way, analysed the sensation. I realized that I had taken away something that I could never replace. I was ashamed; and having taught myself this lesson, had, ever after, a more *conscious* respect for *life*. Now, this being my own experience, is, to me, as real as myself, and is for this reason of value as an example of what goes on in the minds of children—for what one child thinks and feels, other children will think and feel—not always *exactly* the same, of course, but sufficiently similar to aid in generalization.

I shall not stop here to indicate the inferences that may be drawn from this little incident—one might be, that children go through a period of self-testing, and often *seem wanton*, when they are trying an important experiment, but it would take too long and lead away from the subject to seek further. But if teachers could cultivate this power of looking back into their own childhood, and using their own experiences as guides, in dealing with children, they would find in it a valuable aid in understanding child-nature. Of similar importance is the careful, thoughtful observing of children, *independently of the observation of others*. In this lay the secret of Froebel's wonderful adaptation of educational principles to the child's needs; and we may at least follow his example. (It will be well for you to note each day of your intercourse with children, something done by them—if only one little incident; then we can arrange some time for discussing these incidents in such a manner as to lead to an appreciation of their importance and an understanding of their import.)

When Froebel saw the child making mud-pies, building houses of sticks, personating events, in private theatricals, etc., etc., he saw the growth of nations in miniature reproduction.

In the child's rude attempts at outline on the sand with a stick, or on the wall with a bit of coal or tailor's chalk, he saw the savage's attempts at art; in the child's love for all play that involves the creative energy, he saw the march of mankind from a lower plane of civilization, to ever higher levels, hewing his own destiny from Nature's great storehouse. Indeed, when viewed thoughtfully, it is a wonderful thing—the child at play.

Now, it creates for itself a new world in "Lady-come-to-see," or the "Muffin man," and the various games of the imagination; now, it exercises its muscles in throwing, running, jumping, swinging in various positions; or tests its power and skill, in top-spinning, ball-playing, rope-jumping, marbles, etc. Again it is arduously at work making mud-pies, bricks from clay, or digging wells.

Sometimes it lies in the grass in that perfect self-abandon—a delicious meeting of the *microcosm* with the *macrocosm*—humming little melodies, or repeating sounds, words, bits of poetry, mother-goose rhymes, and the thousand and one childish bits of dream-lore. To the many, this seems mere pastime; in reality, it is as stern a necessity to the growth and development of the child as is the proper assimilation of food and fresh air.

It is *generally* true, that what a healthy, normal child craves, it needs; also, that when it ceases to want a thing, it has had as much of it as it needs. It is also true, however, that without the guidance of a trained will the healthful glow of interest and enjoyment, may grow into a passionate desire—as often appears in the kindergarten—a child may be so fond of a certain occupation that he cannot bear to give it up. It is just here that the wise teacher may supply what the child needs—a self-controlled will—not by forbidding him to go on with the occupation but by gradually leading him to use his own self-control.

The kindergarten is especially valuable because it recognizes the importance of that period of child-life which has hitherto been to a great extent wasted, or, at least, lightly handled, and certainly not, in an *educational* sense, provided for; that busy period, when impressions come as startling facts—when every sense is hard at work, eager for new discoveries—when the little hands are always *feeling*, and *patting*, and "fixing things," and "getting into mischief."

The kindergarten provides for all of these tendencies, in its many little means of work.

Instead of tearing up his drum to find the "noise," taking the clock to pieces to find the "tick," or playing on the piano with a poker (as I knew an enterprising little boy of three to do), the active child can make boats, boxes, soldier-caps, and ever so many other things from a bit of paper; or marbles,

Easter eggs, rabbits, birds' nests, from a lump of moist clay. The kindergarten puts raw material into the hands of the little ones, so that, instead of *tearing up* or *disarranging*, it can *create*.

A child that has spent the first six years of his life without the opportunity of handling raw material and creating, enters school listless, discouraged, mischievous, as the case may be. He finds in the school so much demand for *abstract thought*, and so little opportunity to work off his natural energy through the physical and spiritual side of his being (the time being occupied almost exclusively with the intellect) that, in order to hold in subjection his mischievous tendencies—which are systematically induced—the school is forced into an unnatural, stilted attitude—this reacts upon the child—he loses his spontaneity of thought and action, more or less, and the intellect, in time, becomes less vigorous. Thus, in training *one side* of the child's nature, and neglecting the other sides, the very side which is receiving all of the attention suffers.

Again, we should not require abstract thought from those who are not familiar with the subject from which the thought is abstracted. No doubt most of us would feel considerable surprise and dismay if, upon our entrance to an institution of learning, we were required to write a complete abstract of a lecture on astronomy, delivered in Greek. Yet, very often, we are demanding something very like, when we ask a "stupid" little boy to learn the multiplication table, or do such examples in arithmetic as .

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True, he may have seen things all his life, but he has not *learned* them. The kindergarten puts material into the child's hands—he uses it until he is perfectly familiar with it; and it is a fact that kindergarten children are always brighter, more intelligent school children for their kindergarten training, and more easily managed (other things being equal) than other children, because they have had the opportunity of more all-sided development.

But, it may be asked, does the necessity for all-sided universal development cease in the school? Has a child of six years *been graduated* in moral and spiritual training, and has his growth in these two sides of his nature, been so rapid, in proportion to that of the intellectual side, that it can afford to be neglected in subsequent years?

By no means. The only road to a well-developed, fully rounded character, is thorough *all-sided* training; and this principle holds good all through life. Therefore the principles of the kindergarten are just as valuable in the university as they are in the nursery—

or would he, if the university age were as *busy* and *sensitive a period* in the history of the child's life as is the age of its first entrance into the world.

The kindergarten is already spreading its influence through the schools. At La Porte it has been very successfully introduced in connection with the regular school-branches, and some of its occupations are carried as high as the 6th and 7th grades (counting the first as the lowest).

Froebel bases his plan of education upon the child in its relation to:—

1. Nature.
2. Man.
3. God.

In this formula I have ventured to alter, very slightly, the appearance of the statement.

Here the child is conceived as coming from God, and returning to Him, through its relations to Nature, Man, and the Infinite. In none of these three relations can Man escape his relation to God, "in whom, to whom, through whom, all things are."

Go where we may, look as we will, we find Divinity everywhere.

The simplicity of the plan of creation, the *uniformity* of natural law, show this to us.

In the law of gravitation that relates us to the sun and the stars, and gives us day and night, summer and winter; in the laws of organic growth, that hold good for every living thing; in the laws of matter, that are felt in the most delicate psychical process—in everything that *is*, we feel this all-controlling, all-sustaining Presence.

Therefore, it seems to me, that to say the child is to be regarded in his relation to Nature, Man, and God, is *narrowing*, and puts God on a level with Nature and Man.

Through his relation with Nature, the child comes in contact with all external objects—the outer world—his environment. He would like to have the moon—but he cannot reach it—he cannot even feel it—but he can feel that ball swinging before him. Sometimes he can't feel it when it is far—but when it swings close by he can. So he begins to realize, vaguely at first, that he is distinct from his environment—that *he is*, and *it is*—he is conscious of his *individuality*. In the company of his parents, brothers and sisters, and, in later childhood, playmates, he feels a new sense of distinction. His mother is something very like himself—yet different—that he can love; his brother, still another, with many things in common with himself and his mother—yet very different from both, and very interesting to play with. And so on through his association with other individuals of his kind—man—he, again vaguely, conceives of his *own identity among similar individuals*—his

*personality*. And from the time he first wakes in the world until he lies down for his final sleep, he is, through his relation to the Infinite, constantly finding out that the essential part of him is in everything, and the essential part of everything is in him—he is realizing his *universality*.

Nature teaches the child to do what it can to maintain its own life, and it is his relation to Nature that gives him the instinct of *self-preservation*.

What was, in his relation to Nature, *self-preservation*, becomes, in human relationship, *independence*—where, in the natural relationship, the instinct is to preserve life at all hazards, without reference to anything else in the human relationship, this instinct grows into a desire to maintain life for its own cost—if, in order to live, we must take more than we earn—steal—kill (as savages)—the human relationship teaches us to prefer death to life—*self-preservation* becomes *independence*; and later on, losing all selfish taint, becomes, in the relation to the Infinite, *altruism*, which, strangely enough, amounts to the same thing as self-preservation, for, if all took care of each, then we were safe indeed.

When the child, by a sufficient amount of "crowing" and "cwoing," and throwing of its arms, and kicking, etc., acquires a certain degree of self-continenence and strength, it begins to look about for something to study.

It squeezes things, tastes them, pounds them, and, later on having learned something, begins to imitate them. It conceives itself to be a "choo-choo car," an elephant, a steamboat, a sheep, the wind, and so on. There is no end to the inventions of an active child's brain, of means for its own development—of means to acquire knowledge.

The best way to acquire knowledge of anything is to throw one's self heart and soul into that thing, and this is exactly what the child does. This is one reason why children learn so rapidly—they lose themselves entirely in their study—it *is play*. We all know how quickly and thoroughly we learn a fact that comes in the guise of a game or story. In historical and geographical games the mind seizes upon facts with avidity, and holds them, while one might in dry study drill and drill with comparatively little result.

