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# Educational Weekly

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## The Educational Weekly.

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GEN. T. J. MORGAN, of Rhode Island, in an article in *Education* on "Causing to Learn," says:

"The child must be brought face to face with things, there is no possible way, from the very nature of the human constitution, whereby he can have definite ideas of colour except by sight, of odours, except by smell. Each sense must be the medium through which the soul is brought into direct relation with those qualities of matter to which it, and it alone, is adjusted. If the pupil is to know the qualities of things, he must be brought into vital contact with them. It is not true that one can have no knowledge except that which is intuitive, but *it is true that the basis of all knowledge of material things is in sense perception.* The fundamental data of knowledge, what Pestalozzi calls 'mother ideas,' are those primal notions of things that come to us through the senses. The child must be put into right relationship with nature, and his knowledge of distance, direction, plants, animals, minerals, industries, commerce, political economy and history must rest upon personal observation. Physiology cannot be successfully taught without the skeleton, nor physics and chemistry outside of the laboratory. Words should come after ideas; the child should learn things before he learns about things; he should derive all his ideas of number by counting, combining, separating, dividing, weighing, and measuring things; he should not be taught to read until he has ideas and thoughts, and can embody them in sentences of his own structure. Books should supplement, and not precede, oral instruction. Facts should precede principles, processes come before rules. Gram-

mar and rhetoric should always follow practical language; literature should comprise the reading of the authors, and not merely reading about them; foreign languages should be learned by use, and not from grammar. Geography should as far as possible, be learned from travel and psychology from introspection.

"This great law of nature—the imperative necessity of knowledge at first hand—has been repeated by all the great reformers in educational methods, by Montaigne, Rousseau, Locke, Comenius, Pestalozzi, and Froebel, and is so patent as to command at once the assent of every thoughtful mind; and yet it is ruthlessly violated every day, nearly everywhere, and, I might almost say, by nearly everybody. And nature avenges herself by blinding the teachers who do it, and by stupefying the minds of their victims. The school, which should be a seminary, a place of seed sowing, becomes a charnel house—the burial-place of fond hopes and youthful aspirations.

"The meagre results that often issue from long years of schooling, the vast number of pupils that drop out of the lower grades, the few that find their way to college, the spirit of indifference to learning that pervades so many educational institutions, the oft-repeated criticism of the public school system for its lack of practical results, the widespread agitation in favour of industrial training, and the bitter complaint of many distinguished men as to how they were educated, all point to a real defect in our system of education. It is the part of wisdom to locate the evil, if possible, and then to remove it.

"None, perhaps, will be bold enough to deny that the evil consists, in part at least, in the too prevalent habit of substituting words for things, books for nature; and that the remedy for this form of the evil is to be found in relegating the text-book to its proper place; in emancipating the pupil from bondage to the latter, and in restoring to him the freedom of intercourse with nature, either directly or by means of cabinets and laboratories."

"The teacher who would have polite and obedient pupils," says Mrs. G. R. Winchell in a paper on "Manners and Morals" contributed to the *Common School Education*, "must himself be polite and self-contained. Children naturally compare themselves with those who are less polite or less careful in any way than themselves; therefore if a teacher desires to influence his pupils for good rather than evil, it should be his constant aim to set such an example, both in the letter and the spirit of good manners, that rough boys will respect him and rude girls become gentle in his presence, while the shyest pupils will feel at ease, and his very presence will be a means of culture to them. I have a bitter recollection of a teacher who lacked all of the elements of courtesy. His classes universally dreaded the recitation. He would say in a rough voice, 'Now let us hear (Miss) Carter display her brilliant intellect.' This greeting would so distract the shy girl that she could do nothing but sit down and cry, and then the class would listen indignantly to a tirade upon her deficiencies until he saw fit to torture some other helpless victim. These are not solitary instances, as many mothers know only too well. Who can wonder that such training renders boys disrespectful, girls impudent or bold, and that, therefore, a spirit of insubordination is the rule in some communities? It is no wonder that newspapers and magazines and the best educators are discussing how 'Manners and Morals' shall be taught to the boys and girls who are growing up, and it is easy to see why so much of the talk is of little avail. How far a child's future success or failure in life may depend upon this incidental instruction it is impossible to estimate. Habits are being formed by these influences that may remain unbroken through life.

"The practical application of ethical education is not easy, but the conscientious teacher cannot close his eyes to the necessity of practical work and thoughtful consideration of the subject."

## Contemporary Thought.

WORKINGMEN will have to realize that the disturbance inflicted upon all kinds of business by the recklessness and frequency with which employes are "called out" by "walking delegates," and by the arbitrary way in which strikes are made, cannot be tolerated as a permanent arrangement. No man in business will or can consent to have his work suddenly stopped because the hands employed by some other men have a grievance against their employer. Such interruptions invalidate contracts, paralyze commerce and production, cause wanton destruction of capital, and waste the earnings of labour to no possible profit. The world's work cannot be carried on in any such spasmodic and irresponsible manner, and the men who have latterly allowed themselves to be taken from their employments must realize, what everybody else has long seen, that they are being played with for the benefit of those managers and manipulators who spend their time in fomenting strikes as the easiest method of procuring the contributions on which they fatten. No true interest of labour has been served by these strikes, which, in fact, have injured the cause. Public sympathy is the breath of life to the movement, and to possess it henceforth a far more reasonable, temperate, and practical course will be needed. The whole affair has been a great mistake, and the best thing the strikers can do now is to go to work wherever practicable, and resolve to repudiate the dictation of selfish and demagogic leaders.—*New York Tribune*.

BEFORE launching the three torpedoes which have so sadly exploded on board his own ship, Mr. Lilly says that with whatever "rhetorical ornaments I may gild my teaching," it is "materialism." Let me observe, in passing, that rhetorical ornament is not in my way, and that gilding refined gold would, to my mind, be less objectionable than varnishing the fair face of truth with that pestilent cosmetic, rhetoric. If I believed that I had any claim to the title of "materialist," as that term is understood in the language of philosophy and not in that of abuse, I should not attempt to hide it by any sort of gilding. I have not found reason to care much for hard names in the course of the last thirty years, and I am too old to develop a new sensitiveness. But, to repeat what I have more than once taken pains to say in the most unadorned of plain language, I repudiate, as philosophical error, the doctrine of materialism as I understand it, just as I repudiate the doctrine of spiritualism as Mr. Lilly presents it, and my reason for thus doing is, in both cases, the same; namely, that, whatever their differences, materialists and spiritualists agree in making very positive assertions about matters of which I am certain I know nothing, and about which I believe they are, in truth, just as ignorant. And further, that, even when their assertions are confined to topics which lie within the range of my faculties, they often appear to me to be in the wrong. And there is yet another reason for objecting to be identified with either of these sects; and that is that each is extremely fond of attributing to the other, by way of reproach, conclusions which are the property of neither, though they infallibly flow

from the logical development of the first: principles of both. Surely a prudent man is not to be reproached because he keeps clear of the squabbles of these philosophical Bianchi and Neri, by refusing to have anything to do with either.—From "Science and Morals: A Reply," by Professor Huxley, in *Popular Science Monthly*.

I REFERRED on several occasions in the columns of *Science* to the absence of the literary sense in German scientific men. It is one of the most flagrant arguments against the classical education, with its supposed results of literary culture, that the Germans, who have school doses of classics much harder and more concentrated than are administered in the rest of the world, themselves write more barbarously than any other civilized Western people. German scientific articles are full of sentences like this, which refers to the bristles serving among anthropods as organs of touch: "Man darf fur wahrscheinlich halten, dass die so sehr wechseleide gestalt und ausbildung der Tastborsten' nach der art des thieres und den korpe gegenden noch bestimmen nebenzwecken zu dienen nat, chue dass wiruns devon rechenschaft zu geben vermogen." Now, the author of this sentence is one of the most distinguished, and justly distinguished, of German zoologists, but his manner of writing is similar in quality to that of most scientific writers in Germany. The sentence is neither better nor worse than thousands upon thousands of others, perpetrated by his countrymen equally without literary feeling. The Germans need literary conscience to reprove them for all their awkward and involved phrases, that their souls may know how guilty they are in ignoring their readers' rights. The quoted sentence was evidently written without attention to the forms of expression. It never occurred to the author that aught was due the reader. His meaning can not be had except by an effort. It is ill-mannered to give others so much trouble, when a little pains on one's own part might save it. A cultivated Frenchman would be incapable of such a rudeness. The pith of the evil is the indifference of the German author as to how he writes: he feels no inward necessity of having a good style, and is inclined to despise the French qualities of grace and lucidity.—*Science*.

THE *London Spectator* devotes a long and carefully written answer to the question, "Does education diminish industry?" It is said by some parties that the present system of primary instruction will breed distaste for manual labour, that boys will be less trusty workmen and girls worse cooks and housemaids, that those who are so educated are less handy and more conceited than the boys and girls of former generations. Any boy who expends years in acquiring knowledge will not, it is argued, willingly engage in the drudgery of manual labour. The old method of training boys by apprenticeship is breaking down, and it is thought that they will not willingly work as they did. If this theory is well founded, general intellectual improvement is a misfortune. Somebody must do dirty and disagreeable work. The human hand is, for many kinds of labour, still the only available machine. It is true that the educated drift towards the towns, but this is because the labour is better paid as well as because it is

lighter. The excessive increase of competitors for clerkships is a matter of constant observation. In some cases the competition is so great that the clerk pays the employer. The complaint made against education points rather to defects in the system adopted than to education generally. The Scotch, who are the best educated people of the United Kingdom, have shown no dislike to agricultural work, and the same is true of the Prussian peasants. The gardeners of England who are educated are better workers than those who are not. The people of Rome who can read and write are more industrious than the Neapolitans who cannot. Unquestionably industrial education is greatly promoted by general intelligence. The industrial power of the world has been enormously increased by the education of the people. And while industrial training may have been too much overlooked, and the community may have suffered in consequence, it is pretty clear that evil will not be remedied by the reign of ignorance, but by endeavouring, so far as possible, to add to the work of primary education a special training in some useful industrial pursuit.—*London Advertiser*.

THE danger of war between Germany and France not appearing so imminent as it was a little while ago, people are turning their eyes again to the East to see the state of the horizon in that quarter. Many imagine they see there a war cloud which may soon spread and break in fury over the whole European continent. Austria is, however, the nation most immediately concerned in the attitude which Russia has assumed towards Bulgaria, and enquiries are being made as to her ability to resist the encroachments of the Czar single-handed. Russia's standing army in times of peace numbers 612,000 officers and men. The first reserve, including the Cossacks, are 890,000 more, making an army that could be brought into the field with very little delay, in round numbers, a million and a half strong. Russia has besides this immense force, 4,000 pieces of artillery and other reserves which bring up her war effective to two millions. Austria's peace establishment, on the other hand, numbers about 290,000, and her army could be increased in time of war to 1,100,000 men, not much more than one-half of the war strength of Russia. It is likely that Austria would have on her side, in case of a war with Russia, Bulgaria, Servia, and Roumelia. These provinces united could, perhaps, raise a force of 150,000 men. Austria would have a hard time of it if she were obliged to contend with Russia with no other help than could be afforded by the population of the Balkan Provinces. But it is altogether unlikely that the war would long remain a duel between Russia and Austria. The other nations of Europe would find pretexts for joining in the fray, so that there is no saying where the war would end if it were once commenced. The financial condition of Russia appears to be just now the best guarantee of her keeping the peace. She cannot afford to go to war. Her debt is immense and her credit is not good. The Emperor is, however, said to be very arbitrary and uncertain in his temper, and is apt to act without closely calculating the consequences. So the peace of Europe, to all outward seeming, depends upon the will of a single man who has the character of being both headstrong and capricious.—*Montreal Star*.

