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THE subject of teachers' salaries is one that is of general interest to very many of our readers. Mr. Matthew Arnold, who was examined before the Royal Commission lately sitting in England, upon his acquaintance with the school systems of the Continent of Europe, said in speaking of salaries, that those paid to teachers in France, have very much increased of late, but they are not so high as in England. He thought they would be about two-thirds as much. In Prussia salaries varied, but

he had found them in all cases better than he expected from his experience twenty years ago. They are below the English standard, which he considered unique, but they were better than is generally imagined. Teachers in Germany do not get annual increases of salary, but they get increases at certain intervals. They do not arrive at the maximum amount so quickly as in England. It is very difficult to find out what is the salary of a head teacher in Paris. There are additional allowances, the municipality allowing so much for this and so much for that. He did not think that the salaries with allowances would run higher than \$900 per annum. There may be three or four, or half-a-dozen who go above that amount. Some might go as high as \$1,000. In Paris \$900 per annum was a large salary. Salaries in all cases abroad were fixed with allowances. In Germany, for instance, there was universally an allowance for fuel. The teacher knows at the beginning of the year what his income will be, but it is made up in a number of ways that one would not expect. In considering the salaries regard must be had to the pensions teachers obtained. He would certainly recommend that a system of superannuation should be adopted in England. In France a teacher was eligible for a pension at sixty-five or sixty. A teacher, after ten years' service, has a claim to something if he is compelled to retire, and after the age of sixty or sixty-five he has two-thirds of his salary. In giving his impression as to the salaries paid abroad, he had left out of account the value of the pension, though reckoning that in, he still thought the salaries were lower than those in England.

IN a recent address Prof. Brainerd Kellogg, of Brooklyn, N.Y., referring to the use of the Latin language said that the Anglo-Saxon in our speech is quite inadequate for all our needs—that the Latin and Greek words in it are, in the strongest sense of the term, necessary. To be necessary, a word need not be often used, one memorable service outweighing in

value a multitude of trivial services. He instanced in illustration the 5,000 once used words of Shakespeare, words which give such charm and effectiveness to the great dramatic dramatist's style. The professor regretted the terms "foreign" and "alien," as applied to the Latin and Greek in English. Mingling freely with the Anglo-Saxon in every sentence, it is often with great difficulty that the classical words can be distinguished from the Anglo-Saxon. He gave scores and scores of Latin and Greek nouns, adjectives, and verbs in every-day use—words aptly and easily handled, even by the uneducated—and concluded by deprecating the unwise effort now making to force usage back to the Saxon.

THE enlightenment which has come of education, of partial knowledge of the conditions of production, says a writer in the *Forum*, demands organization, not only of the labour forces, but of the capitalistic forces of the country. Industry is organized; that is, production is the result of large combinations. The old domestic ways of producing commodities have passed, never to return. The world cannot get down from great industrial organization to individual methods. This admitted, all other things must change that bear upon production, so far as vital forces are concerned. Men treating with men as individuals cannot succeed, except in the narrowest individual way. Representatives must deal with representatives now; and the struggle of one side to have its representatives heard, and the other, although in themselves representatives of great industrial organizations, not to hear, causes friction. A broader comprehension of the vital principles of Government, of the intelligent representation of great bodies, of the power of dealing with each other through representatives, leading to the highest form of conciliation and arbitration, will show organization, complete, fair, just, intelligent, to be one of the chief industrial necessities of the nearest future.

Contemporary Thought.

THERE are thousands of families doomed to indigence, disappointment, misery, through life, that might have lived at least in decent poverty and with self-respect, but to-day are plunged in hopeless ruin by drink, and are sinking out of sight in the quicksand. —George Frederic Parsons, in the *Atlantic Monthly*.

THE unwarranted lengths to which lawyers too often go, under the shield of privileges afforded them by the Courts, in brow-beating witnesses and denouncing those connected with the opposing side of the case, compels most people to sympathize with those who, like the policemen of Loughrea, are stung by injustice into violent manifestations of their indignation. The Bench, under whose protection witnesses are, is governed rather by the feelings and traditions of the Bar in the matter than by sentiments of justice and humanity.—*Montreal Witness*.

THE necessity of secondary and higher schools was en'anced by Mr. E. Crossley, M.P., who spoke on Saturday evening at the opening soiree of the Luddendenfoot Mechanic's Institute, held in the Congregational School, Leeds, England. Mr. R. Whitworth, Halifax, presided, and was supported by Mr. E. Crossley, M.P.; Mr. J. B. Slack, M.A., Ripley; Dr. Thompson, Mytholmroyd; Mr. W. C. Barber, Halifax, and several clergymen. Mr. Crossley, M.P., in the course of his speech, said that they would find that their Government would devote a large share of attention to the great work of national education. They were now only in the beginning. To do justice to the education of the country, they must have secondary and higher schools, and make the pathway so that youths might be able to attain to the highest positions of eminence. That was essential to the prosperity of their country. The education at present was in need of reform. Mr. M. Arnold had, within the last twelve months, visited many continental schools at the request of the Government. The special characteristics of the schools in Germany, Switzerland and France were that they understood better the principles of teaching than they did in England. They had a broader and a wider basis. They cultivated the reasoning faculties, and as a consequence the minds brought under this mode of teaching were strengthened, and when they came to the higher schools they appreciated it. In England there was too much tendency to give children complicated study, too hard for their mental power and capacity. They ought to begin with simple and salient facts, and talk and exercise their thoughts and reasoning powers. When they had thus spent several years, they could proceed with abstract reasoning and refined theory. England's prosperity in the past was great. They had taken the lead in manufactures. He thought it was not because of their subtle minds, but on account of their natural energy, and because they had enjoyed more peace than other nations. They had been making use of their resources to the best advantage, but they were pressed by the German, French, and other continental peoples, and it was by being well informed as to what these people were doing that they were able to keep abreast of them. To do that it was of the highest importance that education should receive a great share of attention.—*Leeds Times (Eng.)*