Child's play is oftener *study* than *pastime*.

The kindergarten helps the child to play; where the child in its tendency to follow blind impulse would, if left to itself, go too far, and by overdoing, lose time, and from its own lack of directing will-power and balance of character irritate itself and waste its energy, the kindergarten gently and firmly supplies what the child needs, and gives it materials adapted to its wants.

(To be continued.)

TORONTO:

THURSDAY, SEPTEMBER 10, 1885.

## PERSONAL.

WHEN, in December last, I engaged with the publishers of the EDUCATIONAL WEEKLY to become its editor, it was under the supposition that I should immediately be able to give my entire attention to my new duties. But it has not been until now that I could release myself from other duties, and be free to enter upon my editorial work. The WEEKLY has been nominally under my supervision, but for a long time it has been actually under the editorial management of Mr. T. Arnold Haultain, who early was appointed Associate Editor; and to him is mainly due the reputation for scholarliness which the WEEKLY has gained. To Mr. Weir, also, who during the summer months assisted Mr. Haultain, no small credit is due.

In re-assuming full control I trust I shall receive the encouragement and active support of the educationists of the Province in making the EDUCATIONAL WEEKLY the exponent of what is best in Canadian educational thought and methods, and in making it an influence for good in shaping the course of Canadian educational progress.

JOHN E. BRYANT.

## THE CULTIVATION OF MEMORY.

WE have continually referred in our columns to the necessity of basing all rational educational processes on a careful study of the child's mind. In this view we are supported by, it is safe to say, the majority of those who have given their best thought to the subject.

We do everything in these days methodically. Once all was empirical, now everything is scientific. We go through long processes of induction, then we deduce; and not until we are able to verify our conclusions do we in these closing decades of this scientific nineteenth century, consider that we have arrived at any true conception of the laws of nature or the means by which those laws are to be obeyed.

In education this care is as necessary as, let us say, in the most delicate chemical experiment. True, the laws of education seem to us at present to be the most complex of any yet thought of. They are those of psychology, to which are added all those other factors consequent upon a study of how best psychological processes can be made to harmonize with all the varying surroundings in which different minds may be placed. Still we need by no means despair. To the student of natural laws a century ago physics and chemistry were equally empirical. To him it might have appeared that there was no possibility of ever discovering any order or system in nature. It was the same in medicine. It was the same with all branches of science. Therefore, we say, in regard to education also, we need not give up the task of discovering the laws by which it should proceed as hopeless. The task is an arduous one, a very arduous one; this is undeniable. But that there are those who not only recognize this task as a duty, but who also have already obtained glimpses of the manner in which they should set about this task, is truly a most hopeful sign.

Amongst the various phenomena to be steadily kept in view by those who give themselves up to the analysis of the laws of education, we have often thought that upon *physiological* phenomena very much stress must be laid. This, we think, has not been sufficiently enforced. Few recognize how large a part the senses play in all mental acts, and still fewer recognize how imperative it is to attend carefully to the intimate connection existing between thought and purely physiological processes.

To elucidate more particularly the line of thought which we are endeavoring to place before our readers, let us briefly consider one particular aim of tuition, viz., the cultivation of the memory, and inquire how we may apply to it the scientific method of investigation with special reference to physiological phenomena.

Memory is a faculty that once we attempted to cultivate purely empirically, without ever asking what were the best methods of cultivating it. And now how many important questions are (or, perhaps, we should say, should be,) asked concerning it. Such, for example, as whether repetition alone, *qua* repetition, is a true and powerful aid; whether there is anything in the act of thought itself, in

the apprehension of relation, that tends to fix it in the mind; whether sensations, pleasurable, painful, or neutral, help the mind to retain ideas; whether to bring this retention about a certain amount of concomitant emotion is or is not necessary; if so, what comparative amount of emotion should accompany cognition—whether violent or gentle, novel or common; and so on.

To many such questions we think answers are obtainable. Thus, as regards repetition, this which was a few years ago so generally used in all our schools, is looked upon now in a more reasonable way. Although we know that repetition will fix facts in the mind, we by no means resort to it as our only means of cultivating the memory.

This is enough to show us how a little investigation into the processes of the mind will lead us gradually to discard methods which were formerly employed for the only reason that our grandfathers made use of them, and to take up such processes as induction and deduction point out as being preferable.

As regards the cultivation of memory, we hold that the following is the only rational method of proceeding: viz., to cause the child to concentrate his faculties on the fact to be remembered in order that that fact may call up a normal amount of emotion, which latter is the true agglutinating material. Repetition, simply as repetition, we take it, is merely a ruse, not a scientific process. In all muscular acts, in all acts requiring skill, it is, of course, the chief factor; but in mental acts it is a purely subordinate one. To put it more simply:—If we are careful to shut out all interfering influences while the child is engaged in comprehending some fact, if, that is, we cause him to apply himself to that fact and concentrate his whole thought on it, he is driven to think *about* that fact; he invests it with an atmosphere of emotions; that is, it affects him personally, he is interested by it. This is the great point; it evokes pity, or curiosity, or envy, or anger—one or other of the emotions; and it is this emotion, we think, that stamps the fact on his mind. Let us take an example apparently most antagonistic to this view: viz., the process of learning the multiplication table. Apparently here the only thing needed is repetition. But what does repetition bring about? Is it not merely a ruse by which to give the mind

time to "apprehend relations": to notice the tabular form of the figures, their symmetrical arrangement, their arithmetical and geometrical progressions, the rhythmical cadence in which the tables can be said or sung, and various other relations which we need not linger over now?

However, whether this be or be not the true and proper explanation of the process of remembering, we are not here so much concerned with. What we wish to point out is that in every branch of all educating processes some such series of scientific analysis must be applied before we can ever hope to attain to any truly rational system of tuition.

BOOKS RECEIVED.

Williams, William, B.A., *Composition and Practical English, with Exercises Adapted for Use in High Schools and Colleges.* Toronto: Canada Publishing Company. 222 pp.

BOOK REVIEW.

1. *The Designing of Iron Highway Bridges. 2. A System of Iron Railroad Bridges for Japan.* By Prof. J. A. L. Waddell, of the University of Tokio, Japan.

It is scarcely to be expected that a review of purely technical works should appear in the EDUCATIONAL WEEKLY, but these books have an interest for the general reader, because the author is a Canadian, and is one of the men of the younger generation who are doing credit to Ontario. He is a son of ex-Sheriff Waddell, of Cobourg, and received his early education at the Grammar School in that town, under Mr. Ormiston. After taking a course in applied science at McGill University he went to the United States to fit himself for a civil engineer. When he had completed his studies he practised his profession so successfully that three years ago he was invited to fill the chair of Civil Engineering in the University of Tokio. His first book was published at the end of last year, and at once attracted attention on account of its practical character. The author had much experience as the consulting engineer of a large bridge-building company, and this experience he utilized in his publications. The result was that the professional journals bore the very highest testimony to the satisfactory and exhaustive manner in which the subject had been treated.

The later work, on *Iron Railroad Bridges*, was undertaken at the request of the Japanese Government, and has just been published as one of the University Memoirs. This is not a merely theoretical treatise, but is intended for actual use in the office, and consequently contains necessary tables, descriptions and diagrams, and is fully illustrated by forty-two plates, bound up with the work. The problem which Prof. Waddell set himself to solve was to substitute a regular and systematic method of bridge designing and building, for the present somewhat haphazard and semi-independent plans adopted in most countries. His treatment of the subject is complete, even to the smallest details,

and is so different from anything that has preceded it that it cannot fail to be of very great service to the engineering profession. As one studies the books one must come to the conclusion that they were prepared by a man who took great pains with them, who knew his subject well, and who was determined to produce a work for use and not for ornament. His effort has been most successful, and being a Canadian his success is our pride.

W. S. E.

Table Talk.

MAN O'RELL'S new book, "Les Chers Voisins!" appeared in Paris on the 2nd of September. It is intended to be a humorous study contrasting the French and English characters, and bringing into relief, from the writer's point of view, the best sides of both.

TWO of the successes of the London publishing season have been made by books written by ladies of distinguished connections. The "Lucas Malet" who wrote "Colonel Enderly's Wife," is a daughter of Charles Kingsley, and the author of "Mrs. Keith's Crime: A Record," is the widow of the late Prof. W. K. Clifford.

"Miss Cleveland is not so accurate in quotation as might be desired," says *The Pall Mall Gazette*. "Shakespeare never said, 'All the world's a stage, and men and women are the actors,' nor did Tennyson write, 'The old order changeth and yieldeth place to new.' Democracy (witness Whitman) is superior to scansion as autoeracy to grammar; but in this effete old island our ears are obstinately conservative."

MR. EDMUND GOSSE has a new volume of poems in the press, entitled "Firdusi in Exile, and Other Poems"—a collection of the narrative and lyrical pieces he has produced since 1879. It will be issued early in the autumn by Kegan Paul, Trench & Co. Mr. Gosse's prose work ("From Shakespeare to Pope") on the transition from the romantic to the classical school in the Seventeenth Century, will be published about the same time, by the Cambridge University Press.