## Notes and Comments.

DR. THOMAS HUNTER, President of the Normal College of the city of New York, has an article on Novel-Reading by girls, in *The Epoch* of Friday, March 18th. He asked the female students, "Who is your favourite author, and what books did you read during the summer vacation?" President Hunter states that the answers received, which will be given in *The Epoch*, "reveal certain facts which parents and teachers should carefully consider."

AT the last meeting of the Toronto University Senate, a motion was made by Prof. Hutton, seconded by Mr. Miller, that the report of the special committee on the amalgamation of matriculation and teachers' examination be adopted. Carried. The effect will be to make common examinations for junior matriculation and second class certificates, and for senior matriculation and first-class certificates. It was decided that a committee be appointed to consider the motion of Mr. Falconbridge, seconded by Prof. Hutton, respecting the creation of a medical school which would occupy a closer relation with the University than those at present in affiliation with it.

CONCERNING the large and constant increase in the population of Germany in general, and that of Prussia in particular, the Royal Prussian Statistical Bureau gives the following figures for 1885. The total population on Dec. 1, 1885, was 28,318,458. The births during the year numbered 1,064,401, the marriages 250,707, and the deaths 716,859. The natural increase, therefore, was 347,542, and the average number of births per 1,000 of population 37.6, of marriages, 16.4, and of deaths, 25.3. These figures, high as they are, as compared with those for England and Wales, show a surplus for the last named country, whose population was 27,499,041, with 894,270 births, 197,743 marriages, and 522,750 deaths, making the actual increase per 1,000 in England and Wales 13.5, as against only 12.3 in Prussia.

A SPECIAL meeting of the Kingston Teachers' Association, of which Mr. R. K. Rowe, formerly of Middlesex, is president, was held recently to discuss whether to advise, (1) That promotions be made annually instead of semi-annually as at present? (2) That the minimum percentage for passing be 66 2-3? (3) That the teachers report on the regular work of the year count for half in estimating the standing of the pupils? (4) That account be taken of spelling and composition in all writing answers? (5) That in all grades more attention be paid to mental arithmetic? (6) That the Part I. class be not taught number beyond 20? (7) That the ability to add and subtract rapidly and accurately without counting be an essential

condition for passing to class II.? (8) That composition be more systematically taught in class II.? (9) That in the Junior Third class no attention be paid to technical grammar, but that more importance be attached to the teaching of composition? (10) That, if it be possible, the only examination for promotion to class V shall be the High School entrance?

THE Rev. J. M. Wellwood, M.A., inspector of schools for the counties of Brandon and Minnedosa, who is at present in New Orleans, writing from that place says: "During the past week I attended a meeting of the school superintendents (inspectors) of the State of Louisiana, held here, and felt that in Manitoba we have much to be thankful for. Its system is far ahead of this in every respect. A few things particularly struck me; first, there is altogether too much politics in their system; if our people are wise they will avoid this. Then 51 per cent. of the people in the state can neither read nor write; of course the coloured people form the greater part of this percentage. Again, teachers are poorly paid, and as a natural consequence their qualifications are poor, and the same is, I fear, true of their superintendents. Talents and qualifications must be paid for anywhere; poor pay means poor work, and this is particularly true of the superintendents here. There are about 60 of them in the state, each receiving \$200 a year, but they are political partisans and pay but little attention to the schools—at least that is their own statement to me. I am satisfied that the same money divided among ten good men would pay the country much better."

SOME good work should be done (says the *St. James's Gazette*) by the new colonial training farm at Hollesley Bay. The course of instruction—including as it does practical carpentry, smith's work, saddlery, engineering, and other things somewhat outside the scope of farming proper—is more comprehensive than that prescribed at Cirencester and its kindred institutions, and as such will prove infinitely more useful. To send a young man out to the colonies to rough it and "pick up things for himself" is all very well; but the one who goes out knowing all about it has a much better chance of success. It is a pity that there are not already more of these colleges, available not only for the well-to-do but for the classes which furnish the bulk of emigrants. The Government cannot see its way to approving a State-directed colonization scheme; but it could do no harm in establishing a few training farms to be tenanted by the unfortunate boys who are now sent to industrial schools. A start once made, the expense need not be greater than in bringing up a multitude of tailors and shoemakers, of whom we have already a superabundance; and

the reformed boys would be far more likely to do well, besides relieving their congested country, if, on serving their time, they were set down in a new land far removed from the scenes of their childhood.

A CORRESPONDENT from Glendale sends the following communication:—Two of the greatest evils in rural schools are: (1) irregular attendance of pupils and (2) isolation of teachers from means of improvement, which is apt to cause them to take insufficient interest in their work. It is a difficult matter in all country schools to so classify the pupils as to give each one justice and still have more than one or two in a class, and especially is it so when a teacher is hampered at every attempt to organize a class by irregular attendance of perhaps the very pupils he desires to be present. It is a delicate matter at times with a young teacher to denote pupils of this kind who are not fitted for their class. Now I would like to hear some discussion on this point by our country teachers to whom this must be a glowing evil. Why could not some system of examination be instituted whereby the pupils could be properly classified? Then if the pupils should drop back in their grade, they themselves would suffer the penalty, parents would be induced to send their children more regular in order that they might keep up their grade, the children themselves would take more interest, teachers would be able to see the stand which they took with the others. Too much stress cannot be laid on this last point. Let any of your city teachers, zealous as he may be in the work, but teach one year away from educational influence in a country school where he is visited but twice a year by an inspector, let his pupils attend as irregularly as they usually do and his interest is sure to flag. Our country teachers as a rule are young and have little experience. How are they to know whether their pupils have progressed as well as they might have done where he has no other to compare with? How are parents to know or judge whether their teacher and their school is on a par with their neighbours if no system of grading the schools as a body is instituted? I know of schools in Ontario that take a pride in their standing and whose pupils and teachers take a pride in maintaining that standard. I would not for a moment support a cram system of education, and, in fact, would emphatically condemn it; but I am sure there are examiners in Manitoba who can assign questions that would search out genuine training. There is, therefore, no necessity for a cram system. This is the best means I know of whereby we may, to a certain extent, overcome these two great evils of our rural schools. I leave the matter to rural teachers to discuss, hoping I have not intruded too much.—*Weekly Manitoban*.

## Literature and Science.

### ON A MARCH MORNING.

OUR elm is heavy with ice,  
The mountain is hid in a mist,  
And the heaven is grey, above and away,  
Where the vapours the hill-top has kissed.

The fields are bleak patches of white,  
The stream is still hid in his prison  
Of ice and of snow; and the sun, half aglow,  
Scarce over the forest is risen.

But there's something abroad in the air,  
Perchance 'tis the spirit of spring,  
That fills me with fancies of blue skies and pansies,  
And songs that the meadow-brooks sing.

Some spirit the season has sent,  
With visions of blossom and leaf,  
And song, as a token of feeling unspoken,  
In this time of the aged winter's grief.

WILLIAM WILFRED CAMPBELL.

### ROBERT BROWNING'S "PARLEYINGS."

It is safe to say that in these *Parleyings* the Browning clubs will find ample materials for a winter's work; and we wish them joy of it, for in imaginative power and philosophical profundity the best of the productions in this new volume have not been surpassed among his later works by the poet whose stamp and impress they bear. Imaginary conversations we have had in abundance, but it remained for Robert Browning to call "certain people of importance" into the witness-box, to question them sharply concerning their ideals of life, to defend or confute them amply, and to extract from the poetic conference vital truths bearing upon the problems that are perplexing the world to-day.

Thus, with Bernard de Mandeville, we learn once more the futility of man's attempt to grasp the infinite by the senses:

Sense, descry  
The spectrum—mind, infer immensity!

In Daniel Bartoli's story of the duke we are told that:

Man's best and woman's worst amount  
So nearly to the same thing, that we count  
In man a miracle of faithfulness  
If, while unfaithful somewhat, he lay stress  
On the main fact that love, when love indeed  
Is wholly solely love from first to last—  
Truth—all the rest a lie.

Considering Christopher Smart's one fire-flight of song, we are taught the wisdom of learning to walk before we soar; seek not, says the poet, to know the meteor's birth till you have sought the secret of the rose:

Live and learn,  
Not first learn and then live, is our concern.

From the unsavoury memory of Dodington the theory is deduced that man is swayed only by his fear of the supernatural. With

Francis Furini we are led to see that the mission of art is to

Limn truth, not falsehood, bid us love alone  
The type untampered with, the naked star!

With Gerard de Lairese we receive the

sober, sound advice  
That artists should descry abundant worth  
In trivial commonplace. . . .

Beyond  
The ugly actual, lo, on every side  
Imagination's limitless domain—

and, finally, from a forgotten march composed by Charles Avison, the Newcastle organist, the idea is illustrated that Truth remains ever the same, only her garb changes, and man deludes himself, seizing

Myth after myth—the husk-like lies I call  
New truth's corolla-safeguard.

All this between a majestic prologue of "Apollo and the Fates" and a—shall we say grotesque?—epilogue "Fust and his Friends," recording the triumph of the invention of printing. Everywhere roughness and obscurity with free, inspiring sweep of outline and luminous penetration of grand thought showing through. We might quote from this book passage after passage of magnificent imagery, line after line of golden meaning fresh from the poet's mint—might quote also abundant confirmation for those who find the poet harsh and unintelligible. For one may in fanciful mood liken Robert Browning to some sculptor-architect who works in granite; huge and imposing the structure of verse towers beneath his hand, block heaped on block in seeming lack of purpose, yet all obeying a general law which leads to the expression of a great design; and all the time the sculptor's chisel is busy striking out bold configurations which we can but dimly understand, till, now and then, as if by magic, the cold gray stone beneath his touch turns to something precious and rare—jasper, sapphire, emerald, and topaz—and is wrought into forms of ravishing beauty, as it were, before our very eyes.—*Literary World.*

### THE CHARACTERS IN "PARLEYINGS."

MANDEVILLE, BERNARD DE, 1670?-1733, a Hollander who settled in London, and won wide repute as an author. The work by which he is now best known is "The Gambling Hive; or, Knaves Turned Honest" (1714), enlarged into "The Fable of the Bees" (1723-1728). See Boswell's "Life of Johnson," Macaulay's "Essays, 1," Schlosser's "History of the Eighteenth Century," and Disraeli's "Quarrels of Authors."