Bradstreet's contains an instructive article on a half century of sanitary progress. It says one of the most marked characteristics of the present day is the increased attention paid to matters of sanitation, and in no other direction perhaps has more striking evidence of social progress been made in the last half century. Sanitary inspection and regulations is now considered a necessary part of municipal government. It is considered necessary for the public safety and for the moral and physical well-being of the community, and it is no longer left to the voluntary action of each individual. A man has no more right to keep his own premises in a condition to produce disease and death in the neighbourhood than he has to endanger the property of his neighbours by setting his own property on fire. A half century ago the sanitary condition of England was anything but satisfactory. At that time one-tenth of the population of London, and one-seventh of the population of Liverpool, it was said, lived in cellars. In 1848 Parliament passed an act creating a general board of health. Prior to this, however, legislation had been had with a view to encourage cleanliness among the working classes. Steps were taken also to secure a proper supply of water in towns, and proper drainage. The General Board of Health had no inconsiderable power for the construction of dwellings. They were authorized to manage, repair and clean the streets, to cleanse and regulate sewers, and to abate nuisances. Under the law, wherever the reports showed that the number of deaths in the preceding seven years exceeded twenty-three per 1,000, the General Board was authorized to send an inspector to inspect the sanitary condition of the locality. Since 1848 upwards of \$650,000,000 have been expended upon sanitary works. The effect has been that the annual death rate of the United Kingdom has diminished 2½ per cent. in half a century. The statistics, however, show that the improvements in towns and cities have not kept pace with the rural districts. It is more difficult to build comfortable houses and provide for the well-being of the poorer classes in towns and cities than in the agricultural portions of the United Kingdom, and we dare say that the same rule applies elsewhere.—*London Advertiser*.

HENRY GEORGE, in the lecture which he delivered in Montreal some time ago, represented work as an unmitigated evil, distasteful to men of every class and condition. He ridiculed those economists and moralists who regard work in itself as a good thing, and he stigmatized those who maintain that men enjoy work as either fools or hypocrites. "I don't like work," he said, "and I don't believe that any one else does." Now, Mr. Henry George is a thinker, a writer, a philosopher and a promulgator of a strange doctrine with regard to the ownership of land, which most people find difficult to comprehend. They cannot see that his conclusions logically follow from his premises, and they find it very hard to believe that most of the evils which afflict modern society are caused by individuals being permitted to have what in reality amounts to an absolute property in land. But those of them who are modest and unprejudiced are inclined to doubt the soundness of their own conclusions; they have their misgivings as to their ability to form a cor-

rect judgment on Mr. George's elaborate theories, and fear that if they do not agree with him, the error must be theirs and not his. He has spent almost a lifetime in studying the subject, they have been able to give it only a few hours' consideration, and they naturally feel that it is a little presumptuous in them to place their crude and hastily formed views in opposition to his matured opinions. The subject may be too difficult for them, and the argument too complicated to be readily followed and understood. But when the great land reformer comes to talk about work, he deals with a subject that comes within the range of their experience, and when he boldly and confidently says what they know to be untrue about work, they naturally, and with good reason, conclude that if he makes a gross and palpable mistake on such a simple subject as that, he is liable to fall into error on one that is much harder to understand. We say unhesitatingly that every man's experience tells him that the very opposite of what Henry George says about work is true. Men, as a rule, like work. Man is as much a working animal as he is a "land animal." As soon as he emerges from infancy man delights in the exercise of brain and muscle. How restless children are, and how proud they are to be of use. How long and perseveringly some of them will work to accomplish some object on which they have set their hearts. The purest, the keenest, as well as the most lasting enjoyment, that men are capable of consists in the exercise of mind and body for some useful purpose. Who has not felt that the very act of working, irrespective of the object to be gained by it, is a positive pleasure? Take any man who is worth anything and ask him if he has not enjoyed life more when he has been at work than when he has been idle, and the answer will be in ninety-nine cases out of a hundred an emphatic affirmative. And this is only according to Nature's great plan. Nature never works aimlessly. When she gives powers and capabilities, she also gives the will to exercise them and a delight in their exercise. The strong man rejoices in his strength, be it of body or of mind. What would be the greatest punishment that could be inflicted on a man of such activity of mind and body as Henry George himself? Why, to condemn him to be idle. Work is not merely a habit with such a man. It is a necessity. He not like work? He would be miserable without it. Of course the work which men like must be congenial, and by "congenial" we mean that which a man can successfully accomplish. The work of Sisyphus is torture, not because it is work, but because his labour accomplishes nothing. If he could manage to roll the stone up the hill, no matter how slowly or with how much toil, it would have its compensation and its gratification. We are inclined to believe that the man doomed to ceaseless, resultless work is less to be pitied than one compelled to pass an existence without employment of any kind. Such an existence for a rational being would be simply unendurable. So erroneous are the utterances of Mr. Henry George with regard to this matter of work that the intelligent reader who considers them thoughtfully will come to the conclusion that if the author of "Progress and Poverty" is as far astray on the Land Question as he is on the "work" question, it is not safe to trust him as a guide on great and far-reaching questions of social reform.—*Montreal Star*.