*The Andover Review* for August has a sympathetic but not strong delineation of Cardinal Newman's life, a comparison of Froude's Becket with Tennyson's, and a vigorous attack by E. A. Meredith upon the jail-system ("Compulsory Education in Crime"). The editorials on "Progressive Orthodoxy" are continued, the subject in this number being "Eschatology." It is perhaps the most definite in statement of the whole series, and is sure to attract wide attention. The valuable exegetical paper on "The Disciple Whom Jesus Loved" is contributed by Ex-President Woolsey.

ARCHDEACON FARRAR will probably arrive at Quebec on or about Sept. 11. He goes thence to Montreal, Niagara, Chicago, Washington and Baltimore. In Philadelphia he will lecture in the course known as the Griswold Lectures. He will be in New York on Saturday, Oct. 17, passing the interval between that and the 20th at Riverdale-on-Hudson, as the guest of the Rev. Dr. George D. Wildes, rector of Christ church. On

Monday, accompanied by Archdeacon Vesey, of Huntingdon, Eng., and Dr. Wildes, he will go to attend the annual session of the Church Congress in New Haven, Conn. On Tuesday, October 20, Archdeacon Farrar will be one of the speakers in the Congress on the topic, "The Christian Doctrine of the Atonement." On Wednesday he and Archdeacon Vesey will probably take part in discussing "The Grounds of Church Unity." Until the 30th, he will be in New York as the guest of Mr. Cyrus W. Field. Then he goes to Boston by invitation of Dr. Phillips Brooks.

ONE fine day a small pamphlet, about 40 octavo pages in length, comes floating over the Atlantic—so sweet, so musically Englished, so full of poetry, frankness, and nature, that we rub our eyes, clear our throats, and—swallow our words about autobiographies in general and English autobiographies in particular! Ruskin has converted us—that great saint and sinner of English speech—the "golden mouthed," if ever such an epithet could be applied to Greek or Englishman. Here, in a delicious stream of simple confession, he pours out—building on the early lines of *Fors Clavigera*—all the impressions that he thinks worthy of preservation connected with his youth, in a style that is like the precious ointment that was poured over the head and flowed down the beard of the high-priest as he stood before the altar. Here is Ruskin in all his "crankiness" and whimsicality, a midsummer elf sporting with his fellows, blowing soap-bubbles, stealing Apollo's kine like another Mercury, laughing in the faces of the great gods, cutting delightful capers: yet in a moment, like a tragic Dionysos, transforming himself with a roar into a lion, and showing his gleaming teeth at the follies of the age. The pages ripple on like a strain of music, beginning with the "wee" Ruskin and his strong God-fearing parents, his aunts, his travels in the great borrowed chariot, and continuing until his father is safely housed in London, a well-to-do wine-merchant, head-partner in a concern which owns the choicest sherry vineyard in Spain. Every detail that he adds shows a character all aglow with the light and the imagination that quivered and burned in Banyan, in Cromwell, in Milton, in the honey-tongued preachers who with heart on fire preached of hell, election and predestination in melodious accents, and warned men against the woes and wiles of the times to come. Here is your mellifluous Puritanism—asceticism of the kind that builds the supreme cathedrals of Chartres and Amiens, and worships in a corner lighted by a thousand rainbows. Puritanism and luxury lie in streaks superimposed one upon the other in Ruskin's constitution. The style that toils not, neither does it spin, yet is arrayed in more than Eastern glory, is the outgrowth of a nature which has affinities with the lean reformers, the emaciated saints of Domenichino. Lazarus in Abraham's bosom—Calvinism recumbent in the shine and pageantry of Westminster—might typify the hairy hand and silver tongue of Ruskin. His is the voice of one crying in the wilderness, and trying to make straight the paths of men. The man is all eyes, like the wheeled vision which Ezekiel saw: nothing escapes him, and his gift of many tongues—persuasive, poetic, thunderous, fiery—stands him in good stead to describe what he sees.—*The Critic*.

## Special Papers.

### OUR GIRLS.

NEVER was there an age so insistent on the desirability of "finish" as this nineteenth century. In manners, in amusements, in all the arts, naturalness is superseded by an artificiality so penetrating and perfect that it in its turn seems not acquired but inherent. Lately we saw an article in a London magazine cautioning the young and inexperienced against blushing, this rosy trait of youth and modesty being described as a sign of defective training. The writer was practically advising the young to lay aside their greatest charm, viz., youthfulness; cheerfulness was to be sacrificed to calmness; gaiety to icy regularity. They were to consider and arrange their looks, their words, their very heart-beats. Alas! alas! what then becomes of such qualities as enthusiasm, joyfulness, lightheartedness, qualities which a century ago were held as enhancing the charms of youth and innocence? If our girls acquire this polished faultlessness demanded by society, they will, we fear, suffer from that fatal malady of the heart—coldness.

"Girls," says Ruskin, "should be like daisies, nice and white, with an edge of red if you look close, making the ground bright wherever they are." But this "edge of red" is unconventional and must therefore be discontinued or left to the rustic or ignorant who know not that

"True modesty is a discerning grace,  
And only blushes in the proper place."

Where the "proper place" is we are left to discover for ourselves. Fashion is requiring that our girls lay aside the unbought grace of nature, with its unconscious ease, and in exchange they are offered the studied gesture, the restrained and unmeaning expression. We have heard of an American lady who, when her visitors, and the admirers of her statuesque *pose* had all departed, "wearily undid her attitude." Such fictional absurdities are not unfortunately without parallel in real life. The arrangers of our fashion plates, in describing an elaborate costume, describe also the expression necessary to complete the *tout ensemble*. With these trailing and tragic looking garments a melancholy and wearied expression is recommended; the wearer must give to her eyes a far-seeing and mysterious glance—white to-morrow, in this piquant dress of pink and white, she must personate happiness and contentment.

We are told of "Gwendolen Harleth," George Eliot's last heroine, that, having put on a dress of green and silver, she "winds her neck about a little more than usual," that the *ensemble du serpent* might be complete. Our novelists are responsible in some

measure for the present feminine artificiality, there being discernible in their writings an ever-increasing tendency to analytical description of the looks and feelings of their heroines, so minute that incident is overshadowed, and some of our later novels present only a series of discoveries in the science of mental anatomy. George Eliot's "Daniel Deronda" is a striking illustration of this fact, the opening sentence in which Gwendolen is introduced to the reader showing plainly the mixture of psychology with fiction. "Was she beautiful or not beautiful? and what was the secret of form or expression that gave the dynamic quality to her glance? Was the good or the evil genius dominant in those beams? Probably the evil, else why was the effect that of unrest rather than that of undisturbed charm? Why was the wish to look again felt as a coercion and not as a longing in which the whole being consents?" One cannot regard this as satisfactory; there is about it a painful want of simplicity, but, nevertheless, it is ominous as a sign of what is now-a-days accepted admiringly from a popular author.

To say that girlish simplicity had altogether disappeared would be absurd; but it is true that in every class of society there is a distinctly discernible tendency among our girls to extravagance in dress, or amusement, or education. The last-named may certainly seem an evidence of a desirable advance, if our girls are to keep pace with the boys, for whom the standard of education is being raised year by year; yet if we consider what is likely to be required in later life of those girls who are now laboriously and oftentimes unhealthfully studying in our schools and training colleges, if we believe that "logic is not more than dress for the sweetening of life in weary moods," and that wives and mothers generally require all the physical strength they may have originally possessed, we cannot but deplore that desire for higher education, which, especially in the middle classes, is impelling our girls to neglect most of the more homely duties of life. Nor is it only the bodily strength that is endangered by the strain of long-continued and engrossing study—much of the sweetness and light of a girl's character is also lost. The author of "Olrig Grange" puts this sentiment into the lips of the Herr Professor.

"Yet one may harden, he avers,  
By thought as well as thoughtlessness;  
And women's minds may equal theirs,  
Have wit as keen, nor reason less;  
Only they will not bear the stress  
Of manly toil, and keep the good,  
Pure quality of womanhood."

The truth of that we have all occasionally seen illustrated by married women, without the ability or desire for household duties and simple maternal pleasures. But the question is like a many-faceted jewel, and we would not be held as seeing only one point of light.

We can sympathise with such words as these:

"Girls,  
Knowledge is no more a fountain sealed;  
Drink deep, until the habits of the slave,  
The sins of emptiness, gossip, and spite,  
And slander die."