Bartoli, Daniel or Daniele, 1608-1685, a learned Italian Jesuit, the great historian of his order. Besides his monumental history, which includes an account of the acts of the Jesuits in all parts of the world, he wrote a "Life of St. Ignatius" and a treatise on

"The Man of Letters." His "Narrazione Varie di Fatti Storici Antici" is probably the work to which Mr. Browning refers. There are several editions of Bartoli's works, including that printed at Firenze, 1829-1837, 50 v., 8vo.

Smart, Christopher, 1722-1770, English author, reckless, improvident, and intemperate, at one time the inmate of an insane asylum. He wrote a satire, "The Hiliad" (Lond., 1753, 4to), translated the works of Horace and Phædrus, and made a versified translation of the "Psalms" and "Parables of Our Lord." "A Song to David" (Lond., 1773, 4to), written in a mad-house, was his masterpiece. See Chalmers' "English Poets" and Boswell's "Johnson."

Bubb, George (on his marriage took the name of Dodington, and later became Lord Melcombe), 1691-1762, an Englishman, "the most shamelessly corrupt and venal politician of a corrupt and venal age." His posthumous "Diary," for its candid revelation of a wholly immoral nature, is without a parallel in literature.

Furini, Francis or Francesco, 1604-1646, a Florentine painter, whose drawing is remarkable for its ease and elegance, particularly the forms of women and children, his favourite subjects. Two of his pictures are the "Three Graces" and "Nymphs Carried off by Satyræ." Lanzi observes that he sometimes painted Magdalens which were not much more veiled than his nymphs.

Lairese, Gerard de, 1640-1711, eminent Flemish painter. His style was grand and poetical, and his subjects were chosen by preference from history and fable. He became blind in his fiftieth year, but continued to impart his ideas on art to his associates, who provided the material for the treatise on "Design and Colouring" published after his death.

Avison, Charles, an English musician of the eighteenth century, organist at Newcastle, author of an essay on musical expression. Five collections of his compositions are extant. "The Music of Avison," according to one critic, "is light and elegant, but it wants originality."—*The Critic.*

MAPS published by the Geological Survey of New Jersey, give Sandy Hook four times as great an area as in the year 1685, when an outline survey was made.

A SWISS physicist, Prof. Simmler, maintains that diamonds have been formed by the taking up of soluble carbon by liquid carbonic acid, and its subsequent deposition in a crystalline form on the evaporation of the acid. This could only take place in rock cavities strongly compressing the carbonic acid, which would quickly disappear on release from the pressure.

## Special Papers.

### THE PLACE OF MANUAL TRAINING IN THE GENERAL SCHEME OF EDUCATION.

MANUAL training is now an established fact. It has its friends, its enemies; and it has those who are neither foes nor friends, because, while they admit the usefulness of industrial work for intending artisans or mechanics, they do not understand its full scope and possibilities in aiding the development of the whole human being. It seems, therefore, a fitting time to give a brief statement of the aims of manual training, and of its place among the aids to the completest development of the child.

Taking the risk of re-stating a few threadbare truths, there are the following points to be considered:—

First: Does the child come to us as merely a little—a very little—intellect? or, does this intellect bring along with it a restless body and busy fingers, that are always demanding employment as well? We have to train the complete child; why do we divide him into thirds, so to speak, and arbitrarily decide to educate his intellect alone, leaving his moral and physical natures to lie dormant or run wild, according to the individual character?

This suppression of the natural physical needs and demands seems to be a remnant of the old asceticism, when the greatest saint was he who most "mortified the flesh." A learned man with the frame of a Hercules seemed to our forefathers, of Chaucer's, and even of Shakespeare's time, an anomaly too monstrous to be conceived of. It is true we hear occasionally quoted, *mens sana in corpore sano*; but look for a moment at the examination papers of teachers and pupils, and find how much more both teachers and pupils think of getting a high percentage than of preserving their health, and with it their future ability to do good work in the world; and it would appear that the new reading of the motto would be, "a vigorously-worked mind in an unsound body!"

Physiologists tell us that long-disused muscles lose, more or less completely, their power of action; and pianists wish to have their pupils begin as soon as possible, because young muscles are most pliable. Why, then, defer manual training till an acquired stiffness of the muscles makes it more difficult to obtain good results? I speak advisedly; for while teaching some rough boys and girls in an impromptu "vacation-school," some of the manual work of the kindergarten, I discovered that boys of ten and eleven found the greatest difficulty in doing precisely the same kind of work that is done easily by our little four or five-year-olds on

first entering the kindergarten. The particular work was the weaving, which demands a pretty equal use of *both* hands, and in this fact may lie the explanation of the awkwardness shown; for, while in general school-work the right hand is systematically trained, the left is entirely neglected.

Emerson says something to this effect—that for every new invention thought out, every new discovery made, we must pay back in some other form to keep the balance true. Thus, if we invent carriages, we lose the power of walking immense distances by the very disuse of it. Or, as in natural phenomena, whenever the sea encroaches on one part of the land it recedes from it at another.

And it really seems that, since the introduction of so much machinery, the skilled workmanship of the hand has been steadily on the decrease. Now, machinery originated in the attempt of skilled workmen to make their work still finer and easier of accomplishment; and probably none but the simplest contrivances could have been invented had not the skilled hand been ready to manifest the thought of the creative brain. Where, then, shall we look for the inventions of the future, if we neglect to supply the conditions needful for their evolution?

Now, if we may take for granted that we shall best serve the interests of the child by educating his whole, three-fold nature from the first, the next question that arises is, How to do it.

Leaving the question of the training of the moral nature, not because unimportant, but because too important to be considered as a subsidiary interest, and leaving, also, the intellectual side, because there is no fear of its becoming neglected for the next hundred years or so, let us, with Frœbel, consider the first possibilities of hand-training for the infant and the young child.

At first the infant cannot even grasp; its hands lie passive, or are thrown aimlessly about. Next, it grasps tightly whatever it can reach, but cannot calculate distances. Then, as Rousseau says, "it is better to carry the child to the object than to bring the object to the child," as in the first instance the distance is more impressed upon the child's mind. It is true that Rousseau had more thought of the moral than of the physical training when giving this advice; but it is a valuable hint for our purposes as well. And Frœbel wishes the mother to provide a soft, coloured ball, attached to a string, with which to play with the child and bring the little muscles into playful activity. The ball is to be sufficiently large to cost the child a little effort in grasping it.

Then, as time goes on, the other gifts and occupations of the kindergarten, and some of the games, come in to carry on this training, and nearly all of them train both hands

equally. I may mention here having seen fine results in drawing with two hands of forms alike on each side—a piece of chalk being held in each hand. This I saw done by the pupils graduated from the kindergarten of the Frœbel Academy, Brooklyn. Now, while this accomplishment is limited in its immediate uses—being only applicable to the drawing of manufactured articles and geometric figures—it is an excellent discipline of hand and eye when used occasionally. As yet, I have only used it in drawing squares, etc., all the class making the same lines at the same time; and I have had satisfactory results. Where possible to use this method, it shortens the time of outlining by one-half; but it is necessary to caution the children that few, if any, natural objects are the same on each side. Thus, drawing a butterfly, a bee, a fish, a leaf, or some trees, with both hands, would at first seem to be allowable; but fuller observation will generally show some minute difference between the sides; and I need not say that the fullest observation of all objects brought to their notice is expected of our pupils.

After the children leave the kindergarten I would not have a sudden and startling change in the nature of their employments. They must begin to learn to read and write; true, but for what reason do people learn to read and write? Is it that they are to be mere copyists—that all the literature of the future is to be a skillful hash of what has gone before; or are they to learn how to record their own thoughts—simple at first, but gradually increasing in complexity—and their observations and discoveries of Nature's ways? Therefore the reading and writing lessons should be called "thought" rather than "language lessons," and should be closely connected with the child's own work and discoveries; and just here, work according to the principle—followed by Frœbel in the kindergarten—of letting the hand show what is in the brain, should be carried on, and not let drop, as is too often the case, when the kindergarten-child enters school.

Of all manual training, drawing—*properly taught*—is the most economical. By "properly taught" I mean that the children should be taught to draw from the object from the first, and not exercised in servile copying from flat patterns. And every child can be trained to *see* the object sufficiently well to make an unmistakable though rude drawing of it. I am not speaking of genius in drawing, but of what is possible for children, who, if suffered to grow up without the right training, would say of themselves "that they could not draw a straight line." Agassiz always required his students to draw the specimens they studied, and considered it a valuable part of their training; and it is

certain that one never knows the minute particulars about any given object so well as after an attempt to draw it, or model it in clay. Modeling in clay is in some ways to be preferred to drawing; for while drawing only gives one view of the object, in modeling the whole is imitated, and consequently, closely observed.

In addition, where small classes will permit, I would keep the advanced weaving (already mentioned) with the paper-folding, and the paper-cutting and pasting of the kindergarten, as the last two occupations are valuable for training children to use every scrap of material, and to finish with neatness. This would be the manual work of the first year of school, with possibly the making of skeleton geometric solids in peas-work—the soaked peas forming the connections of the edges of the solid, which are represented by thin sticks.

So far, I can speak from experience; and in continuing to work out the connection of manual training with school-work, I shall take up the course of work taken in the Working Men's School of the Society for Ethical Culture, in New York City, only modifying it somewhat, as required by circumstances. This course includes clay and cardboard cutting and modeling; wood and metal work of different descriptions; and, of course, the drawing continued. Plain sewing and cooking is taught to the girls of the Working Men's School—the cooking after school-hours, I believe; and the older boys come on Saturday mornings for instruction in the more difficult parts of the work.

In concluding this part of the subject, I would say that whatever manual work is nearest to the interests of the scholars, and is most easily obtained for them, is the best. It matters little if they but feel the delightful sense of power given by the knowledge that their hands have made one thing skillfully and well. Nothing seems impossible to him who has achieved one success; and consider what an aid we possess toward the training of mentally-slow pupils, if we can say, pointing to some well-finished work, "See how well you did that; with a little more trying, you can do this too." Even among our self-sufficient American children there are many that need such encouragement, and who, getting that encouragement, become much more useful members of society than they would otherwise have been.

But the last question to be answered here—and usually the first one asked—in relation to manual training, is, Does not the intellectual work suffer if time is taken for industrial work in school?