Notes and Comments.

A GYMNASIUM building, exclusively for the use of women, is nearly completed at Garrison and St. Botolph streets, Boston. It is 100 by 79 feet, has six bowling alleys, a good tennis court, a perfectly appointed gymnasium hall, a running track of twenty laps to the mile, made of a patent composition of glue and felt; hot and cold water baths, and, indeed, every appliance that women could desire in a gymnasium, even to a piano.

A MOVEMENT has begun, says the *Montreal Witness*, for the erection of a statue to Jacques Cartier in Quebec. The promoters are all French Canadians. We think English and Scotch and Irish Canadians as well ought to join in this truly national work. Jacques Cartier is not only a French hero, but one of the world's heroes, and the one whom Canadians of all nationalities should rejoice to honour. Quebec ought to be full of national monuments. It is the historical capital of Canada.

WE regret that, owing to the obscure writing of our informants, the salaries of Miss Laura Clark and Miss Maggie McColl, of Sarnia public school, were incorrectly stated in our issue of 6th January, No. 103; the sum should have been printed \$275 each. We desire also to point out errors in our same issue in the list given of teachers engaged by the Enniskillen board of trustees: Miss M. Brown, 1st assistant in No. 12, receives a salary of \$275, and not \$225 as stated; and the name of Miss E. Home is incorrectly printed Horne.

A L'ORIGINAL journal says: "Mr. J. L. Tilley, Inspector of Model schools, and Mr. Somerby, County Inspector for Prescott, have gone to L'Original, where they will act as a special commission to enquire into the sectarian differences between the school supporters there. It appears that some years ago the sum of \$12,000 was raised for the purpose of building a Common school. The Protestant Public school supporters now want Protestant Separate schools, but cannot rid themselves of their portion of the liability for the indentures. This has caused considerable ill-feeling, and these gentlemen were sent down to endeavour to devise means for allaying it."

AN Address on Elementary Education was delivered at Keighley, England, by Professor Bodington, of the Yorkshire College, in presenting the prizes at a meeting of the Airedale Pupil Teachers' Association. In the course of his remarks he said:—Of all the educational work at the present day there was none more important, none fraught with more happiness and assistance to the people of the country than the system of elementary education in their schools. He asked the teachers to look at how much was

due to their moral and intellectual power upon the children. No teacher should be without moral strength, however much his intellectual abilities were valued at, and he ventured to say that no good teacher could afford to be anything but a good man or a good woman. The great teachers of the world had been and were teachers signalized by moral strength. He hoped in their association were teachers full of good moral strength and sterling intellectual abilities. As to "cramming," he was glad to notice the association discouraged it, for it caused mental indigestion. He urged them to persevere in their work, and pointed out that genius was nothing more than "an infinite capacity for taking pains." Such an association as theirs was of the most importance, because it was just now that the teachers received that training which would benefit them in future work. He recognized the valuable work of the great body of teachers, their energy and their aptitude. As one of the remedies of the shortcomings and incompleteness of their educational machinery he advocated the advisability of a closer connection of their training colleges with the great universities.—*Leeds Times*.

AN Ottawa despatch says that "Dr. Selwyn, director of the Geological Survey of Canada, who has just returned from England, where he has been a Canadian commissioner to the Colonial Exhibition, considers it to have been of immense benefit to all the colonies, but to Canada especially, as it had placed before the English public samples of nearly all the Canadian manufactures and products, and has shown them that it would be advantageous to themselves to import many branches of Canadian manufactures, such as furniture, organs, carriages, wood and other wooden manufactures which, on account of the abundant supply of splendid wood in Canada, can be manufactured and exported to England much cheaper than they can be manufactured in that country. The exhibition has had the effect also of making the English people better acquainted with this country, and dispelling many erroneous impressions. Up to the time it was opened, he says, many people in England had never heard of Canada except as an arid wilderness, covered nearly all the year round with snow and ice, but when the array of Canadian exhibits were exposed to their astonished gaze all England rang with the praises of Canada. As a practical proof of this, in many of the country towns of England before the exhibition was opened, one would see placards on shop windows reading: 'American butter,' 'American cheese,' on goods which in reality were none other than Canadian which people supposed came from the United States and not from Canada. When the exhibition placed before them the products of Canada, quickly the

old placards were replaced by others reading: 'Canadian butter,' 'Canadian cheese,' etc. Then the exhibition has had the effect of awakening among English capitalists an interest in Canadian minerals, such as iron ore, gold, silver, copper, etc., and it is expected that before long considerable English capital will be invested in Canadian minerals. Up to the present time the English carriage and coach makers have been getting their hard woods from the United States, but the effect of the Canadian exhibits of hard woods has been to lead the carriage manufacturers of England to import their wood from Canada instead."

THE Right Hon. A. J. Mundella, M.P., was present at the annual speech day of the Bedford County School (England.) Among those present were Mr. Whitbread, M.P., Lord Charles Russell, Mr. James Howard, Mr. F. Seeborn, Mr. J. Hawkins, the Mayor of Bedford, and the Head Master of the Bedford schools. Mr. Mundella said he considered that our English middle class was probably among the worst educated middle class in the world. He quite accepted the views of Mr. Matthew Arnold in his recent report, and he wished to bring home to the minds of parents how much the elementary education of the Continent was linked with their secondary education, how high was the standard of their elementary education, and the need to organize secondary education in this country. He had little anxiety about the elementary education, but our secondary education still remained untouched by the State. He did not think it would be to the interest of the nation that it should remain untouched much longer. It was hard upon those who had to pay school rates for the education of other people's children that they should derive no direct benefit from it, and not merely in the interest of the nation, something would have to be done to enable this country to hold its own in the competition with the world. After referring to the recent inquiries into this subject, and strongly advocating the necessity of teaching science and imparting technical education, Mr. Mundella instanced several respects in which Germany, France, Switzerland and Italy were coming to the front in this matter, and by their more perfect systems of middle-class education were becoming dangerous rivals in matters affecting the best interests of this country. It was deplorable to find in the application of science to industry how far we were in the rear of foreigners. He was constantly receiving inquiries as to what parents should do with their sons, and he replied by first asking if the boys had been well educated, if that was not the case he could not tell what they should do. There was a poor future before the badly-educated son of the middle-class man.—*London, (Eng.,) Schoolmaster*.