But if we who are women cannot have both the "good, pure quality of womanhood," and the strong and cultivated intellect, let us decide for the former. George Eliot, who combined, we know, the masculine intellect with the womanly heart, and so lived a divided and unsatisfied life, tells us of one of her sweetest heroines: "It is very likely to her dying day Caterina thought the earth stood still and that the sun and the stars move round it; but so for the matter of that did Helen and Dido, and Desdemona and Juliet; whence I hope you will not think my Caterina to be less a heroine on that account. The truth is, that with one exception, her only talent lay in loving, and there it is probable the most astronomical of women could not have surpassed her." Indeed, if we take our opinions on this subject from books at all, we find ourselves compelled to place simple goodness in women, above mental cleverness. Especially do the men of every age and country insist on this theory of heart before head. Kingsley's

"Be good, sweet maid, and let who will be clever," is only a clear echo of many a masculine tone. Nor must we regard this as a barbaric assumption of superiority; rather we must, in justice, credit our great writers with wisdom in this as in other matters. In "Paradise Lost" there are many passages to show that Milton meant Eve's intelligence to appear subservient to her affections. As, for instance, when the celestial Raphael and Adam were conversing on abstruse subjects, Eve

"Rose and went forth, among her fruits and flowers.

Yet went she not, as not with such discourse  
Delighted, or not capable her ear  
Of what was high; such pleasure she reserved,  
Adam relating, she sole auditress!  
Her husband the relator, she preferred  
Before the angel."

And we know that Tennyson's "Princess," though surrounded by every good, found life imperfect without love—that "something" greater than all knowledge. Charles Lamb has given us a pleasing picture of his ideal woman: "Her education in youth had not been much attended to, and she happily missed all that train of female garniture, which passes by the name of accomplishments. She was early tumbled, by accident or design, into a spacious closet of old English reading, without much selection or prohibition, and browsed at will on that fair and wholesome pasturage. Had I twenty girls they should be brought up in this fashion exactly. I know not whether their chances of wedlock might be diminished by it, but I

can testify that it makes (if the worst come to the worst) most incomparable old maids." So writes the gentle Elia, to whom our allegiance is still unshaken in spite of Carlyle's wild vituperations; and to whose varied writings we owe many a happy hour. We perused the above words long ago; but listen now to the voice of a later, but not a less weighty speaker: "A very simple intellectual mechanism answers the necessities of friendship, and even of the most intimate relations of life. If a watch tells us the hour and the minute we can be content to carry it about with us for a life-time, though it has no second hand, and is not a repeater, nor a musical watch—though it is not enamelled or jewelled—in short, though it has little beyond the wheels required for a trusty instrument, added to a good face and a pair of useful hands. The more wheels in a watch or brain, the more trouble they are to take care of. The movements of exaltation which belong to genius are egotistic by their very nature. A calm, clear mind, not subject to the spasms and crises that are so often met with in creative or intensely introspective natures, is the best basis for love or friendship. Observe, I am talking about *minds*. I won't say the more intellect the less capacity for loving, for that would do wrong to the understanding and reason; but on the other hand, that the brain, which gives to the world a few pages of wisdom, or sentiment, or poetry, often runs away with the heart's best blood, instead of making one heart happy, I have no question. If one's intimate in love or friendship cannot or does not share all one's intellectual tastes or pursuits, that is a small matter. Intellectual companions can easily be found in men and books. After all, if we think of it, most of the world's loves and friendships have been between people that could not read or write."

We have been reading lately the preliminary jottings, the ground plans, as it were, made by Nathaniel Hawthorne for the novel he did not live to complete: "Dr. Grimshaw's Secret." What the finished romance would have been it is not best to consider; the outlined plot and figures are sufficiently terrible. But Hawthorne, lover of mystery and gloom as he was, knew well that some brightness, some breath of pure air, must penetrate the darkness, and purify the stifling atmosphere, so we have these two faint but hopeful touches. "Elsie glimmers through the story, and illuminates it with a healthy and natural life." "The girl must be made cheerful, natural, reasonable, beautiful, spirited, to make up for the deficiencies of almost everybody else." We cannot all, even by earnest endeavoring, be "beautiful and spirited," like this shadowy Elsie, but "cheerful, natural, and reasonable"—let us think of these not unattainable virtues. Most

of all, as we advance in years, let us strive to possess that reasonableness, which shall keep our hearts alive to the necessities of others. Let this be our prayer:—

"Help me to sorrow with my friends,  
To every grief my heart to lend  
Ungrudgingly; help me to share  
The deepest woe, the lightest care,  
Although my heart be glad.

Help me to triumph with my friend  
In every good, which Thou mayest send,  
Though I must stand apart and see  
Such joys and hopes denied to me.—  
Although my heart be sad "

FLORA FERN.

Brantford, Aug., 1885.

### SYNTHETICAL ARITHMETIC.

THIS may truly be said to be an analytical age; and perhaps during the past ten years in no subject in our public school course has analysis been more extensively, or more profitably utilized than in arithmetic. Recently teachers have discovered that *synthesis* can be used with advantage in teaching lessons in language, drawing, penmanship, etc., but seem to have ignored the fact that it can be applied with equal advantage to arithmetic.

As an example, suppose the teacher of an infant class, after having taught a lesson in "Decimal Notation," sends the pupils to their seats or to a table with a few bundles of small sticks or toothpicks to "make numbers" by tying them into bundles of ten each. He finds one has three bundles and two remaining, or the number 32; another has two bundles and seven remaining, or 27, etc. This teacher has succeeded in teaching an elementary, but very profitable and interesting lesson in synthetical arithmetic.

Again, he gives the following to a second or third class, and mark the variety of problems that will be presented:—

Mrs. Jones took to the store some butter and eggs, and bought print and perhaps other articles with the proceeds.

We shall find results something as follows:

Mrs. Jones sold 15 lbs. butter @ 18c. a lb. and 12 doz. eggs @ 15c. a doz., and invested the whole in print @ 15c. a yd. How many yards did she get?

Or,

Mrs. Jones sold 15 lbs. butter @ 20c. a lb. and 10 doz. eggs @ 12c. a doz.; with the proceeds she bought 6 yds. print @ 15c. a yard, and took the remainder in sugar at 10c. a lb. How many lbs. sugar did she get?

A change from the regular arithmetic work occasionally to an exercise like this will be found to interest pupils very much; besides, it will cultivate their *imagination*, and will be a material aid in language or composition.

I should continue this in fourth and fifth classes, but for these I recommend it as an exercise for "home work"; for example, I would ask pupils to form problems from the following:

In a bag there are a number of guineas, — times as many sovereigns, — times as many shillings. The bag contains £—.

Or,

A, B and C can do a work in — days, A can do it in — days, B in — days.

I would ask each member of the class to bring as great a variety of problems to this last as possible. Probably the first problem would be to find the time C would require to do the work. Then how much longer would C require than A and B together? If A worked at it 5 days, and B 7 days, how long would C require to finish it? etc., etc.

This may be followed up in any part of arithmetical work, such as carpeting, plastering, or papering rooms, percentage, discount, etc.; for example, let the pupils of a fifth class form problems involving the principle, that the difference between the interest and the discount is the interest on the discount, etc.

It may be argued that pupils might copy their problems from some mathematical work, but a wide-awake teacher will very readily distinguish between an original problem and a copied one.

I have found that a pupil who has succeeded in forming an intelligent problem, involving a certain principle, generally understands that principle; if it be not very clear to him at first beginning, it will be much clearer to him when he has finished his problem.

THOS. HAMMOND.

Aylmer, Aug., 1885.

AS an able and conscientious schoolmaster, Dr. Arnold set to work with the intention of bringing a nobler spirit into the school [Rugby], and to a very great extent he succeeded. In the first place, he recognized the truth that there is no influence so good as the influence of home. He tried to make Rugby as much like an English Christian home as possible. Thomas Arnold did not rely on the inculcation of catechisms and formal creeds for this purpose, but aimed at exemplifying in his own life the beauty of goodness and truth. The late Dean Stanley was among his most promising pupils, and the Dean always maintained that no boy, no matter how bad his disposition or early training, could come into personal contact with Dr. Arnold without being morally benefited. Very few of Dr. Arnold's pupils, when he first took charge of Rugby, were able to write a short, sensible letter in their mother-tongue, and the outlines of English geography or history were unknown to them. They had no *taste* for learning, and it was this taste, both for worthy knowledge and nobleness of action, that Dr. Arnold tried to inculcate. He succeeded to a very great extent; and although he cannot be called a distinguished master of the science of education, Dr. Arnold will long be remembered as a great English schoolmaster, who exercised a wonderful influence for good over the many hundred of lads that were educated at Rugby during his too brief career.—*Education*.

## The Public School.

### HOW TO PREVENT TARDINESS.

TARDINESS is the curse of many schools. Only a few learn how to break it up, and these few do not seem to have the power of making others understand the secret of their success. It seems to be an art that cannot be taught like those of a mechanical or manual character. Yet much can be learned by those who are really anxious to improve themselves in this important branch of school management. To such these words are dedicated.

#### TARDINESS CAN BE MUCH DIMINISHED BY MAKING OPENING EXERCISES INTERESTING.

Routine is repulsive to children. They love things new. The prosy repetition of set formulas, and the reading of what is not understood, are certain to become objects of disgust. The greatest interest can be excited in a class of pupils by saying, "There is something in this box which you have never seen, but which you all have often wanted to see. It is a great curiosity. Tomorrow morning, at the opening of school, I will show you what it is, and you can all handle it as much as you please." It is certain few members of the school would be absent under such circumstances. While an opening exercise cannot be made in this way an object of curiosity, yet it can be made an object of interest. The charm of novelty has great attraction. It is next to the power of curiosity. The same manner of opening a school need not be followed daily; in fact, these exercises should be varied. In what way, will afford a topic for future consideration. Those teachers who are troubled with tardiness would do well to make the character of their opening exercises a subject of careful study.