The answer is, emphatically, No! Children, especially young children, cannot force their attention to keep to one subject for long together—the actual time varying with

the children and the personal influence of the teacher; and it is hurtful to them, physically, mentally, and morally, to be obliged to take part in any lesson after this period of fatigue is reached. Intellectually, because they form the habit of inattention in self-defence; morally, because they are obliged to pretend attention; and physically, in their poor little restless bodies, that need so much movement for their healthy development. Then, what a blessed relief is some piece of work for the hands; and how fresh the interest and attention for the following studies. It is the most economic arrangement, even if the claims of intellectual education are considered as paramount; and for those who realize that their duty is, first of all, to preserve God's most precious gift of health to all the children under their care, it is the best way of attaining their object. True manual training is only one branch of physical training; and as such I have considered it throughout this article.—*Education.*

#### SCHOOL CHILDREN AND THEIR SHOES AND STOCKINGS.

IN view of the present inclemency of the weather, which in all probability will not improve for the next two or three months, it would perhaps be advisable for our school board authorities to direct their attention to an improvement which has recently been adopted in elementary schools in several parts of Germany. In order to prevent the pupils from sitting in their wet boots and stockings during school time, numbered boxes have been provided, into which the wet chasusure is put before school commences, each child bringing from home a pair of shoes and stockings, which after school are placed into the same box. By a special arrangement the boot boxes are slightly heated, and the boots and stockings after having been in them for several hours are perfectly dry by the time they are again required. If, by introducing this simple improvement, some of our hoarse and coughing urchins could be cured of their winter colds, which neglected, as small things mostly are among the lower classes, often injure a child for life, school boards would have conferred a real boon on mankind.—*Pall Mall Gazette.*

THE project of flooding a portion of Algeria from the sea has been abandoned, but it seems that large tracts may be covered from other sources. DeLesseps reports to the French Academy that a single artesian well, bored in 1835, is yielding some 2,000 gallons a minute, and has formed a considerable lake 30 feet deep, reclaiming from 1,200 to 1,500 acres of waste land.

## Educational Opinion.

### PHYSICAL CULTURE.

WE of the present age are prone to boast of the great strides we have made in knowledge and the sciences. There is one science, however, in which we are sadly behind the ancients—the science of physical culture.

Our learned men gloat over the stores of knowledge they have acquired and exultingly reveal to our youth how the ancient Greeks, through their gymnastic training became a great, warlike, and glorious people. The professor revels in their past with an enthusiasm that is boundless and is ever ready to maintain their wisdom in pursuing this course. He will give dissertation after dissertation on the subject, showing conclusively how by these means the peerless sculptors of those ages were furnished with models of manhood and womanhood of such physical perfection, that their statues are unapproachable, as works of art, in the present age. He tells of their great genius and learning as a people—their courage and endurance. He lingers in their past with the greatest admiration, but, alas, he does not pause and reflect why we, having the knowledge that we have and are putting into practice as regards our mental system, are so far behind those same glorious old Greeks in regard to our physical conformation. The retrospection is very well, and this knowledge of the old Greeks is very good, but why let it end as such? Why cannot we take a practical lesson from the ancient Greeks? They did not sit, with folded hands, and pore over the doings of ancient nations in gymnastics, but actually practised them as a national feature. Is it then not possible for us to do so too? It is. But to do so we must be enthusiastic, not only over the gymnastics of the ancient Greeks, but also over that of our own. We must do as they did, energetically put it in practice. Our learned men dilate on the gymnastics of the Greeks of old, while their learned men tell us about their own. Do our educators give one thought to the many valuable lives that might be saved? Do they think how many might be preserved from the misery of disease? Do they not know that youth must have amusement, and will they not furnish them with the pleasurable means of obtaining that greatest of all blessings—health? Is it not better that they should take a pride and glory in their health and strength produced by participating in gymnastic exercises of an intelligent, active, and therefore pleasurable nature, than that they should drift into amusements that are not so healthy, or perhaps may be absolutely harmful? Is it not well that they should know that they have a physical system as well as a mental one that

equally requires exercise as both equally require rest? Then let us tear ourselves from the contemplation of the records of the past and seize our own opportunities of the present. Let our amateur gymnasts and ail true lovers of health, strength, activity, grace and comeliness of physique throughout the land, imitate the example of Will Frankliu Smith, and depend upon it they will not write in vain. They will awake our educational authorities to the knowledge that we too, as well as the ancient Greeks, have bodies that require cultivation and minds that need amusement, and they will be brought to see that the most desirable amusement that the mind can have is in the intellectual cultivation of the physical system by means of the various scientific exercises of gymnastics.

E. B. HOUGHTON.

### THE AMERICAN LANGUAGE.

APROPOS to Miss Marshall's article in the last *Education* with the above title, permit me to add the following:—

*Done for did.* The writer has heard this from public school teachers; not, however, since the last presidential campaign, when Democratic newspapers made its incorrectness so glaringly apparent to the people at large.

Forty thousand *says-es* in the place of one *said*. Did the reader ever reflect how the stories told by the average young lady or gentleman would shrink if the *says-es* were leit out? We may laugh over the Widow Bedott with her "He says to me, says he, 'Cilly,' says he," etc.; but it is no laughing matter to have to sit and listen to a narration which suggests only a stupid pupil trying to conjugate the verb *to say*, and getting it all wrong: "Imperfect, I says, thou says, he says," etc.

*Right away for immediately.* Readers of Dickens' *American Notes* will remember that author's bewilderment when asked by his landlord if he would have his dinner right away. To go away somewhere to get a meal when he was already in a pretentious hotel was not on his programme; and he felt relieved when he learned that *right away* was only the American for *immediately*. Our country is not so independent now as it was then. In fact, we have of late years become so infected with Anglomania that we have been charged with turning the cold shoulder on the "Glorious Fourth," because "it isn't English, you know"; but educated and uneducated, high and low, Americans still cling with a death-grip to the expression, *right away*. The writer has heard it from preachers, professors, and society ladies, as well as from Tom, Dick, and Harry.

*Fix for arrange or repair.* "I must go and *fix* my hair," says the American girl, whose tumbled-down tresses are covering

her back and shoulders. "I wish your hair would stay *fixed*," growls her brother, with a better understanding of the meaning of the word. The latter is in a bad humour just now, from toothache, and pretty soon he announces that he is going to the dentist's. "Are you going to have your tooth *fixed*?" asks a sympathetic sister who thinks that plugging may remedy matters. "No, I am going to have it un-fixed," groans the sufferer, who has decided that the tooth must be extracted.

Are not such specimens of the American language as objectionable as any slang to be heard in the backwoods of Texas or upon the streets of Boston? Yet one may hear them in places where money and fine clothes and expensive schools are all doing their best to elevate young America to a higher plane of gentility. American children are now expected to learn French and German, and often one or two other foreign languages. Why not let them begin their education by learning English?—A. L. L., in *Education*.

### THE IRREVERENCE OF THE YOUNG.

It has been said many, many times that the young people of our day are greatly lacking in reverence. No one who cares for the young is quite willing to believe this. One prefers to think that it is through thoughtlessness rather than through the want of reverence that our young people fail in giving the respect due to what is above and around, and in them. I determined to watch, and then decide for myself in the matter.

The next Sunday, after I had taken my place in church I noticed that there had been a change in the choir. It was composed entirely of young people. Their fresh, bright young faces were very pleasing, and we said to ourselves as they sang the opening hymn, how delightful to hear young voices joining in praising the Lord. But when the minister began his sermon what a revelation! The young people might have been at a theatre for aught one could discover of reverence in their manner; they laughed, they whispered, they attracted the attention of those who wished to listen to the sermon, and in all this they persisted until the services were ended. One gentleman in going from the church said to another, "I consider the conduct of the choir to-day as positively disgraceful!" But the other answered, "Choirs always take to themselves Sunday liberties, and young people will be young people, you know."

I was obliged to confess to myself that these young people who had sung hymns of penitence, and of praise, and of thanksgiving, had seemed very irreverent, but I quieted my fears for their character by the hope that

they would not generally make light of sacred things, but in most cases would show themselves reverent.

The next opportunity that we had of noticing them was during the Sunday school session. There was a large class of these young people in front of us, and the teacher, a noble specimen of Christian manhood, was addressing them. I knew from the expression upon his thoughtful face that he was speaking of things that he thought important to their best and highest interests. Now and then I caught a word, such as "truthfulness," "faithfulness," "earnestness," and "self-respect," and I felt that this teacher was trying to press home the teachings of the lesson. At that point when his manner seemed most earnest, and his voice full of feeling for his subject, a young lady in the back seat whispered to her companion; the teacher did not seem to notice it, but for at least a moment the attention of the entire class was drawn from the serious words of the earnest man, who was himself so reverent before the awful truths which relate to the soul's life or death.

The next time that I found my eyes opened to notice irreverence was at a lecture—a company of young people sat near, and during the discourse of the learned speaker upon a scientific subject they paid no attention to his instructive words, but seemed busy with matters of their own. "Such a loss!" one remarked, on leaving the hall, adding, "If these young people ever realize what an opportunity they have missed how they will regret it." "But," answered another, "they did not understand the subject, and of course would not attend to the speaker's words."

"But are we to become irreverent towards everything which we do not understand?" one asks. We need to take warning of our infidels, who began their course as some of our irreverent young people are beginning theirs.—*Christian at Work*.

PAXTON HOOD says: "Man worships strength, but usually merely visible strength; he even very often misconceives what real strength is. For the most part, man's idea of strength is that which succeeds. But there is a kind of strength which can work on, pitching its success into some remote and silent future, not in the noisy present—able to say, with the great Lord Mansfield, 'I will not seek, or follow, or run after popularity. I will have a popularity that shall follow me.' Oh, despise, despise the chattering, loquacious apostles of clap-trap, who suppose they are strong because buildings ring with tumultuous applause of their brazen or calfskin melodies, and who would, perhaps, be the first to desert their principles if the shadow of discredit crossed their way."



TORONTO:

THURSDAY, MARCH 24, 1887.

**UPPER CANADA COLLEGE.**

TRULY there is rife in Canada a fearful amount of Philistinism. It is now showing itself conspicuously in its endeavours to bring about the abolition of Upper Canada College.

The openly admitted reasons for this endeavour are of the very essence of Philistinism. Upper Canada College, it is said, is kept up by the Government for the benefit of the rich at the expense of the poor, and for the benefit of Toronto at the expense of the province. It is superfluous, since all that it teaches is taught by the high schools throughout the province; it is worse than unnecessary, for it saps high schools and collegiate institutes of good pupils; it is wasteful, for the money that goes to keep it in existence might be more profitably expended elsewhere; it is injurious, in that it fosters a spirit of exclusiveness inimical to the growth and progress of a new country. It is an adventitious growth sapping the life of our educational system proper. It has fulfilled its functions, it is said, and there are no longer any reasons for its existence. It is virtually a private school in the guise of a public one. It is a fifth wheel to the educational coach. From the Kindergarten to the University we have a perfect system of tuition, every link perfect. But Upper Canada College is an altogether extraneous institution, having no place whatever in the educational chain. The greater part of the pupils are probably recruited from the sons of Torontonians, or the sons of the wealthier inhabitants of the province. Neither of these classes should be aided by Government funds.

At first sight these seem strong arguments, but a little thought will show that they depend for their validity to a very large extent on a narrow meaning of the word education. To take up these arguments *seriatim* would occupy more space than can be allotted to a single article. To this subject we hope shortly to refer again. Meanwhile it will be useful to point out very briefly how the word "education" has been narrowed by those who desire the abolition of Upper Canada College.