Literature and Science.

DOMESDAY.

It is just eight hundred years since Domesday Book was compiled; and we shall soon be hearing a good deal about it. For one thing, its eighth centenary is to be celebrated by a series of meetings of the Royal Historical Society at which papers will be read on the contents of Domesday, and a publication of a volume of studies upon it will follow. There will also be an exhibition of Domesday Book itself and other records of a kindred nature preserved at the Record Office and at the British Museum. The subjects to be dealt with at the meetings will be the history of the survey; and the purpose, occasion, and object of its compilation, its geographical limits, the omission of certain districts from it, the much disputed subject of tenures mentioned in it, and the social standing of the communities described. About all these things we shall before the end of the month hear much that is new; as each of these subjects will be dealt with in the light of the vast mass of extraneous evidence which antiquarian students have in recent years made available.

The name of Domesday calls to mind one of the many efforts which William the Conqueror is represented as having made to squeeze the last penny out of our unfortunate Saxon forefathers. But let us for a moment consider how the survey was taken, and then judge of its probable object and of the results it effected. Special commissioners were appointed, called the *legati regis*. They were to inquire—upon the oaths of the sheriffs of the counties, the lords or owners of manors, the reeves of the hundreds, and the bailiffs and six of the *villani* of each village—into the name of every place; who held it in Edward the Confessor's time, and who was then the possessor; the area of the place and its population; the social standing and condition of the inhabitants; the nature of the land and how it was divided. The value of all this was to be estimated under three different heads: firstly, as it was in the Confessor's time; secondly, as it was when bestowed by the Conqueror; and, lastly, as it stood at the time of the survey. If these questions were properly answered, a very valuable description of the country would be produced; and there is plenty of evidence to show that it was compiled quite as much for the benefit of the people as for the benefit of the sovereign. There are frequent entries in the book to show that its compilation led to the restitution of property held by some wrongful title to its rightful owner. This being so, there was little need for the author of the Saxon Chronicle to criticise the minuteness of detail required by writing: "So very narrowly" did the king cause it "to be traced

out, that there was not a single hide, nor one virgate of land, nor even, shame to tell (though it seemed to him no shame to do it), an ox, a cow, or a swine, that was not set down." As a matter of fact, however, the information given was often more extensive than that required by the king's precept. In very few cases the owners of land refuse to make their own returns; and when they did there was certainly no injustice in the valuation of their property, for in such cases it was ascertained on the most equitable basis possible.

There is not very much about forests in Domesday; they were not an object of assessment, and were of private and especial jurisdiction; four only, besides the New Forest, are mentioned. These four are: Windsor, Gravelings in Wiltshire, Wimborne in Dorsetshire, and Whichwood in Oxfordshire. Of course the allusions to the New Forest are especially interesting. All the chroniclers agree in their reproach of Duke William for his action in laying out this hunting-ground, and there is nothing in Domesday to suggest that their condemnation is unwarrantable. The survey of that part of Hampshire paints a vivid picture of the work of afforestation which had been carried out in the twenty years of his reign, and also bears witness to the alleged destruction of churches and ecclesiastical property. Only two churches are mentioned as then existing in that portion of the county, while in the remainder of it we find one hundred and fifteen. Of course it must be borne in mind that the survey does not profess to take note of churches at all; still, taken in connection with the allegation that William swept away every ecclesiastical building which hindered the making of the forest, it is a notable fact that of the one hundred and seventeen churches in Hampshire only two occur in the afforested part of the county. Domesday affords a clear insight into the state of cultivation of the land, and brings to mind an almost forgotten branch of husbandry in England. The culture of the vine for wine production is noticed at Bistesham, in Berkshire, at Wilcote, in Wiltshire, Hantun, in Worcestershire, and in various parts of Essex. Those who have been bustling about Holborn to-day will find it hard to picture the site of that thoroughfare in the time of Domesday, when William the Chamberlain made especial render to the king's sheriff for land in "Holeburne, in Middlesex," where grew his "vineyard." The "village of Westminster," too, could boast of its vineries. Throughout the survey we find frequent allusion to salt-works; those mentioned in seaboard counties being ponds, or *panns*, for producing sea salt by evaporation; those in the inland counties being brine or salt springs. Rock salt was not yet known in England. Oddly enough, the first pits of

fossil salt were found in Cheshire in 1670, on the very spot where Domesday mentions brine-springs. There are few allusions to the mineral productions of the country. Not a word is said about tin in Cornwall. Iron is mentioned in several counties, and lead-works are referred to in the king's demesnes in Derbyshire. Fisheries formed an important source of rent; they were mostly of eels or herrings. Salmon fisheries are noticed in the possessions of Juhdel de Totenais—one at Lodeswille and another at Corneorde; each yielded a rent of thirty salmon a year. The Church of St. Peter of Gloucester received sixteen salmon by way of rent from its own burgesses. The fishery of Etc. in Cheshire yielded annually one thousand salmon. An important fishery (though it is not clear what fish was principally taken there) also existed at Mortlake, in Surrey. Mentions of "stews" and fish-ponds occur frequently throughout the survey. Most of these belonged to religious houses; and there are some allusions to the "pitched" or "choll" nets described by the appropriate word *leimaris*, or sea hedge.