#### TARDINESS CAN BE DIMINISHED BY MAKING THE STANDING OF THE SCHOOL AN OBJECT OF PRIDE ON THE PART OF THE PUPILS.

The perfection of a school consists in four particulars: Punctuality, Attendance, Scholarship, and Deportment. In some schools teachers have large cards containing the words: "PERFECT IN PUNCTUALITY TO-DAY," "PERFECT IN ATTENDANCE TO-DAY," etc. The display of one or more of these cards constitutes a source of school pride. In a room of a graded school this method can be made an element of great power. The number of times these cards are hung up is recorded, and thus a competition is excited between different rooms in the same building or town. By a skilful use of the punctuality card the force of a whole room can be brought to bear upon a few careless scholars who are most frequently tardy.

#### TARDINESS CAN BE DIMINISHED BY INFLUENCING PARENTS TO BREAK IT UP.

Personal visits to parents is the best way. This is a troublesome and often a self-sacrificing

method of treating the difficulty, but it is very effective. Parents sometimes are not aware of the injury tardiness causes a school. To them it is a matter of little consequence whether their children are at school at nine or fifteen minutes past nine; but when it is made plain that the success of the school depends upon having all its members on hand at its opening, they will exert themselves to start their children in time. It brings to bear upon the tardy one a force at each end of his line—the home end and the school end. When a scholar knows that his parents co-operate with the teacher and approve his course, most of the danger of insubordination on his part is obviated; but if he understands at home that it is a matter of indifference whether he is tardy or not, he is not likely to exert himself to be in time. Teachers making such visits should first request, then explain, and then urge parents, and if this does not secure their sympathy and co-operation they should personally appeal to their better judgment and sense of duty. The management of parents is a source of school power many teachers use with great force. Nothing is at all equal to the personal visit of the teacher to the home of the pupil in correcting not only the evil of tardiness but many other evils afflicting a school.

TARDINESS CAN BE DIMINISHED BY MAKING ONE CASE equal to half a day's absence, and a certain number of absences a sufficient cause for suspension from the school. Care must be taken in making this rule to obtain the co-operation of the inspector or trustees; for in most States the teacher has no power of suspending a pupil for any offence, even for a single hour. But even if the law protects the teacher to its fullest extent, it is better for all suspensions to come from a superior officer. It adds much to the force of the punishment, and takes away from the teacher the odium and opposition sure to come from using severe measures.

TARDINESS CAN BE DIMINISHED BY READING, EACH MORNING, AT THE OPENING OF SCHOOL, A PART OF A CONTINUOUS STORY OR HISTORY.

It must be interesting. This is essential; but it must be more—it must contain the elements of instruction. An exciting story may easily create a depraved taste, or contain incorrect statements or excite a love for the sensational. In these particulars it would do harm, so no reading should be more carefully chosen than that which is presented at the opening of school, when the minds of the children are fresh, and easily susceptible of permanent impressions. The lives of Alexander the Great, or Peter the Great, or incidents in our Revolutionary or Civil Wars,\* afford abundant sources for

the selection of most valuable materials. These readings must not be long. Usually ten minutes should be the limit, and if the story is intensely pleasing, five minutes will be enough. It must stop in the most interesting place, leaving the hearers in a condition of great curiosity as to what is to follow. If this plan of breaking up tardiness is wisely pursued, it will be found to be an element of great force and benefit, for these stories can be made the basis of conversations and written language lessons. Nothing helps a scholar more than the habit of accurate grammatical and fluent reproduction, and if this result can be reached and tardiness also greatly diminished, two most important ends will be attained.

There are several other ways of diminishing tardiness, among which the following have been successfully tried:

A small illuminated card can be given, at the close of each week, to those who have been punctual.

A party or excursion can be planned, to which all who have been perfect in punctuality for a certain time, may be invited. This can be arranged for Friday afternoon or Saturday forenoon.

The subjects of school-work that the pupils like best can come first in the morning.

Those who have been punctual for a certain time can be excused an hour or more earlier on Friday afternoon.

#### IN GENERAL.

The price of punctuality, like liberty, is eternal vigilance. When the teacher becomes careless or perfunctory in his work, the school will instantly catch his spirit. Do not scold; never threaten; never hold up delinquents to ridicule, or make them objects of contempt. Let all methods be encouraging, stimulating, and positive. Do not think when you have brought your school to almost perfection in this particular that you can relax your efforts. That will be the very time when you will need to be more than ever on the alert. Tardiness is an omnipresent enemy, appearing in full vigor at the very time when you are most certain it is dead.—From the *New York School Journal*.

PENMANSHIP as usually taught in our common schools is surely a sad failure. This may be attributed to one general cause, viz: The teachers are incompetent. There is always a class of teachers who write a "miserable" hand, who, though they may be constantly complaining of their inability to write smoothly, do not seem to care much about improving, but simply close their eyes to progress, forget the ever active spirit of the age, and try to content themselves by writing or rather drawing a slow cramped movement. Such teachers recommend the use of copy-books exclusively, never use the blackboard in teaching, and if they have any methods, they are all antediluvian.

\* For Canadian schools there are many interesting incidents to be found, relating to the early settlements, in the magnificent Histories of Parkman.—Ed. *ED. WEEKLY*.

## Departmental Regulations

### THE NEW REGULATIONS RESPECTING TEACHERS' CERTIFICATES AND THE COURSE OF STUDY IN HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

Extracted from the Departmental Circular.

93. Pupils on entering the High School, shall pursue one or other of the following Courses:—(a) That prescribed for a High School Commercial Course. (b) That prescribed for Matriculation into any of the Universities of Ontario, or for the Preliminary Examination of any of the learned professions. (c) That prescribed for a Teacher's Non-professional Certificate. Special Classes for the study of Agricultural Chemistry may be established by the Trustees, with the concurrence of the Head Master.

94. Any High School pupil may take, in addition to the subjects in the course selected, such subjects in any of the other courses as may be agreed upon by his parent or guardian and the Head Master of the High School; but no subject not mentioned in the High School Course of Study shall be taken up by any pupil without the consent of the Education Department.

95. In classifying his pupils, the Head Master shall be guided by the capabilities of his pupils and the circumstances of the school. The Head Master is not restricted in the sub-division of Forms, but he shall make at least two sub-divisions in Form I.

96. It shall be the duty of the Head Master to prescribe the number of pupils in each Form, the division of subjects among his assistants, and the order in which each subject shall be taken up by the pupils—whether or not all the subjects in the Course of Study shall be taught concurrently; also, to make such promotions from one Form to another as he may deem expedient; and generally so to limit the sub-divisions of each Form as will best promote the interests of his pupils.

97. In every High School and Collegiate Institute, Vocal Music should be taught, as well as the theory thereof; Chemistry and Physics should be taught experimentally, and Botany practically; and it shall be the duty of the High School Inspectors to report specially those schools in which this recommendation is not observed. Drill and Calisthenics shall also form part of the obligatory course.

98. The following subjects, as herein limited, shall constitute the Course of Study in the different Forms:—

#### FORM I.

1. *Reading (oral) and Principles of.*—A general knowledge of the principles of elocution; reading with proper expression, emphasis, inflection, and force.

2. *Orthography and Orthoepy.*—The pronunciation, the syllabication, and the spelling from dictation, of passages from any English author, and the spelling of all non-technical English words.

3. *English Grammar.*—Etymology and Syntax; exercises.

4. *Composition.*—The framing of sentences and paragraphs; familiar and business letters; para-

phrasing; synonyms; correction of errors; themes based on the prose literature prescribed for this Form.

5. *Literature.*—The critical reading of such works as may be prescribed by the Education Department from time to time.

6. *History.*—The leading events of Canadian and English History.

7. *Geography.*—Political, physical, and mathematical Geography. Map Geography generally; Canada and the British Empire more particularly.

8. *Arithmetic and Mensuration.*—Arithmetic in theory and practice; areas of rectilinear figures, and volumes of right parallelepipeds and prisms; the circle, sphere, cylinder, and cone; Mental Arithmetic.

9. *Algebra.*—Elementary rules: factoring; greatest common measure; least common multiple; fractions; simple equations of one, two, and three unknown quantities; simple problems.

10. *Euclid.*—Book I., with easy problems.

12. *Physics.*—The elements of Physics, as treated in Huxley's Introductory Science Primer and Balfour Stewart's Science Primer.