With the exception of Trinity College School, Port Hope, Upper Canada College is the only school in Ontario which

bears any the slightest resemblance to an English public school. That the English public schools have been productive of incalculable benefit, few, very few, we presume, will have the hardihood to deny. One of the sources of this benefit is that indefinable spirit which pervades all great public schools. How to name it we know not; probably only those who have themselves been educated at an English public school can wholly understand it. It is not exactly *esprit de corps*, it is not the result of community of interest, it is not the outcome of common sympathy only, neither is it the product of a great past history or the influence of many ennobling associations. And yet it contains something of all these. As the subject of a great nation regards his nationality with pride, so, too, the "old boys" of a great public school, are filled with an elevating spirit of enthusiasm whenever school memories are roused. In a word, a public school creates a certain kind of patriotism.

And who shall say that this patriotism is not in itself an educating influence? Education consists not only in the learning of paradigms at high schools and collegiate institutes. There is something more, and shall we say something higher, in "education" than this. And this "something higher"—by whatever name we call it—we venture unhesitatingly to assert Upper Canada College does and has always provided. For these reasons it is that we trace the source of the desire for its abolition to the spirit of Philistinism now rampant in Ontario.

**OUR EXCHANGES.**

DR. WILLIAM A. HAMMOND will open the April *Popular Science Monthly* with an able article entitled "Brain-Forcing in Childhood." The paper gives a vivid picture of the evils of the book-cramming process, now so common in both public and private schools, and also contains a strong plea for fewer studies, more direct contacts with nature, and less of the intervention of books.

The *Chautauquan* for April has the following table of contents:—"Pedagogy: A Study in Popular Education," Second Paper, by Chancellor J. H. Vincent, LL.D.; "Electrical Engineering," by George B. Prescott, Jr.; "A Star for a Stove," by Charles Barnard; "Women in Journalism," by Ida M. Tarbell; "Sunday Readings"; "Studies of Mountains," by Ernest Ingersoll; "Common Errors in English," by Edward Everett Hale; "Practical Suggestions on English Composition," by Prof. T. Whiting Bancroft; "Easter Lilies," by Jessie F. O'Donnell; "Abraham Lincoln's Resting Place," by T. L. F.; "Homes

Builded by Women," by Mary A. Livermore; "Protestant Missions in India," by Bishop John F. Hurst, LL.D.; "Spring Jottings," by John Burroughs; "Sidney Lanier," by Thomas Wentworth Higginson; "Slave-Holding Ants," by Henry McCook, D.D., and "The Current Literature of Germany," by Professor Calvin Thomas.

THE first instalment of the collection of unpublished letters of Thackeray, to be published in *Scribner's Magazine*, will appear in the April number. The letters will be preceded by an introduction by Mrs. Brookfield, to whom most of them were written. They will be arranged in a simple chronological order, regardless of their relative importance, and will be accompanied by Mrs. Brookfield's and by other notes. In the arrangement of the letters, as well as in some additional annotation, the editor has had the privilege of advice and assistance from Mr. James Russell Lowell, who kindly consented, with the cordial approval and thanks of Mrs. Brookfield, to give this aid in their preparation for the press. A brief note from Mrs. Ritchie to Mrs. Brookfield is also printed with the first instalment, expressing cordial pleasure in the knowledge of Mrs. Brookfield's intended publication. The letters in the April number are about twenty, of varying length, written from 1847 to 1849—several of the longer ones from Paris, Brussels, and elsewhere on the Continent. It would be difficult to speak too strongly of the interest and value of the longer letters in this and the following instalments, and of the great importance of many to a true understanding of Thackeray's character. They are like reading a new and more than ever interesting story from the well-known pen; but one with an intimate personal character which no other could have. Everything in them is intensely characteristic of Thackeray; his humour pervades them all; they abound in shrewd comments on men and events, and contain many glimpses of his own opinions and beliefs on subjects of which he seldom spoke. They are especially notable for their references to his own work; and to characters who are now everybody's friends, and whom he mentions always as though they were realities.

**REVIEWS AND NOTICES OF BOOKS.**

*The High School Drawing Course.—Practical Geometry.* By Arthur J. Reading. Toronto: Grip Printing and Publishing Co. 1887.

We cheerfully recommend this work to all masters of high schools and collegiate institutes.

Mr. Reading, the author, is already well and favourably known to our readers through his papers on Perspective contributed to the EDUCATIONAL WEEKLY. The method he has pursued in his "Practical Geometry" is this: A page is given to "Introductory Remarks" which contain admirable hints to students. Then follow fifty "Problems," with a large number of "Exercises"—the problems occupying one-half of the page; its accompanying exercises the other half, space being left for the pupil to construct his own figures. Proofs are given in the majority of instances; and often notes are appended.

The type is good, large, and well "lead." The figures are admirably clear. Abbreviations are used in the "Proofs."

High school masters, we do not hesitate to say, will welcome this work.

Should Mr. Reading bring out other editions (and the excellence of the book should necessitate this) we beg to call his attention to an error in the figure of Problem III.—the "given line, A, B," is not represented in the figure.

We need only add for the benefit of our readers that this work of Mr. Reading's is in the direct line of the "High School Drawing Course."

GINN & CO. will publish in April the *Adelphi*, of Terence; text with stage directions by Henry Preble, Instructor in Latin, Harvard College. 64 pp. Paper, 25c.

IN the April number of *Scribner's Magazine* will be begun the publication of the eagerly-awaited unpublished letters of Thackeray. It is understood that, taken together, they will form a connected narrative of that portion of the novelist's life which, heretofore, has been shrouded in mystery, the first (April) instalment consisting of letters written in 1847 and the few years following.

THE *Athenæum* understands that, after finishing the supplementary volumes of the "Arabian Nights," Sir Richard Burton proposes to bring out by private subscription, a limited number of copies of his version of "The Pentamerone of Basili." He will translate from the original Neapolitan, of which he possessed the first edition and several others. He has already prepared half of the tales; but, being very particular about exactitude, he will visit Naples and consult a professor of old Neapolitan—a dialect which Sir Richard himself spoke fluently as a boy.

MR. JAMES RUSSELL LOWELL'S lecture on "Richard III," delivered on Washington's Birthday, is printed in *The Critic* of March 5th. It caused a sensation in Chicago, it will be recollected, not so much because it questioned Shakespeare's authorship of the play, as because it was substituted for a lecture on "Practical Politics." In a leading editorial *The Critic* collates the opinions of various eminent Shakespearians on the subject of the poet's relations to the play. The article is the work of a well-known expert who quotes freely from Furnivall, Fleay, Halliwell-Phillipps, Gervinus, Dowden, Stokes, Augustus Hare, and the German critic Oechelhauser, with whose decision he substantially agrees. The subject is one of the most perplexing in the whole range of Shakespearean controversy. Browning's new book is reviewed in the same number of the paper.

UNDER the alliterative title, "Celebrities of the Century," Messrs. Cassell & Company will soon publish a most important work, which has been in course of preparation for some time past. As the title implies, it is a biographical dictionary of the century, containing condensed accounts of the lives of every man and woman who has won distinction during the years from 1800 to 1887, no matter what quarter of the globe they may be a native of. This work, which is in one large volume of convenient arrangement, is edited by Lloyd C. Sanders, of Christ Church, Oxford. Among the principal contributors are—Wilfrid S. Blunt,

Dr. Robert Brown, T. Hall Caine, H. Sutherland Edwards, H. Buxton Forman, Dr. F. J. Furnivall, Dr. R. Garnett, T. E. Kebbel, J. Cotter Morison, Sir F. A. Gore Ousley, Stanley Lane-Poole, G. Barnett Smith, Prof. Andrew Seth, and Mr. F. Wedmore. The American celebrities have been written of by and under the supervision of well-known American writers.

PROFESSOR HENRY MORLEY has nearly ready from the press of Cassell & Company, what promises to be his *magnum opus*. It is a work of magnitude as well as of importance, and when completed will fill twenty volumes. "The History of English Literature" is the subject of Professor Morley's task, and it covers the whole subject, beginning with the early times before Alfred and coming down to the present day. Professor Morley has been engaged upon this work for twenty years, and it is really an elaboration of a plan that resulted in a volume on English Writers, published in 1864. That was an octavo of some 800 pages, presently divided into half volumes, and followed in 1867 by a third half volume, which brought the story down to the invention of printing. In the meantime Professor Morley has entirely re-cast the original design, extending it and improving it in many particulars. The whole narrative will be continuous; the whole book, one. But the volumes will be grouped also in sections, which may be read as distinct Histories of periods. Each volume will be separately indexed, and, from time to time, extra title pages will be supplied for the use of readers who may wish to place any one section as a complete book upon their shelves.

D. C. HEATH & Co., Boston, will publish on May 1st, "The Earth in Space: a Manual of Astronomical Geography," by Edward P. Jackson, A.M., Instructor in Physical Science, Boston Latin School. This little book has been made as simple and perspicuous as possible, to meet the growing demand for such a text-book in schools. Numerous original cuts add very greatly to the ease with which principles, usually regarded as difficult, may be comprehended by young pupils. It has been submitted to the criticism of many practical teachers, whose suggestions have been of great assistance. Following is the table of contents:—I. Spherical Form of the Earth; How we know that the Earth is Spherical. II. Departures from the Spherical Form; How we know that the Earth is Flattened at the Poles. III. Latitude and Longitude. IV. Zones. V. Dimensions and Distances; How we know these. VI. The Sun's Rays and the Earth's Atmosphere; Gradual Changes in Light and Heat during the Day and the Year. VII. The Earth's Daily Motion; How we know that the Earth Rotates; Apparent Daily Motion of the Heavens. VIII. The Earth's Yearly Motion; How we know that the Earth Revolves. IX. The Inclination of the Axis; the Sun's Declinations; the Change of Seasons. The Variation in the Length of Day and Night. Appendix.

THE last number of Harper's Franklin Square Library is the most purely literary number that has ever appeared in that series of books for the million, and if the younger generation of readers are not acquainted with it, which is hardly probable, since it was originally published thirty-six years

ago, we advise them to procure it forthwith. It is the "Autobiography of Leigh Hunt," who, if he is less known now than he was half a century ago, was once a famous English writer, who enjoyed the friendship and love of Keats, Shelly, Lamb, and Proctor, and, for a time at least, the esteem of Byron. A poet by temperament, and genial, easy practice, his forte was prose of the discursive, chatty sort, scholarly, and in a certain sense critical, and, to those who like unstudied writing, thoroughly enjoyable, whatever the topic it illustrated or touched upon. He ranks with Lamb and Hazlitt as an essayist, and, while he lacks the oddity and quaintness of the one, and the impassioned crotchettiness of the other, he has qualities of a high order which are not found in their work, and which will probably preserve his name among nineteenth century writers of English prose. There is nothing of the kind in literature which surpasses the "Indicator" and "The Liberator." A man of letters from the day he published his "Juvenilia," in 1802, down to his death in the summer of 1859, at the age of seventy-four, he delighted in the profession which he had chosen, and which ought to have made him independent, and would, no doubt have done so if he had not been at once improvident and luxurious. Having no head for figures, as he comically deplored, he was always impecunious. The autobiography of such a man, if written with a proper regard to truth and a fair understanding of his own foibles, ought to be interesting and entertaining. And interesting and entertaining this autobiography of Leigh Hunt certainly is as much so as any literary memoir that has been published during this century. The older generation of readers, who have not forgotten their Lamb, their Hazlitt, their Indicator, and Rimini, know this, as the younger generation will, when they have read these charming confessions, and have followed them, as we hope they will, with a diligent reading of the delightful prose of Hunt.