The mention of money in Domesday is worthy of some note. There is the libra, the mark, the ora, the shilling, the penny, the halfpenny, the farthing, and the "minuta." The halfpenny and farthing were literally fractions of the penny, being broken parts of it. The minuta occurs only once in the survey—in Cheshire; and Sir Henry Ellis, in his general introduction to Domesday, suggests that it was a small Northumbrian copper coin called the *styca*. A mint was one of the usual appendages of a burgh. Domesday mentions payments for the privilege of coining being made from Pevensey, Lewes, Malmesbury, Bath, Thornton, and Thetford. Mint-masters are referred to at Wallingford, Dorchester, Bridport, Wareham, Shaftesbury, Oxford, Worcester, Hereford, Huntingdon, Lincoln, Colchester, Norwich, Sudbury, and Ipswich; there were also moneyers at Hereford, Shrewsbury, Chester, and Norwich.

It is, of course, from the tenures and services set out in the survey that we gain that full insight of the inner life of Englishmen in the eleventh century which renders Domesday so valuable a study of our social history. The services performed by towns and burghs are numerous, one of the most frequent being so many days' or nights' entertainment to the sovereign; a very useful service in days when he spent nearly his whole time in going from one place to another. The "entertainment" cannot have been on a mean scale, as in the case of Oxford the whole county rendered £150 in lieu of three nights' entertainment. The services rendered to the king or to the chief lords by the meaner tenants were mostly so many days' work at the plough, or in sowing or reaping, or in attend-

ance to do some personal office, or in carrying, feeding dogs, or keeping the chase. All illustrate the servile condition of the performers. But the servility was not of Norman introduction; these services and duties had been rendered from a time then described as "immemorial;" and it is strange to note how numerous are the instances of a money render being made in lieu of the service which, in the Confessor's time, had been actually performed. Domesday also throws light upon the existing laws and their application. Among the most frequent crimes for which fines or punishment were inflicted by territorial holders were murder, highway robbery, and personal assault, with or without shedding blood; we also find mention of "hange-witha," the amercement, paid for hanging a thief without judgment or for letting him escape from custody. The entries in Domesday give us a good general view of the wealth of Church property; one of the richest churches in its lauded possessions was probably Posham, in Sussex. In the Confessor's days it had owned one hundred and twelve hides of lands, and at the date of the survey it owned seventy-five. Wellingrove in Lincolnshire, and Berchinyas, in Suffolk, were also rich in landed estates; but the generality of Church endowments were infinitely smaller, a hide or half-hide being a fair sized holding.

Some historical events are incidentally mentioned in Domesday—mostly, of course, of contemporary date. References to reigns earlier than that of Edward the Confessor are scarcely worth noticing. A stray mention occurs here and there of something happening *tempore regis Chnut*; and Queen Emma is noticed as a benefactor to Winchester. The Confessor's memory is treated with reverence whenever referred to; once he is termed *gloriosus Rex Edwardus*. In Huntingdonshire we find land in Broctone described as having been given by him to the Abbey of St. Benedict of Ramsey on account of the services which Abbot Alwin did the king whilst in Saxony. The frequent incursions made by "gallant little Wales" into the bordering counties are also alluded to. Throughout the survey Earl Harold is constantly spoken of as the "usurper" of the realm, who "invasit" the country; whilst of the Conqueror we find it said "postquam venit in Angliam"—only once is the expression "after he conquered England" used in reference to him. There is, too, a curious allusion to a trial at law held in Kent in 1072; at this Archbishop Lanfranc recovered twenty-five manors in various counties, of which the conqueror's energetic soldier-bishop Odo, of Baieux, had dis-seized him. We find also a curious personal allusion to the Conqueror, which describes his purchase of a ship by a carucate of land: "In the fields of Lincoln," says the survey, "are

twelve and a half carucates of land," of which the king gave one to a certain Ulchel "for a ship which he bought of him; but he who sold the ship is dead, so no one has the land unless the king made a grant of it."

References to Domesday have been constantly made in legal disputes from the time of Henry I., more frequently, of course, in early times than later; still it cannot be said that its use as evidence is now obsolete. Extracts from it are used in almost every case in the present day where ancient record evidence is appealed to; and in the recent disputes about Mitcham and Banstead Commons the survey played an important part. The history of its whereabouts immediately after compilation is somewhat obscure, and it seems likely that the extant copy once had a duplicate. It describes itself as the "Liber de Wintonia." A writer of contemporary date quotes passages from what he calls the "Libro de Domusdei" at Winchester and Westminster. What has become of the Winchester copy—if there ever was a distinct one—no one knows. A writer in 1634 describes the "Domesday vault" in Winchester Cathedral, "where the evidence of this kingdom was kept of old." But it is certain that from a time very little subsequent to its compilation the extant copy was kept with the great seal in the exchequer at Westminster, under treble lock and key. From the exchequer it was, in 1696, removed to the Chapter House, where it remained till taken to its present home at the Public Record Office. Here the Royal Historical Society and their friends intend to go and see it on the eight-hundredth anniversary of its birth-year.—*From St. James's Gazette.*