14. *Botany.*—The elements of structural Botany, including systematic examinations of common plants selected to show variety of structure in the different organs; true nature of the parts of the flower; various forms of roots, structure and uses, how distinguished from underground stems; various forms of stems, bulbs and tubers, herbs, shrubs and trees; nature and position of buds; forms and disposition of foliage leaves; kinds of inflorescence, special forms of flower-leaves, morphology of the calyx, corolla, stamens, and pistil; modifications of the flower due to adhesion, cohesion, and suppression of parts; classification of fruits; the seed and its parts; germination; the vegetable cell; protoplasm; chlorophyll; formation of new cells; various kinds of tissues; intercellular spaces; structure of leaves; exogenous and endogenous growth; food of plants; reproduction in flowering plants; nature of the pollen-grain; fertilization of the ovule; reproduction in ferns; the spore. Outlines of classification: examination and classification of common plants belonging to the following natural orders:—Ranunculaceæ, Cruciferae, Malvaceæ, Leguminosæ, Rosaceæ, Sapindaceæ, Umbelliferae, Compositæ, Labiatae, Coniferae, Araceæ, Liliaceæ, Trilliaceæ, Iridaceæ, Gramineæ; the characters and general properties of these orders.

15. *Latin.*—The Elementary Latin Book, grammar, composition, and the texts prescribed from time to time by the Education Department.

16. *Greek.*—The Elementary Greek Book.

17. *French.*—The Elementary French Book, grammar, composition, and the texts prescribed from time to time by the Education Department.

18. *German.*—The Elementary German Book, grammar, composition, and the texts prescribed from time to time by the Education Department.

19. *Writing.*

20. *Book-keeping.*—Single and double entry; commercial forms; general business transactions.

21. *Drawing.*—Freehand; practical Geometry; perspective; industrial designs.

22. *Music.*—Vocal and Theoretical.

#### FORM II.

1. *Reading.*—Course for Form I., continued.

2. *Orthography and Orthoepy.*—Course for Form I., continued.

3. *English Grammar.*—Course for Form I., continued. (As prescribed for the Pass Matriculation Examination of the University of Toronto.)

4. *Composition.*—Course for Form I., continued.

5. *Literature.*—The critical study of the texts prescribed from time to time for the Pass Matriculation Examination of the University of Toronto.

6. *English History* (including Colonial History).—From William III. to George III., inclusive. Roman history from the commencement of the second Punic War to the death of Augustus. Greek history from the Persian to the Peloponnesian Wars, both inclusive (University Pass).

7. *Geography, Modern.*—North America and Europe. *Ancient.*—Greece, Italy, and Asia Minor.

8. *Arithmetic.*—Course for Form I., continued (University Pass).

9. *Algebra.*—To the end of Quadratics (University Pass).

10. *Geometry.*—Euclid, Books I., II., III.; easy deductions (University Pass).

12. *Physics.*—Definitions of velocity, acceleration, mass, momentum, force, moment, couple, energy, work, centre of inertia, statement of Newton's Laws of Motion, composition and resolution of forces, condition for equilibrium of forces in one plane. Definition of a fluid, fluid pressure at a point, transmission of fluid pressure, resultant fluid pressure, specific gravity, Boyle's Law, the barometer, air-pump, water-pump, siphon (University Matriculation Examination).

13. *Chemistry.*—Reynold's Experimental Chemistry (Chaps. I. to XVI., inclusive).\*

14. *Botany.*—Course in Form I. continued.

15. *Latin.*—Examination subjects as prescribed from time to time for Pass Matriculation into the University of Toronto.

16. *Greek.* “ “ “ “ “ “

17. *French* “ “ “ “ “ “

18. *German* “ “ “ “ “ “

19. *Writing.*—Course for Form I. continued.

20. *Book-keeping and Commercial Transactions.* Course for Form I. continued.

21. *Drawing.*—Course for Form I. continued.

22. *Music.* “ “ “ “ “ “

23. *Precis-writing and Indexing.*

24. *Phonography* (optional).

#### FORM III.

3. *English Grammar.*—Course in Form II. continued.

4. *Composition.* “ “ “ “ “ “

5. *Literature.*—The critical study of the texts prescribed from time to time for Honor Matriculation into the University, Toronto.

6. *History.*—English history under the Houses of Tudor and Stuart.

7. *Geography.*—The British Empire, including the colonies (Honor Matriculation, University).

9. *Algebra.*—To the end of Binomial Theorem (Honor Matriculation, University).

\* Reynold's Chemistry is here referred to not as a text-book to be placed in the hands of High School pupils, but as a guide to the teachers, both in methods of illustration and in the limits of the course.



10. *Geometry*.—Euclid, Books I. to IV. inclusive, Book VI. and definitions of Book V. (Honor Matriculation, University).

11. *Trigonometry*.—(Honor Matriculation, University) The solution of Triangles.

13. *Chemistry*.—Reynold's Experimental Chemistry, Chaps I. to XXVI. inclusive. (The University Matriculation Examination.)

14. *Botany*.—The structure and classification of Canadian flowering plants. (The University Matriculation Examination.)

15. *Latin*.—The course as prescribed from time to time for Honor Matriculation into the University of Toronto.

16. *Greek* " " " " "

17. *French* " " " " "

18. *German* " " " " "

#### FORM IV.

99. The subjects for study in Form IV. shall be those now prescribed by the University of Toronto for Senior Matriculation, Pass and Honors. As far as possible, the classes shall be the same as those in Forms II. and III.

#### COMMERCIAL COURSE.

100. Candidates for a diploma in the Commercial Course will be examined at the same time and place, and on the same papers as candidates for second class non-professional certificates.

#### GRADUATION DIPLOMA.

101. Any pupil who passes the Departmental or the University examination in any of the courses herein prescribed for Forms II., III., or IV., in High Schools, shall be entitled to a Graduation Diploma signed by the Minister of Education and the Head Master of the High School at which such course was completed.

#### CERTIFICATES OF ATTENDANCE AND CHARACTER.

102. In addition to passing the prescribed examination, each candidate for a Graduation Diploma shall submit to the Education Department, through the Head Master, the following documents:—(1) A certificate from the Head Master that the candidate is a High School pupil who has attended for at least one year. (2) A certificate of character signed by the Head Master.

#### PRESENTATION OF DIPLOMAS.

103. Commencement Exercises should be held in each High School or Collegiate Institute, at a suitable time during the Autumn term of each year, at which the Graduation Diplomas may be presented to the successful candidates.

#### DUTIES OF TEACHERS AND PUPILS.

104. The regulations respecting the duties of teachers and pupils in High Schools shall be the same as those affecting teachers and pupils in Public Schools, except as herein otherwise provided.

#### QUALIFICATIONS OF HEAD MASTERS AND ASSISTANTS.

105. The qualifications for the Headmastership of a High School or Collegiate Institute shall be (a) a degree in Arts obtained after a regular course of study from any chartered university in the British Dominions, and (b) one year's successful

teaching either as assistant master in a High School or in a College or a Private School.

106. After the first day of July, 1885, no one shall be deemed qualified for the position of High School Assistant unless he hold a First Class Professional Public School Certificate; or unless he be a Graduate in Arts (as above), or an Undergraduate in Arts of at least two years' standing, who has obtained a professional certificate at a Training Institute.

107. Any teacher who is not qualified as above, but who, on the first day of July, 1885, is employed as an Assistant in a High School or Collegiate Institute, shall be deemed a legally qualified Assistant for such High School, but for no other.

#### TEACHERS' CERTIFICATES.

##### THIRD CLASS NON-PROFESSIONAL CERTIFICATES.

160. Candidates for a Third Class Non-Professional Teacher's Certificate will be examined in the following subjects as prescribed for Form I. of the High School Course of Study, viz.:—Nos. 1-10, 19, 20 and 21, with an option between 15, 17, 18, and group 12 and 14.

161. When a Third Class Certificate has expired, the holder thereof may, on passing the Departmental examination, obtain a renewal of the same for a period of three years, subject to attendance at a County Model School, at the discretion of the County Board of Examiners.

162. In the case of such applicants for a renewal of Third Class Certificates as take the minimum number of marks in each subject, but fail in the aggregate, a bonus not exceeding 200 marks for efficiency and aptitude in teaching will be allowed on the report and at the discretion of the County Inspector.

163. A holder of a Third Class Certificate who passes the Non-Professional examination for any certificate of a higher grade shall, on application to the County Board of Examiners, and on proof of his efficiency as a teacher, be entitled to have such Third Class Certificate extended, by endorsement, for a period not exceeding three years from the date of such examination, but no certificate shall be extended for a longer period than three years without re-examination.

164. In case of an emergency, such as a scarcity of teachers, or for any other special cause, Third Class Certificates may be extended by the Minister of Education, on the joint request of any Board of Trustees and the County Inspector; but all such extensions shall be limited to the school on whose behalf the request is made.

165. A temporary certificate may be given by the County Inspector under the conditions stated in regulation 51 (14).

##### SECOND CLASS NON-PROFESSIONAL CERTIFICATES.

166. Candidates for a Second Class Non-Professional Teacher's Certificate will be examined in the following subjects as prescribed for Form II. of the High School Course of Study, excepting Ancient History and Geography, viz.:—Nos. 1-10, 13, 21, with an option between 15, 17, 18, group 12 and 14, and group 19, 20, and 23. Candidates who do not take the commercial option for Second Class, shall pass the Third Class Non-Professional exam-

ination in Nos. 19 and 20. Only such candidates as pass the Second Class Non-Professional examination will be eligible to write for First "C," but both examinations may be taken the same year.