#### BOOKS RECEIVED.

*The Year Book of the University of Toronto.* Published under authority of the Senate of the University. Edited by J. O. Miller and F. B. Hodgins. First year of publication. 1886-7 Toronto: Rowsell & Hutchison.

*Catalogue of the Books Relating to Education and Educational Subjects, in the Library of the Educational Department for Ontario, Arranged According to Topics, and in Alphabetical Order.* Toronto: Warwick & Sons. 1886.

*German Simplified.* Being a concise and lucid explanation of the principles of the German language, accompanied by numerous examples and exercises, and forming a complete course of instruction for the purposes of reading, business, and travel. Especially intended for self-instruction, but equally well adapted for use in the class-rooms of public and private schools, academies, and business colleges. By Augustin Knoflach, Corresponding Member of the Berlin Society for the Study of Modern Languages, author of "A Manual of the German Language," "Graded Exercises," etc. New York: A. Knoflach, publisher. 1885. Nos. 1, 2, 3, 4, 5.

Mathematics.

ALGEBRA SOLUTIONS.

(See page 918.)

1. SEE solution to 5, page 918.

$$2. \frac{x}{1-x^2} + \frac{y}{1-y^2} + \frac{z}{1-z^2} = \frac{4xyz}{(1-x^2)(1-y^2)(1-z^2)}$$

$$\therefore x \cdot xy^2 - xz^2 + xy^2z^2 + y - yx^2 - yz^2 + yxz^2z^2 + z - zx^2 - xy^2 + zx^2y^2 = 4xyz.$$

$$x(1 - xy) + y(1 - zy) + z(1 - yz) - xy^2 - xz^2 - zx^2 + xyz(z + y + xz + xy) = 4xyz.$$

$$1 - xy = yz + zx, \text{ etc.} \quad zy + xz + xy = 1.$$

$$\therefore 4xyz = 4xyz.$$

$$3. (a+B)^2 = \frac{b^2}{a^2}, (a-B)^2 = (a+B)^2 - 4aB =$$

$$\frac{b^2}{a^2} - \frac{4c}{a}$$

$$(a+B)^2 + (a-B)^2 = \frac{2b^2}{a^2} - \frac{4c}{a}; (a+b)^2$$

$$(a-B)^2 = \frac{b^2 - 4ab^2c}{a^4}$$

Therefore the equation required is

$$x^2 - \frac{2}{a^2} (2b^2 - 4ac)x + b^2 \frac{(b^2 - 4ac)}{a^4} =$$

4. An equation is true for certain values of the unknown quantity : an identity is true for all values of the unknown quantity. Simplifying,  $x$  vanishes ; hence it must be true for all values of  $x$ , and is therefore an identity.

$$5. 1 + \frac{2}{ax + m - 1} + 1 + \frac{2}{ax + n - 2} =$$

$$1 + \frac{2}{ax + m - 2} + 1 + \frac{2}{ax + n - 1}$$

$$\frac{2}{ax + m - 1} - \frac{2}{ax + m - 2} =$$

$$\frac{2}{ax + n - 1} - \frac{2}{ax + n - 2}$$

$$\frac{-2}{(ax + m - 1)(ax + m - 2)} =$$

$$\frac{-2}{(ax + n - 1)(ax + n - 2)}$$

$$\therefore x = \frac{3 - m - n}{2a}$$

6. Rem. of 1st = - 16. Rem. of 2nd = 7,  $\therefore Q - Q' = - 16 - 7 = - 23$ .

7. Extract the square root and put the remainder = 100. Then  $Q = 31$ .

8. If a quantity measure  $A$  and  $B$  it will measure any multiple of their sum or difference.

$$(N \times 21 - D \times 8) \div 377 = 5x^4 - 21x^3 + 1$$

$$(D \times 21 - N \times 8) \div 377x^2 = x^4 - 21x + 8.$$

Continue this process, and H.C.F. is found to be  $x^2 - 3x + 1$ ,

Fraction

$$\frac{8x^3 + 24x^2 + 64x^3 + 168x^2 + 63x + 21}{21x^3 + 63x^2 + 168x^3 + 64x^2 + 24x + 8}$$

9. Multiply  $\frac{a}{x}(b-c) + \frac{b}{y}(c-a) + \frac{c}{z}(a-b)$  by

$$\frac{a b c}{x y z} \text{ and re-arrange.}$$

$$10. 4x^2 + 24x - 153 - 4(4x^2 + 24x - 153) = 213 - 153 = 60 \text{ by subtracting } 153 \text{ from each side.}$$

$$\text{Let } y^2 = 4x^2 + 24x - 153,$$

$$\text{Then } y^2 - 4y = 60, y^2 - 4y - 60 = 0, (y - 10)(y + 6) = 0,$$

$$\therefore y = 10 \text{ or } 6,$$

$$\therefore 4x^2 + 24x - 153 = 36,$$

$$4x^2 + 24x - 189 = 0,$$

$$(2x + 21)(2x - 9) = 0,$$

$$\therefore x = -10\frac{1}{2} \text{ or } 4\frac{1}{2}.$$

$$\text{Again } 4x^2 + 24x - 153 = 100,$$

$$x \text{ is found to } = 5\frac{1}{2} \text{ or } -11\frac{1}{2}.$$

$$11. \text{ True if } \frac{1}{1+y} + \frac{1}{1+y+1} +$$

$$\frac{1}{1+z} + \frac{1}{x} = 1.$$

$$\text{if } \frac{1}{1+x+xz} + \frac{xz}{xz+x+1} + \frac{x}{x+xz+1} = 1$$

$$\text{if } \frac{1+xz+x}{1+xz+x} = 1.$$

NOTE.—In the solution to No. 6, page 918,  $(a^2 + b^2 + c^2 \text{ etc.}) (a + b + c)^2$  should be  $(a^2 + b^2 + c^2 - ab \text{ etc.})^2 (a + b + c)^2$ . J.H.T.

NOTE ON ANALLAGMATIC CURVES.

BY PROFESSOR WOLSTENHOLME.

In a curve which is its own inverse with respect to a point O, if any straight line through O meet the curve in two points P, Q so that the rectangle OP.OQ is constant, a circle can be drawn touching the curve in P, Q. Hence when we suppose Q to coincide with P, the bitangent circle will in the limit have four-point contact with the curve at P, and will therefore be a circle of curvature of maximum or minimum radius. The points of greatest or least curvature (other than the vertices) in any such curve will therefore be the points of contact of tangents drawn from a centre of inversion of the curve.

I do not remember ever to have seen this simple deduction drawn. I ought to have myself noticed it years ago, as I have two particular cases of it in my book of problems ; but in both I obtained the result in a much more laborious way. No doubt many interesting particular cases might be considered. I have not much hope of doing anything at it myself, so should be glad to have the above note published, *pro bono publico*.—From the Educational Times.

Methods and Illustrations

TEACHING ENGLISH COMPOSITION.

AS teachers have more trouble in selecting subjects than with any other duty connected with this work, it may not be out of place to consider briefly the precise nature of a good subject for an elementary class. In order to make the remarks on this point more intelligible, it will be necessary to remind the reader that all prose composition may be divided into four kinds :—

1. Narration, or the relating in language of some incident or series of incidents.
2. Description, or the picturing in language of some natural object, or the characteristics of some natural object.
3. Exposition, or the defining, explaining, and illustrating of some general notion or abstract idea.
4. Argumentation, or the establishing of the truth or falsehood of some proposition.

Now, of these four kinds of prose composition, that known as exposition is by far the most difficult, and calls for the exercise of careful thought and of trained discipline in the choice and collocation of words. It is under this class that the extensive branch of knowledge known as metaphysics is included. Yet exposition is the very class under which fall the great majority of the subjects chosen for essays in the elementary schools. Of the five hundred and sixty-six subjects given by Dr. Quackenbos, over four hundred are expository subjects, while those which are subjects of narration are broad enough to call for a large volume—such, for instance, as Ancient and Modern Greece, The Reign of the Emperor Nero, and the Era of Haroun Al Raschid.

The easiest class of subjects is that embraced under narration. The child begins to talk in narrative (as, for instance, when he gives an account of how he went out in the road and made mud pies). It is an easy and natural form of composition. Hence it follows that in the lower classes the subjects should be those of narration. As the pupil to tell the incidents of his morning walk to school, the incidents connected with the ball game of yesterday, the incidents of a fishing excursion, or any one of the events of his daily life. It will be found that he has something to say, and will say it in an easy and natural style. For many reasons it seems best to persist in this style of composition throughout all the grades of our common schools. The subjects can, of course, be adapted to the increasing knowledge of the student ; and description, exposition, and argumentation can be introduced as incidental to the narrative.

Perhaps, after the simplest and commonest experiences of every-day life, the easiest

subjects are those adapted from some interesting story or poem. Paraphrase and metaphor should early form a part of the work in composition. Take, for instance, a chapter from "Robinson Crusoe," or from one of Miss Alcott's or Mrs. Whitney's books, and let the pupil tell the same incidents in his own way, carefully avoiding the language of the author. With somewhat advanced classes this kind of work may be made profitable in more ways than one. Fiction, history, biography, travels, may all be made to contribute to the usefulness and interest of the work.

To illustrate: Suppose the teacher puts into the hands of a bright pupil Motley's masterly account of the siege of Leyden, and ask him to relate the same incidents in his own language and with somewhat less of detail. What is the result? The boy becomes intensely interested in the story; learns, perhaps for the first time, that history is more fascinating than fiction; is eager to reproduce the story, and does so with good and useful results. Nor is this all. He has probably dipped into other portions of the story of the "Dutch Republic," and is eager to paraphrase some other interesting chapter.

Now, how does this differ from the old methods? Dr. Quackenbos would, doubtless, have assigned as a subject, "The Dutch Republic," or, possibly, "William the Silent." The boy would have gathered a few encyclopedic facts, strung them together in a hurried and unnatural style, and then gladly dismissed the whole matter from his mind.

Take another example: Suppose that, instead of giving the subject, "Tennyson's Poetry," the teacher ask a class of bright girls to make a metaphor of "The Princess." The result will be, that the girls will read one poem of Tennyson's instead of reading some article about Tennyson, will invariably be charmed by the poem, and will tell the story in natural and wholesome prose.