ASTRONOMERS have witnessed during the past decade, as Prof. Young remarks, a greater advance in optical power than ever before in a like period. Among the great refracting telescopes constructed are the 30-inch of Pulkowa, the 26-inch of Charlottesville, and the 23-inch at Princeton, for which the lenses were made in America by Clark, of Cambridge. A 27-inch telescope for Vienna has been made by Grubb, of Dublin, who is at work on one of 28 inches for the Greenwich observatory. The 19-inch telescope at Strasbourg has been turned out by Merz, of Munich. The Henry Brothers, of Paris, have made a 29-inch object glass, not yet mounted, for the Nice Observatory; while Clark has nearly finished the giant lens of all—36 inches in diameter—for the Lick observatory. Up to 1881 the greatest refractor in the world was that of the Naval observatory at Washington, with an object-glass of 26 inches, and up to 1860 there was none larger than the 15-inch of Harvard observatory.

* It should be mentioned that the Domesday at the Public Record Office is in two parts or volumes, the second of smaller volume containing the counties of Norfolk, Suffolk, and Essex only.

Special Papers.

A SINGLE PURPOSE.

ENERGY is useful only when properly controlled and rightly applied. The mighty waters on their way from their mountain cradle to their ocean tomb may thus be made to subserve the interests of man; but these same waters—thus same force let loose—bursting the barrier of banks will desolate the fairest valleys. The unused energy of one of earth's mighty rivers would provide motive power for all our machinery. The impossibility lies in our inability to apply this force when and where needed. Equally great rivers of intellectual power are flowing in this and other lands and accomplishing comparatively little, whilst an even greater impossibility arises in the attempt to husband this power and apply it to the solution of the problems of life. It belongs to the domain of Art, for cultivated intellectual power to take possession of these giant natural forces. Not all can be secured at once, so fractions must be seized upon and applied to useful legitimate ends.

The latest force of the minds trained in our Universities must be truly great. The question arises, where are those whom nature prepared to shine in special spheres? Has not experience shown that much of this power has been frittered away by a single person attempting too many things? The necessity seems to be a concentration of each man's energies. There are but few geniuses whose capacities fit them to excel in every department, to stand in lonely grandeur; but there are thousands born who may become eminent in special professions. Lord Bacon says: "He that seeketh to be eminent amongst able men hath a great task; but this is ever good for the public; but he that plots to be the only figure amongst ciphers, is the decay of a whole age." Young men often grow old in listless apathy, simply because of hesitancy, which can in no wise be counted seeming modesty, in choosing some particular profession. An author often finds more difficulty in selecting his subject than in successfully working it out. So the man who has once made a distinct choice of life's work will find the practical difficulties disappearing. Imaginary foes are worse than real ones; and experience urges on every aspirant that "lowliness is young ambition's ladder," and honest effort ennobles every craft.

John Foster in his excellent essay on "Decision of Character" says: "A man without decision can never be said to belong to himself; he belongs to whatever can make capture of him." And again, "It is wonderful how even the casualties of life seem to bow to a spirit that will not bow to them. . . . The strong wind that blows out

a taper, exasperates a powerful fire to an indefinite intensity." Throughout this essay he strives to enforce the necessity of bracing up our powers to grapple with distinct issues. This extended to all the phases of life gives rise to determined character. After a decision has been made the next thing desirable is persistency of effort for its fulfilment. But here caution may be necessary, lest prejudice be permitted to warp judgment, or superstition deter from honest investigation. It has been said, "In all superstition wise men follow fools," and it may be added that in all prejudice, men chase the phantoms of folly. Bacon says of men: "If they be not tossed upon the argument of Counsel, they will be tossed upon the waves of Fortune." Strong conviction should be accompanied by a spirit of wide-awake inquiry. Enthusiasm, open-eyed, not blind, will lead one to the truth. The man with a purpose may often be snubbed as intractable, or styled uncongenial. But he can afford it. Whilst these things should never be mistaken by anyone as unerring evidences of genius, yet they should not discourage independent action. The diamond yields with difficulty to an impression; but it may be so shaped as to become a marvel of beauty, dazzling most when exposed to the criticising rays of the noonday sun. Equal difficulty may be experienced in the formation of the most eminent characters. As examples of patient, indefatigable efforts, surmounting difficulties and achieving notable results, we may point to the stammering youth changed to the prince of orators; to a Wolsey rising from the lower ranks to the magnificence of a papal legate; to a Wilberforce labouring for forty years and finally obtaining emancipation for millions of the enslaved; to a Beaconsfield, from the plebian ranks who became the arbiter of nations. These did not entirely seclude themselves from all pursuits but one; but they had one main object and purpose, acting as a stimulus and engaging their best powers. It is a saying, "to take a soldier without ambition is to deprive him of his spurs." Still more fortuitous must be the fortune of a man without a purpose.

The application of these remarks to the student may not at once be apparent. He argues that a certain amount of general culture is necessary to make him a "full round man." But still the question remains, if, even in the course of his Academic studies, he should not have some one object chief among its fellows. Though no subject should be treated with neglect, should not the best energies be concentrated on some one subject? This feeling should be so strong as to make him willing, if necessary, to see himself outstripped in other departments. Who can entertain aught but pity

for the student whose ideas of true success are so perverted, or whose happiness depends so much upon the applause of the vulgar, that he can not pursue any desired special course even at the sacrifice of the first, second, or third place in his class? A student of true metal would even be content to be deemed singular, one-sided, quixotic, to endure the barbs of sarcasm, or the biting jest, and yet remain faithful to his honestly conceived policy. Praise, plaudits, favour, he may do without. This he cannot. Foster says: "A man of the right kind would say, they will smile, they will laugh, will they? Much good may it do them. I have something else to do than trouble myself about their mirth. I do not care if the whole neighbourhood were to laugh in a chorus. I should indeed be sorry to see or hear such a number of fools, but pleased enough to find that they considered me an outlaw to their tribe." The rule admits of few exceptions, that a man in order to ensure success should become a specialist in early life. In every life one grand central purpose should be found as a pillar of strength—a majestic oak, towering, branching, flowering, and bearing fruit, whilst offering a strong support for the clinging vines of social ties and household amity.—*The Acadia Athenaeum.*

LOWELL'S IDEA OF CULTURE.