##### FIRST CLASS NON-PROFESSIONAL CERTIFICATES—GRADE C.

167. Candidates for a First Class Non-Professional Certificate, Grade C, will be examined in the following subjects as prescribed for Form III. of the High School Course, viz.:—Nos. 3, 4, 5, 6, 7, 9, 10, 11, 13 and 14 of Form III., and also 12 of Form II. At the examination in Botany, candidates will be expected to describe and classify a submitted specimen of a Canadian flowering plant.

168. Candidates who, in addition to the Departmental Second Class Non-Professional examination, have passed the junior matriculation examination of Toronto University with first class honors in Mathematics, English, and History and Geography, or an equivalent examination in any of the chartered Universities of Ontario, shall be awarded a First C Non-Professional certificate without further examination.

##### GRADES A AND B—NON-PROFESSIONAL.

169. Candidates for a Departmental Certificate, Grade A or B, taking the Departmental examinations, shall not be eligible to write for this grade until they have first passed the examination required for Grade C, but nothing herein contained shall prevent a candidate from writing at both examinations the same year. A candidate for Grade A or B will be allowed an option between English and Mathematics.

170. Graduates in Arts who have proceeded regularly to their degree, and who, at their final examination, have taken First or Second Class Honors in one of the departments of Science, Classics, Mathematics or Modern Languages, or in the department of Mental and Moral Science and Civil Polity, shall, on application to the Education Department, receive a First Class Non-Professional Certificate, Grade A or B, according as the Honors were First or Second Class.

171. Non-Professional examinations for First Class Certificates, Grade A or B, shall be limited as follows:

##### DEPARTMENT OF ENGLISH.

*Composition*.—History and Etymology of the English Language; Rhetorical Forms; Prosody.

Books of Reference: Earle's Philology of the English Tongue; Abbot and Seeley's English for English People; Bain's Composition and Rhetoric, or Hill's Rhetoric; Marsh's English Language and Literature, Lectures VI. to XI., inclusive.

##### Literature:

1. History of English Literature, from Chaucer to the end of the reign of James I. Books of Reference: Craik's History of the English Literature and Language, or Arnold's Literature, English Edition; Marsh's English Language and Literature, Lectures VI. to XI. inclusive.

2. Specified works of standard authors, as prescribed from time to time by the Department.

##### History:

Greece.—The Persian to the Peloponnesian War inclusive.—Cox's History of Greece (unabridged).

Rome.—From the beginning of the Second Punic War to the death of Julius Cæsar.—Mommensen's History of Rome.

England.—The Tudor and Stuart Periods, as presented in Green's Short History of the English People, Macaulay's History of England, (or Franck Bright's History of England, Second Volume,) and Hallam's Constitutional History.

Canada.—Parkman's Old Régime in Canada and Wolfe and Montcalm.

*Geography:*

So much Ancient Geography as is necessary for the proper understanding of the portions of the Histories of Greece and Rome prescribed.

DEPARTMENT OF MATHEMATICS.

*Algebra.*—Symmetry, Binomial Theorem, Multinomial Theorem, Exponential and Logarithmic Series, Interest and Annuities, Indeterminate Coefficients, Partial Fractions, Series, (Convergency and Divergency, Revision, Summation), Inequalities, Determinants as far as in Gross, Reduction and Resolution of Equations of first four Degrees and of Binomial Equations, Relations between Roots and Co-efficients of Equations, Indeterminate Equations, Problems.

*Analytical Plane Geometry.*—The Point (including transformation of Co-ordinates), the Right Line, the Circle, the Parabola, the Ellipse, the Hyperbola, the General Equation of the Second Degree, Abridged Notation.

*Trigonometry.*—Trigonometrical Equations, Solution of Triangles, Measurement of Heights and Distances; Inscribed, Circumscribed, and Escribed Circles of a Triangle; Quadrilaterals, Description of Vernier and Theodolite, Trigonometrical and Logarithmic Tables, Demoiivre's Theorem.

*Statics.*—Equilibrium of Forces acting in one plane; Parallelogram of Forces, Parallel Forces, Moments, Couples, Centre of Gravity, Virtual Work, Machines, Friction, Experimental Verifications.

*Dynamics.* Measurement of Velocities and of Acceleration, Laws of Motion, Energy, Momentum, Uniform and Uniformly Accelerated Motion, Falling Bodies, Moments of Inertia, Uniform Circular Motion, Projectiles in Vacuo, Collisions, Simple Pendulum, Experimental Verifications.

*Elementary Geometrical Optics.*—Reflection and Refraction of Light at Plane and Spherical Surfaces, including Prisms and Lenses (aberration: not considered); the Eye; Construction and use of the more simple Instruments.

The following books are recommended for reference in addition to those prescribed for Grade C:

- Algebra.—Gross and Todhunter.
- Analytical Geometry.—Vyvyan and C. Smith. Refer to Salmon.
- Trigonometry.—Hamblin Smith. Refer to Co-lenso or Todhunter.
- Dynamics.—Garnet, or Gross's Kinematics and Kinetics.
- Geometrical Optics.—Aldis.

VALUATION OF SUBJECTS FOR FIRST C, SECOND AND THIRD CLASS NON-PROFESSIONAL CERTIFICATES.

172. The values of the different subjects in which candidates for Non-Professional Certificates

will be examined, shall be as follows: Reading (oral), 50 marks; Reading, Principles of, 50; Orthography and Orthoëpy, 50; English Grammar, 150; Composition, 100; Literature, Poetry and Prose, 200; History, 100; Geography, 75; Arithmetic, Written and Mental, 200; Algebra, 100; Geometry, 100; Trigonometry, 100; Physics, Chemistry and Botany, each 100; Latin, French, and German, each 200; Writing, Book-keeping and Commercial Transactions, Précis-writing and Indexing, 200; Drawing, 75.

173. Any candidate who obtains one-third of the marks in each subject, and one-half of the aggregate marks obtainable, shall be entitled to rank as the holder of a non-professional certificate of the class for which he is such candidate.

PROFESSIONAL CERTIFICATES.

174. The holder of a Third Class Non-Professional Certificate, who takes the course and passes the examination prescribed for County Model Schools, shall be entitled to rank as a Third Class Teacher of Public Schools.

175. The holder of a Second Class Non-Professional Certificate, who has taught a Public School successfully for one year, and who attends a Provincial Normal School one session, and passes the prescribed examination, shall be entitled to rank as a Second Class Teacher of Public Schools.

176. Any Graduate in Arts with Honors as prescribed in Regulation 170, or the holder of a First Class Non-Professional Certificate, who has passed an examination at a Provincial Normal School, and who attends a Training Institute one Session and passes the prescribed examination thereat, shall be entitled to rank as a First Class Teacher of Public Schools or an Assistant Master of High Schools.

177. Any teacher who holds a First Class Non-Professional Certificate and a Second Class Professional certificate, and who has taught successfully for at least two years in a Public School, High School or Collegiate Institute, shall be entitled to rank as a First Class Teacher or Assistant Master of a High School, on passing the final examination prescribed for a Training Institute, without attendance thereat.

SPECIAL SUBJECTS FOR 1886.

- Class III.—English Literature:*  
*Macaulay.*—Essay on Warren Hastings.  
*Coleridge.*—Ancient Mariner, Ode to Dejection, Ode to France, to William Wordsworth, Youth and Age, Ode to the Departing Year.  
*Latin:*  
*Cæsar.*—Bellum Britannicum.  
*French:*  
*Souvestre.*—Un Philosophe sous les Toits. First four chapters.  
*German:*  
*Grimm.*—Kinder-und Haus-Märchen (Williamson's Edition) to [end of] selection, Brüderchen und Schwesterchen.  
*Class II.—English Literature:*  
 The same as for Class III., but the questions will be distinct, and of a more difficult character.  
*Latin:*  
*Cæsar.*—Bellum Britannicum.  
*Cicero.*—Cato Major.  
*Virgil.*—Æneid (vv. 1.—304.)  
*French:*

- Souvestre.*—Un Philosophe sous les Toits.  
*German:*  
*Grimm.*—Kinder-und Haus Märchen.  
*Class I., Grade C.—English Literature:*  
*Shakespeare.*—Merchant of Venice.  
*Coleridge and Macaulay.*—(As for Classes II. and III.)

- Class I., Grades A and B.—English Literature:*  
*Shakespeare.*—Merchant of Venice.  
*Chaucer.*—Prologue to the Canterbury Tales: The Knight's Tale.  
*Pope.*—Prologue to the Satires.  
*Tennyson.*—Ænïd and the Passing of Arthur.  
*Wordsworth.*—Ode on the Intimations of Immortality.

*Addison.*—The Selections from Addison's Contributions to the Spectator, made by J. Arnold, under the headings (1) Manners, Fashions, and Humors; and (2) Tales and Allegories.

*Macaulay.*—Life and Writings of Addison. The following editions of the above are mentioned for the information of candidates: *Chaucer*, Clarendon Press; *Pope*, Clarendon Press; *Addison*, Clarendon Press.