Let the same plan be pursued with other authors, and the teacher will soon find that he is no longer vexed with the sighs and complaints of his composition class. There need be no limit to this kind of work for want of material. The short stories of Hawthorne furnish excellent material. Lowell's "Vision of Sir Launfal" cannot fail to delight and interest an advanced class. The story of young Marlow in "She Stoops to Conquer," or of Portia in "The Merchant of Venice," or of Evangeline, or of Miles Standish, will be certain to arouse enthusiasm.—*New England Journal of Education.*

#### SCHOOL-ROOM DECORATION.

A CLEAN school-room is pleasant even if wholly unadorned; but a dirty room is unsightly in spite of the most elaborate decoration. Before we begin to beautify our

school-room, therefore, let us make it clean. The greatest source of untidiness is ink. No loose ink-bottles should be allowed in the room. Ink-wells sunk in the desk are the best to use.

To keep the floor free from papers it is only necessary to provide a large wastebasket. This should be of simple and chaste design, and may be made ornamental as well as useful.

Many school-rooms are rendered unsightly and unhealthy by chalk-dust, and yet this source of annoyance and danger can be almost entirely done away by the use of what is known as the Dustless Crayon. The best eraser is made of chamois-skin.

Now, having our room bright and clean, we are ready to decorate.

Maps and globes of soft and well-arranged hues should be preferred to those of brilliant and inartistic colouring.

Passing to things not commonly considered necessary, I will first mention window-shades. Even where there are inside blinds, it will be found that shades or curtains give the school-room a home-like look, and not only aid in furnishing it, but also afford great relief to the eyes.

Pictures are within the reach of all. Good pictures exert a constant influence, gradually and insensibly raising the taste of the pupils, and refining their thoughts. But cheap pictures are far better than none; always provided they be good of their kind. A good wood-cut is better than a poor steel-engraving, and a good steel-engraving is better than a poor painting. Nothing is better than the portraits of eminent men. Views of noted places are of great interest and value. The geography lesson is more pleasantly committed if the pupils can have meanings given to the long, hard names by a glance at good pictures of the places they are studying.

Photographs of ancient sculpture illustrating classical mythology are eminently appropriate. So are photographs of classic scenes and buildings such as the plain of Troy, the ruins of Pompeii, the Coliseum and the Parthenon.

Mottoes are pretty decorations for a school-room. They have also a far greater moral power than most persons would suppose. Who can estimate the potency of the world's aphorisms and proverbs?

Nothing can be more beautiful or fitting for school adorning than flowers. It is a pretty custom of many rural towns for the little children to bring a bouquet of wild flowers each morning to a "teacher." It will be well to have a few pots of flowers always blooming in the window.

In a corner of the room should be a handsome bookcase filled with well-bound books of reference—the dictionary and cyclopaedia, of course, and a good atlas and gazetteer.

Then add as many books of travel, history and science as possible. In another corner I would have a table covered with baize, on which should be laid a daily and a weekly paper, and one or two of the leading monthly magazines. A few comfortable chairs about this table would be attractive on rainy days, before school, and during the "nooning."—*Youth's Companion.*

#### FOR PRONUNCIATION.

Troche.	Meagre.
Sesame.	Joust.
Gneiss.	Gaunt.
Groat.	Faucet.
Onyx.	Falcon.
Excise.	Cornet.
Extant.	Landau.
Hygiene.	Finale.
Prelate.	Frontier.
Minuet.	Coquetry.
Philistine.	Canine.
Trilobite.	Livelong.
Protean.	Equable.
Nemesis.	Contour.
Heraldic.	Jugular.
Iphigenia.	Morphine.
Disputant.	Probity.
Pyramidal.	Psalmody.
Hydropathy.	Curacoa.
Guild.	Damning.
Giaour.	Dolorous.

A CHILD who enters a public school has become a fractional part of a machine. He has been well understood by persons who have watched him from birth, and who are deeply interested in him. He is now transferred to the care of strangers, who meet with him only five hours in the day, and whose interest in him is restricted by the fact that he forms but a fraction—say from one and one-tenth to two and one-half per cent. of the total group of children that is entrusted to the care of the teacher. He is held by the teacher a few months and then passed on to another, again as a fraction and not as an interger. Does he not lose much as well as gain by this system? As regards his health, he loses that defence which the sympathy of the community always extends to an individual who is suffering conspicuously. Taken generally, all children in school are suffering from discomfort. Average this discomfort among ten thousand and it may not be very great for each one. But a class of fifty children is not made up of fifty averages.—*Dr. Lincoln, in Massachusetts Health Report.*

HONOUR to the true man ever who takes his life in his hands, and at all hazards, speaks the word which is given him to utter, whether men will bear or forbear, whether the end thereof is to be praise or censure, gratitude or hatred.—*John G. Whittier.*

### BETTER METHODS IN GEOGRAPHY.

THE child can gain a knowledge of the earth in two ways—through his senses and through his imagination. That very limited portion of the earth's surface which he can see he must learn by actual observation; his knowledge of the rest must come through his imagination.

Two things must here be noted. 1. All the forms of land and water, the conditions on which climate and social life depend, can be found and studied by the child in his immediate surroundings by direct observation. 2. The concepts of these forms thus built up through actual perception become the material with which the imagination constructs the forms, on a larger scale, of land and water of countries which he can not see. These concepts of the geography of his immediate surroundings are the only means by which he can see in his imagination the great world beyond.

The purpose of teaching what is sometimes called "home geography," is, therefore, to fill the mind with concepts, by direct observation, with which it may afterwards see the world.

With this object clearly in view the teacher will not make the mistake, quite common, of passing "from the school-room to the school-yard, from the school-yard to the township, from the township to the county, from the county to the state," etc. Many children have never been more than ten miles away from their homes. To these the greater part of the county in which they live is a world as unknown as Siberia or Afghanistan. To the majority of all children at the age at which this instruction is to be given, their own state, as a state, is absolutely unknown. The limits of "home geography," are the limits of the child's direct observation, however narrow this may be. As soon as you pass beyond this, he can as readily imagine Switzerland and Brazil as the adjoining township.

If the teacher clearly sees this, she will perceive the vast importance of having the child closely study and observe such an apparently insignificant "natural division of water," as the little pond in the meadow, not five yards in diameter, which seems to serve no other purpose than to furnish a bath-tub to half a dozen young geese and ducks. He is not studying a little "mud pond;" he is gaining a concept by which alone it is possible for him ever to imagine the lake, the sea, and the oceans. The lens in a telescope is in itself an unimportant piece of glass; it derives its significance from the fact that through it we can see the heavens.

The little stream that passes the school-house, or even the gutter in a rain storm, is

in itself of little account geographically; the importance of having the child closely observe it lies in the fact that a clear concept of it will enable him to construct in his imagination the Mississippi, the Hudson, the Rhine, and the Amazon. The little hillock near his home, not a hundred feet high, that affects neither the "climate" nor the "vegetation" of his father's farm, becomes important from the fact that it give him a concept by means of which he can afterwards picture in his imagination the Andes and the Alps.

When we teach the geography of France, or Germany, we teach the facts which are in themselves worth knowing; when we teach "home geography" we teach the facts which, in themselves often useless, give the child the power of "seeing" the rest of the world. Teachers who do not see this distinction, fail to realize the importance of teaching a child carefully the geography of his own home; and do it only because it is required in the course of study or recommended in books on teaching, and because they feel very certain that it is altogether harmless.

After the mind has been filled with these concepts by close and careful observation, the imagination can combine or enlarge them, and construct pictures of countries which are beyond the child's range of observation. Now, he is ready to read books which give, in childlike language, vivid descriptions of places, peoples, rivers, lakes, and mountains, in different parts of the world. All the supplementary reading in this line that the most liberal board of education can provide, will now be eagerly devoured. He will love to read, and when his mind is filled with clear concepts thus gained, he will take delight in talking and in writing—in expressing his thought. "Composition" now becomes a pleasure to him, because he is no longer required to "make bricks without straw;" and the "language lessons," in which he is required to "construct," in cold blood, "telling sentences," "asking sentences," and "exclaiming sentences," will be of little use to the teacher beyond the fact that it will shield him against the charge of being wickedly "radical," and will preserve the peace with his patrons. The spelling-book he will also continue to use, not for the sake of the children, but for the sake of the spelling-book.

If this is the purpose of teaching geography—to build up clear concepts of the earth's surface, first by observation, then through the imagination—what use can there be for all the definitions that are still given in our "primary geographies," as introductory to the subject? What is the teacher to do with them? As the boy saved his life with a pin—"by not swallowing it," so the only safe thing to do is to preserve the children's interest in geography with these definitions—by not using them. They are mere rub-

bish that will disgust children with books and with study, if they are required to memorize them. The value of a text-book on geography is determined by the amount and quality of the descriptive matter which it contains, and not by its "concise definitions," its statistical tables, or even its pictures, although the last are really valuable in their way. Any book that "describes" a country in three or four terse sentences that read like a telegram that cost six cents per word, is absolutely useless. The parts in our best geographies marked "To be read," are the only valuable parts; those marked "To be recited," it is best to omit entirely. They are put in, we imagine, to make the books sell in the communities where there are poor teachers who are not able to train pupils to get the sense of what they read, and who in this way are able to make them memorize something for purposes of recitation and examination. It is an easy way of enabling pupils to say on examination day that they do not know, and be promoted into the next grade.—*Teachers' Institute.*

### A DEVICE FOR TEACHING MORALITY.

At first I selected stories from newspapers for my grammar room, cut them into parts and numbered them, then distributed the slips through the class, and called up the numbers 1, 2, 3, etc. Each pupil became deeply interested, and in fact the class below turned in their seats and gave the strictest attention. After reading one or two of my selections, I asked the class to bring any good pieces. They quickly responded, and now we have stories of travel, of geography of manufacturing, of morality, and about all kinds. Sometimes I reject a piece, and try to give some good reason, but *always* ask the pupil to bring another. I have before me a piece for to-morrow which was passed in to-day. It is on temperance and reformation, and I feel confident that I can teach a good moral lesson from it.—*Geo. M. Slough, in New York Journal.*

In some schools the chief end of geographical study seems to be to acquire facility in drawing maps. This is making a means an end. Pupils should be taught *through* the map, and not *for the sake of* the map. Many of the geographies contain from seven hundred to eight hundred map-questions on Europe. A teacher not far from Boston recently asked his second class, in the course of four monthly examinations upon Europe, four hundred and fifty map questions. How much wiser to spend one-sixth as much time on locality, and more on surface, climate, commerce, and the people.—*The American Teacher.*

## Educational Intelligence.

### EDUCATION IN MANITOBA.

THE following new school districts in Manitoba have recently been authorized to borrow money for the building of school houses: Lore, \$500; Arizona, \$350; North-end, \$500; Meridian, \$600; Sunnyside, \$300. The amounts borrowed in this way during the last three years, have been moderate in amount and are eagerly taken by investors. The loans being repayable in annual instalments, the present debenture indebtedness of rural schools will be nearly wiped out in ten years.