SEVERAL years ago the author of "Kismet" wrote: "I like cultivated people, but I detest intelligent ones. I can only endure intelligence in the second generation, when it has been softened down into a habit of knowing." About the same time that quoto-maniac, Samuel Smiles, aiming at the counterfeit rather than the genuine coin, calls culture the idol that many people worship. "It is intellectual cynicism and skepticism," he says, "with a varnish of refinement."

As if to expand the meaning at which "Kismet" so cleverly hints, and redeem the word from the dishonour in which narrow thinkers so often leave it, the late oration of James Russell Lowell gives to culture its ampler sense, and makes it stand for that which the highest education forever aims to reach. "Many-sidedness of culture makes our vision clearer and keener in particulars," is his doctrine. "For the noblest definition of Science is that breadth and impartiality of view which liberates the mind from specialties, and enables it to organize whatever we learn, so that it becomes real knowledge by being brought into true and helpful relation with the rest."

The misapprehension which Mr. Lowell's discussion of culture tends to correct is not uncommon even among scholars, while there is a still larger class of people, neither scholarly nor cultured, who regard the much

abused term as designating a refuge for polished shallowness and intellectual imbecility. They think, with Mr. Smiles, that "what is called culture amounts to little," and that its votaries are a sort of literary cockneys or P. Tootses, chiefly noted for indolence and obtuse moral sense. The more subtle error of educated people is to accept the word but mistake its quality. They innocently assume that every one whose intelligence is conspicuously above the average possesses culture, even though his vesture of facts be not refined into "a habit of knowing," and as ill befits him as did the mail-armor that David had not proved. The former class wear a sneer of disgust; the latter bestow a misplaced deference.

The teacher deals, perhaps, with very few students who are destined to attain true culture; but he himself ought to strive for it, and should at least be able to perceive what it is not. To do his duty well, he ought to know that to be a very encyclopedia of facts does not insure the culture to which Mr. Lowell refers. The aim of culture is higher than the aim of scholarship, and involves a loftier self-surrender. The student pores and delves for scientific and historic facts to the end that he may possess knowledge; the truly cultivated care for facts only as means to express the highest universal truth. Emerson charges Goethe with seeking truth for the sake of culture; but Lowell sets us an ideal standard, which scorns all meaner ends and exacts entire devotion to the Light within.

Were this view of knowledge and the getting of it only a fine-spun theory, of no practical use in this age of material success, Mr. Lowell, with his keen sense of the fitness of things, would never have urged its claims before the most erudite listeners ever assembled in this country. But what force is condensed in the words, "On the map of the world you may cover Judea with your thumb, Athens with a finger-tip, and neither of them figures in the Prices Current; but they still lord it in the thought and action of every civilized man. Did not Dante cover with his hood all that was Italy six hundred years ago?" Then as if to compress into a single sentence the doctrine of culture he has advocated, and give it a practical turn, the speaker uttered:

"The most precious property of Culture and of a college as its trustee is to maintain higher ideals of life and its purpose, to keep trimmed and burning the lamps of that pharos, built by wiser than we, which warns from the reefs and shallows of popular doctrine. In proportion as there are more thoroughly cultivated persons in a community, all the finer uses of prosperity be taught and the vulgar uses of it become disreputable."—*New England Journal of Education.*

Educational Opinion.

PRIMARY PUPILS AND PRIMARY TEACHERS.

THE first few years of the school life of young children are very important. They have a marked significance as touching their characters and careers in after life. In fact it is difficult to over-estimate the importance of the experiences of the child during these years while in attendance at school.

Among the very first lessons that should be most thoroughly instilled into the mind of the young child is the love and respect due to the faithful instructor. The relation of the teacher to the pupil at this age is a tender one. The child now steps for the first time from under the sheltering wing of the watchful, loving mother, to the care and instruction of another. A new world and untried life opens up before the child. The teacher should, therefore, most fully represent the wisdom and the untiring faithfulness of the mother in every possible phase of the relation. In all her out-goings and in-comings before the child, in every thought, in every word, and in all her acts the teacher must remember to be wisely judicious, tender and loving, and full of hope and courage in behalf of her little follower. If the little one learns to look up to her with admiration and respect it is well. Many possibilities for good are already assured.

But if through preoccupation; indifference, negligence, or want of affection, there arises in the mind of the child a distrust or a want of confidence in the integrity of the teacher; if the child returns to its home with a repulsive feeling, even slightly soured toward its new mother, there is no possible way to estimate the mischief done. The disturbed relation will be very apt to ripen into disobedience, and with future instructors, into hatred and open rebellion.

The early experiences of the child at school have great potency in determining the attractiveness of school life and its duties. The school-room should be one of the pleasantest, most charming places to which the pupil can resort. So much life and zest should be given to all the duties that they will be not only welcome and agreeable, but well worth all the sacrifices and effort required to prepare them. By the wise management of the instructor, the associations with the schoolmates should be so adjusted that the child will be drawn to them day by day with increasing affection and respect.