Candidates are recommended to consult the following books of reference: Dowden's Mind and Art of Shakespeare, or Gervinus' Commentaries, English Men of Letters, Stedman's Victorian Poets, Hutton's Literary Essays, Tainsh's Study of Tennyson.

NON-PROFESSIONAL CERTIFICATES.

SYNOPSIS.

(Refer for convenience to the TABLE, which appears on the next page.)

Candidates for a *Third Class Non-Professional Teacher's Certificate* will be examined in the following subjects as prescribed for Form I. of the High School Course of Study, viz.:—Nos. 1-10, 19, 20 and 21, with an option between 15, 17, 18, and group 12 and 14.

Candidates for a *Second Class Non-Professional Teacher's Certificate* will be examined in the following subjects as prescribed for Form II. of the High School Course of Study, excepting Ancient History and Geography, viz.:—Nos. 1-10, 13, 21, with an option between 15, 17, 18, group 12 and 14, and group 19, 20, and 23. Candidates who do not take the commercial option for Second Class, shall pass the *Third Class Non-Professional Examination* in Nos. 19 and 20. Only such candidates as pass the *Second Class Non-Professional Examination* will be eligible to write for *First Class, Grade C*, but both examinations may be taken the same year.

Candidates for a *First Class Non-Professional Certificate, Grade C*, will be examined in the following subjects as prescribed for Form III. of the High School Course, viz.:—Nos. 3, 4, 5, 6, 7, 9, 10, 11, 13 and 14 of Form III., and also 12, of Form II. At the examination in Botany, candidates will be expected to describe and classify a submitted specimen of a Canadian flowering plant.

Candidates who, in addition to the Departmental *Second Class Non-Professional examination*, have passed the junior matriculation examination of Toronto University with first class honors in Mathematics, English, and History and Geography, or an equivalent examination in any of the chartered Universities of Ontario, shall be awarded a *First C Non-Professional Certificate* without further examination.

# Course of Study for High Schools and Collegiate Institutes.

FORM I.	FORM II.	FORM III.
1. <i>Reading (oral) and Principles of.</i> —A general knowledge of the principles of elocution; reading with proper expression, emphasis, inflection and force.	1. <i>Reading.</i> —Course for Form I. continued.	1. <i>Reading.</i> —(Not required in Form III.)
2. <i>Orthography and Orthoepy.</i> —The pronunciation, the syllabication, and the spelling from dictation, of passages from any English author, and the spelling of all non-technical English words.	2. <i>Orthography and Orthoepy.</i> —Course for Form I. continued.	2. <i>Orthography and Orthoepy.</i> —(Not required in Form III.)
3. <i>English Grammar.</i> —Etymology and Syntax; exercises.	3. <i>English Grammar.</i> —Course for Form I. continued. (As prescribed for the Pass Matriculation Examination of the University of Toronto.)	3. <i>English Grammar.</i> —Course in Form II. continued.
4. <i>Composition.</i> —The framing of sentences and paragraphs; familiar and business letters; paraphrasing; synonyms; correction of errors; themes based on the prose literature prescribed for this Form	4. <i>Composition.</i> —Course for Form I. continued.	4. <i>Composition</i> " " "
5. <i>Literature.</i> —The critical reading of such works as may be prescribed by the Education Department from time to time	5. <i>Literature.</i> —The critical study of the texts prescribed from time to time for the Pass Matriculation Examination of the University of Toronto.	5. <i>Literature.</i> —The critical study of the texts prescribed from time to time for Honor Matriculation into the University, Toronto.
6. <i>History.</i> —The leading events of Canadian and English History.	6. <i>English History</i> (including Colonial History).—From William III. to George III., inclusive. Roman history from the commencement of the second Punic War to the death of Augustus. Greek history from the Persian to the Peloponnesian Wars, both inclusive (University Pass).	6. <i>History.</i> —English history under the Houses of Tudor and Stuart. (Honor Matriculation, University.)
7. <i>Geography.</i> —Political, physical and mathematical Geography. Map Geography generally, Canada and the British Empire more particularly.	7. <i>Geography</i> —Modern.—North America and Europe. Ancient.—Greece, Italy, and Asia Minor.	7. <i>Geography.</i> —The British Empire, including the colonies. (Honor Matriculation, University.)
8. <i>Arithmetic and Mensuration</i> —Arithmetic in theory and practice; areas of rectilinear figures, and volumes of right parallelepipeds and prisms; the circle, sphere, cylinder, and cone; Mental Arithmetic.	8. <i>Arithmetic.</i> —Course for Form I. continued (University Pass).	8. <i>Arithmetic.</i> —(Not required in Form III.)
9. <i>Algebra.</i> —Elementary rules; factoring; greatest common measure; least common multiple, fractions; simple equations of one, two, and three unknown quantities; simple problems.	9. <i>Algebra.</i> —To the end of Quadratics (University Pass)	9. <i>Algebra.</i> —To the end of Binomial Theorem (Honor Matriculation, University.)
10. <i>Euclid.</i> —Book I., with easy problems.	10. <i>Geometry.</i> —Euclid, Books I., II., III.; easy deductions (University Pass).	10. <i>Geometry.</i> —Euclid, Books I to IV., inclusive, Book VI. and definitions of Book V. (Honor Matriculation, Univ.)
11. <i>Trigonometry.</i> —(Not required for Form I.)	11. <i>Trigonometry.</i> —(Not required for Form II.)	11. <i>Trigonometry.</i> —(Honor Matriculation, University.) The solution of Triangles.
12. <i>Physics.</i> —The elements of Physics, as treated in Huxley's Introductory Science Primer, and Balfour Stewart's Science Primer.	12. <i>Physics.</i> —Definitions of velocity, acceleration, mass, momentum, force, moment, couple, energy, work, centre of inertia, statement of Newton's Laws of Motion, composition and resolution of forces, condition for equilibrium of forces in one plane, definition of a fluid, fluid pressure at a point, transmission of fluid pressure, resultant fluid pressure, specific gravity, Boyle's Law, the barometer, air-pump, water-pump, siphon (University Pass).	12. <i>Physics.</i> —See Form II.
13. <i>Chemistry.</i> —(Not required for Form I.)	13. <i>Chemistry.</i> —Reynold's Experimental Chemistry (Chaps. I. to XVI. inclusive).*	13. <i>Chemistry.</i> —Reynold's Experimental Chemistry, Chapters I. to XXVI. inclusive. (The University Matriculation Examination.)*
14. <i>Botany.</i> —The elements of structural Botany. Outlines of classification; examination and classification of common plants belonging to the following natural orders: Ranunculaceae, Cruciferae, Malvaceae, Leguminosae, Rosaceae, Sapindaceae, Umbelliferae, Compositae, Labiate, Coniferae, Araceae, Liliaceae, Trillaceae, Iridaceae, Gramineae; the characters and general properties of these orders. (For fuller details see Regulation 92.)	14. <i>Botany.</i> —Course in Form I. continued.	14. <i>Botany.</i> —The structure and classification of Canadian flowering plants. (The University Matriculation Examination.)
15. <i>Latin.</i> —The Elementary Latin Book, grammar, composition, and the texts prescribed from time to time by the Education Department.	15. <i>Latin.</i> —Examination subjects as prescribed from time to time for pass matriculation into the University of Toronto.	15. <i>Latin.</i> —The course as prescribed from time to time for Honor Matriculation into the University of Toronto.
16. <i>Greek.</i> —The Elementary Greek Book.	16. <i>Greek</i> " " " "	16. <i>Greek</i> " " " "
17. <i>French.</i> —The Elementary French Book, grammar, composition, and the texts prescribed from time to time by the Education Department.	17. <i>French</i> " " " "	17. <i>French</i> " " " "
18. <i>German.</i> —The Elementary German Book, grammar, composition, and the texts prescribed from time to time by the Education Department.	18. <i>German</i> " " " "	18. <i>German</i> " " " "
19. <i>Writing.</i> —Neatness, legibility.	19. <i>Writing.</i> —Course for Form I. continued.	19. <i>Writing.</i> —(Not required in Form III.)
20. <i>Book-keeping.</i> —Single and double entry; commercial forms; general business transactions.	20. <i>Book-keeping and Commercial Transactions.</i> —Course for Form I. continued.	20. <i>Book-keeping, etc.</i> — " " "
21. <i>Drawing.</i> —Freehand; practical Geometry; perspective; industrial designs.	21. <i>Drawing.</i> —Course for Form I. continued.	21. <i>Drawing.</i> — " " "
22. <i>Music.</i> —Vocal and Theoretical.	22. <i>Music.</i> —Vocal and Theoretical.	22. <i>Music.</i> — " " "
23. <i>Precis-writing and Indexing.</i> —(Not required for Form I.)	23. <i>Precis-writing and Indexing.</i>	23. <i>Precis-writing, etc.</i> — " " "
24. <i>Phonography.</i> —(Not required for Form I.)	24. <i>Phonography</i> (optional).	24. <i>Phonography.</i> — " " "

\* Reynold's Chemistry is intended as a guide to the teacher, both as to methods and the limits of the Course. It is not a text-book for pupils.

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