The board of school trustees for the Catholic school district of Winnipeg have issued a detailed statement of receipts and expenditures of school moneys for the year ending January 15th. The balance on hand at beginning of the year was \$672.53; receipts during the year, \$7,089.32; total, \$7,761.85. Expenditures were as follows: salaries, \$3,928.17; special grants, \$250; refunds, \$585.82; rent, \$147; insurance, \$25; fuel, \$587.12; furniture, \$323.58; repairs and alterations, \$302.88; miscellaneous, \$99.94. Balance on hand, \$1,512.34.

The following, from the *Birtle Observer* gives an enterprising settler's solution of the question of a winter school for his children: Desiring to spend the winter in town, in order that his children may attend school, Mr. Thos. Howey placed his farm house on runners, hitched on five pairs of horses, and drew the building a distance of eight miles into Birtle. Here is another instance of earnestness in gaining the same object: Mr. Thos. Ferguson, of Dunstan school district, has given one-half of his dwelling to be used as a school-room, free of charge during the winter months. Miss Hill is presiding as teacher over twenty or thirty pupils, and is giving the utmost satisfaction to her employers.

The Portage la Prairie *Liberal* has the following: "A meeting of the school committee was held in the council chamber on the 3rd ult. The collector reported that upwards of \$1,000 had been collected and it was resolved that the salaries due the teachers be paid at once, and that six teachers be engaged on as reasonable terms as possible and the school re-opened on Monday the 10th ult. It was also decided to charge non-resident pupils a fee of \$1 per month in advance. Resident pupils whose parents or guardians refuse or neglect to pay the school tax, will also be charged a similar fee. Several accounts were passed. The committee are fully alive to the necessity of keeping our school open and they earnestly hope that the citizens will give them a cordial and substantial support." The people of the Portage are operating their schools under difficulties. It is to be

hoped that a brighter day will soon dawn, and that the schools may again take the high position they have hitherto held among the schools of the province.

### WINNIPEG SCHOOL STAFF.

THE following is a list of the teachers in Winnipeg and the salaries they receive:—

Collegiate Institute—A. Bowerman, M.A. \$1,500; W. A. McIntyre, B.A., \$1,300; E. S. Popham, M.A., \$1,200.

Boys' Central School—E. A. Blakely, \$1,200; P. F. Reid, \$1,100; J. A. Greig, \$1,050; T. J. Bamford, \$1,000; Miss B. Mabee, \$600; A. B. Stewart, \$600; L. Hartney, \$575; G. Lethbridge, \$500; N. Agnew, \$525.

Girls' Central School—E. A. Garratt, \$1,150; Aggie Eyres, \$675; Rose Currie (substitute), \$500; Jessie McDiarmid, \$525; G. E. Sharpe, \$650; M. Christie, \$600; Stella Roblin, \$550; I. M. Ferguson, \$575.

Carlton School—F. F. Kerr, \$1,150; E. R. Kerr, \$650; Lula Zinkan, \$625; M. E. Paterson, \$600; Annie Currie, \$600; Kate McEwan, \$575; Isabella Hargrave, \$550; Maggie Agnew, \$575.

Euclid School—John H. Mulvy, B.A., \$1,000; S. E. Buchan, \$600; H. M. McDougall, \$525; M. B. Harris, \$525; Nellie Braden (substitute), \$500.

Argyle School—N. Hewitt (Principal) \$1,050; M. L. Barber, \$575; J. E. Wallace, \$600; A. M. Lant, \$500.

Dufferin School—T. H. Schofield, B.A., \$1,000; E. Parsons, \$600; Maria Killock, \$525; Annie McLeod, \$525; M. Destrussay, \$550; A. L. Morrison, \$550.

Louise School—B. Rogers, \$575.

Pinkham School—A. Talbot, \$625.

Machray School—Annie Jeffrey, \$525.

Mulvey School—S. Erskine, \$950.

Tombina School—E. M. Armstrong, \$525.

THE Ross Bible has been ejected from the public school at Hyde Park, and also the teacher who introduced it. All the trustees, too, are Reformers.—*London Correspondent of the Mail.*

MR. VANTRESS, assistant teacher in the Dutton High School, has handed in his resignation, to take effect on the 16th of the present month. The board of trustees has accepted his resignation.

MISS LOUISA LIRBY, of Pembroke, who attended the autumn session of the Kenfrew Model School, has been engaged as teacher of School No. 5, March township, Carleton county, and left on the 27th ult. to begin her labours.

THE following gentlemen have been appointed examiners for the University of Toronto:—Physics, T. J. Mulvey, B.A.; Italian, and associate examiner in French and German, D. R. Keys, B.A.; History and Civil Polity, W. J. Robertson, B.A., LL.B.

A PUPILS' reception is given at the Ottawa Ladies' College every Friday evening, when one of the lady students acts as hostess and entertains a number of friends, providing a programme of

music and other enjoyments, besides serving up coffee and cake to her guests. These Friday evening receptions are part of the regular studies of the college for the purpose of educating and instructing the lady students in the manner of receiving and entertaining guests.

THE sixth annual conversazione of the Toronto Teachers' Association, which was held recently in the normal school building, was the most successful that organization has yet held. The building was not so crowded as on previous occasions, and that fact contributed to the enjoyment of those present. In the early part of the evening an excellent musical and literary programme was rendered in the amphitheatre. Mr. C. A. B. Brown, chairman of the school board, presided. Mayor Howland was present, and gave a brief address.

AT the last meeting of the Toronto Board of Education it was decided to refuse any extension of teachers' certificates in future. The re-modelling of the Central School was left over on account of the large expenditure for the new Hunter Street School and the gymnasium and additions at the the collegiate institute. The estimates for 1888 were passed, though a good many members are still unable to understand why the board of 1887 should deal with the finances of a new year. A debt of \$10,000 is not provided for in the estimates, but is carried over for another year.

THE University of Manitoba committee appointed to consider the terms on which the University could receive the 250,000 acres of land from the Dominion Government reported proposing a method of administration, giving as one of the objects of the proposed endowment the purchase of a suitable site and the erection and furnishing of university buildings, as well as any other purpose contemplated by the Dominion act. The report of the committee was unanimously adopted. On motion of Dr. Bryce, seconded by Dean Grisdale, the following committee was appointed to take all further necessary steps in connection with proposed Dominion land grant: Rev. Father Lacey (convener), the Chancellor, Vice-Chancellor, Archbishop Tache, Dean Grisdale, Canon O'Meara, Dr. Bryce, Rev. C. B. Pitblado, Dr. King, Archdeacon Pinkham, Father Drummond, Dr. Paterson, Dr. Blanchard, J. A. M. Atkins and the registrar.

A MUSICAL and literary entertainment was given on Feb. 26th at Steinway Hall by the New York Teachers' Association, and was largely attended by the members and their friends. Mr. Elijah Howland, president of the Association came forward at the close of the first part to inform his audience that, as a result of the efforts of their deputation at Albany, they were assured against any reduction of their salaries for the coming year, the Board of Estimates and apportionment having received authority to grant the same amount as last year, and that the money should be granted without specification. Mr. Draper's bill putting powers of appointment of teachers into the hands of the State Superintendent had been so altered as to exclude New York and Brooklyn, and with regard to the other bill no interference would be authorized by its provisions with the present system by which the local public school teachers received and held their appointments. All these announcements were welcomed with much applause.

## Table Talk.

"WHAT is it to be a gentleman? It is to have lofty aims, to lead a pure life, to keep your honour virgin, to have the esteem of your fellow-citizens and the love of your fireside, to bear good fortune meekly, to suffer evil with constancy, and through evil and good to maintain the truth always. Show me the happy man whose life exhibits these qualities, and him we will salute as a gentleman, whatever his rank in life may be. Show me the prince who possesses them, and he may be sure of our love and loyalty."—*Thackeray*.

THE messenger of the Canada Life was in the post office a few days ago posting letters, when he was accosted by a fine looking individual, apparently a farmer, with the inquiry, "What are those things on your letters?" On being informed that they were postage stamps, the intelligent party wanted to know what they were for, and the price of them, and a lot of information bearing on the subject, as he had two letters to post, and wasn't aware that anything more was necessary than to merely drop them in the box. The use of postage stamps being explained, he went to the wicket to purchase what was requisite. How is this for the state of education in these days of schools and newspapers.—*Hamilton Times*.

THERE was a time, not so long ago, when London could present the remarkable spectacle of a blindfolded gentleman and a thought-reader dragging each other through the streets in quest of a hidden pin. The craze for thought-reading has subsided here, but it has broken out in Spain. Mr. Stuart Cumberland is there at present, and signs are not wanting that he had better clear out. The Spaniards do not consider his thought-reading an imposture. Far from it; the clergy and Ultramontane newspapers, the metaphysicians, and the men of physical science, have been giving it their anxious consideration, and they have agreed unanimously that Mr. Cumberland's gifts are supernatural. In the words of the Marquis de Pidal, they are "a present from Satan." Though the Inquisition has had its day, Spain is not a pleasant country to live in for a man generally believed to be in league with the Evil One. The age of faith—Mr. Cotter Morrison will regret to hear—is not quite over, at any rate in Spain.—*Ex*.

AT the Stationers' dinner the other night Mark Twain made a speech into which he introduced some extracts from a little book that Cassell & Co. are to publish in the spring. The book is called "English as She is Taught"; and it is made up from the note-book of a public school teacher not many miles from New York, who has preserved all the amusing mistakes her pupils have made during the past few years. The compilation is one that nobody with a well-regulated sense of humor can read without shouts of laughter. In the perfect seriousness of the blunders lies their absurdity. I quote from Mr. Clemens' speech: "Here are some of their answers to words they were asked to define: 'Auriferous—pertaining to an orifice'; 'Ammonia—the food of the Gods'; 'Equestrian—one who asks questions'; 'Parasite a kind of umbrella'; 'Ipecac—a man who likes a good dinner.' And here is this definition of an ancient word honored by a great party: 'Republi-

can—a sinner mentioned in the Bible.' And here is an innocent deliverance of a zoological kind: 'There are a great many donkeys in the theological gardens.' Here also is a definition which really isn't very bad in its way: 'Demagogue—a vessel containing beer and other liquids.' Here, too, is a sample of a boy's composition on girls, which, I must say, I rather like: 'Girls are very stuckup and dignified in their manner and behaviour. They think more of dress than anything, and like to play with dows and rags. They cry if they see a cow in the far distance and are afraid of guns. They stay at home all the time and go to church every Sunday. They are always sick. They are always funny and making fun of boys hands and say how dirty. They can't play marbles. I pity them, poor things. They make fun of boys, and then turn round and love them. I don't believe they ever killed a cat or anything. They look out every nite and say, 'Oh, an't the moon lovely!' This is one thing I have not told and that is they al-ways now their lessons bettern boys.'"

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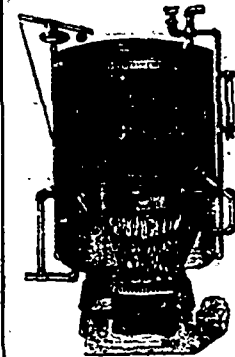
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