But once let the teacher become in the mind of the pupil a cold, unfeeling task-master, and the school very soon changes into a prison-house to the little one. Life has very few serious aspects to a healthy, active, child of five to ten years of age. He has but few aspirations for knowledge gleaned from

rules. *Reserve power is always desirable*, books, or from any other source unless it comports with the cheerful, confiding temper in which it is generally found. A child takes most kindly to instruction administered through the ears and eyes; and enjoys immensely the working of little problems with the fingers. Little children are apt to acquire a sharp distaste for the duties of school, unless their sympathies and affections are interested in the work; and once distinctly formed, this distaste is well nigh impossible to overcome. On the other hand, the one in love with the school and its employments becomes a strong educational force for the parent, who will make poor headway in fault-finding and opposition of any other kind under such circumstances. Trouble with parents always ceases when the teacher secures the co-operation and approbation of their children.

It is quite natural that young children should be more or less under the control or influence of their emotions and passions. The blood usually flows in strong currents in their little veins, while their powers of reason are dormant or quite undeveloped in most directions; and the judgment, for the want of experience, often goes quite astray. Hence they need the guiding, directing hand of the patient, faithful, discreet instructor. Those influences must be brought to bear upon them which will enable them to subdue themselves, and those faculties developed that give beauty and strength to all their acts and aspirations. In one sense they must be held down, and, in another, lifted up into freedom of thought and intelligence in action. To carry them through this critical period of development, making them cool-headed, right-minded youth, requires the wisdom of a sage.

Whatever the teacher is, the child is very soon, in some degree, to become. If the teacher is a trifle, so is the pupil. If the teacher has no high aspirations, neither has the pupil. If the teacher is reckless, hot-headed, passionate, so must the pupil become when put under the influence of such a character. The teacher without inspiration in the direction of developing the character of the pupil as to the full power of self-control and kindred virtues, should be relieved from duties and responsibilities of the office.

Obedience to properly constituted authority is one of the chief bulwarks of government and society, and of the successfully conducted school as well. Chaos or organized rebellion is the sure result of disobedience. To secure prompt and willing obedience on the part of the child, requires faithful, persistent effort. At the start the child has a will and a way of its own, which are often destructive to its own best interests, and carry an evil influence whenever and wher-

ever they are manifested. This tendency must be curbed and directed in such a way that the best instincts and the highest aspirations may be made to do service in behalf of good order.

The lesson of surrendering private, personal rights to maintain the general welfare must be persistently taught. This work should be done, too, by the teacher without making the fear of punishment an incentive to action. Nor should the teacher for a moment forget that the child, during these instructions and experiences, is learning to become a good citizen, acquiring those elements of character which will place it among the valuable members of society.

The teacher who undertakes the duty of instructing young children in the lessons of obedience, prompt and willing, to all and each of the wholesome rules of a well regulated school, and whatever further this instruction may, any does, legitimately imply, has a most arduous task, laden with responsibilities, and crowned with high honours if successfully performed.

As a rule, the earlier young children are taught to choose between things, ar- thoughts, and actions that are worthy, and those that are unworthy, the more capable are they of improving in their taste and aspirations in after years. Hence there can be no time so opportune for awaking in them, love for the beautiful, the good, and the true, as during their first years at school. The opportunities for placing them on the high road to honourable, useful lives are then abundant and full of promise; and the teacher who fails to use them to the best possible advantage, fails in one of the very highest offices of the primary teacher.—*New York School Journal*.

MR. E. H. COOK, of Potsdam, N.Y., says, and we perfectly agree with him, that systematic habit results in three great essentials of mental culture—*a.* Careful observation; *b.* Clear reflection; *c.* Correct expression.

AN American journal states that the literary resources piled in the State Library of the State of Maine, which include most of the standard authors, contain also that modern literary evolution of unbridled Philistinism known as "Peck's Bad Boy." This book is the volume most in request of all in the State Library. It should be borne in mind that the State Library by-law is accessible to only "the Governor, members of the Council and Legislature, Judges of the courts, State officials, counsel engaged in the argument of causes before the law courts, members of the Board of Agriculture, and the clergymen of Augusta, Hallowell, and Gardiner."

TORONTO:

THURSDAY, JANUARY 20, 1887.

COLLEGE EXPENSES.

THE question of the cost of college education is of particular importance in a country like ours, where the wealthy class is markedly limited in number. And it is interesting to know how the matter stands with us as compared with the other countries known as the homes of colleges and universities, and especially the United States, with whose educational institutions those of our country are continually drawn into comparison. It is safe to say that our colleges and universities afford a cheaper education than is to be found in any of the colleges or universities in the United States, which are worthy of consideration in connection with them.

We glean from a contemporary journal some interesting facts with regard to the cost of living at the best known universities to the south of us,—Harvard, Yale, Columbia and Princeton. "It can be done," we are told, "without severe privation for five hundred dollars (a year); with some ease for six hundred dollars; with perfect sufficiency for eight hundred dollars." If this were the state of matters with us, there would be little comfort to most of our young men in the above statistics. Few of them would find themselves in a position to struggle against "severe privation" on even five hundred dollars a year; and the "perfect sufficiency" to be attained with eight hundred dollars would not, we think, be within the reach of many of our young men.

But the amount for which undergraduates do as a matter of fact attempt the comforts of a college existence is of equal interest. Still speaking of the above named universities, the journal referred to goes on to say:—"The fact remains, however, that the average expenditure at the universities mentioned is about one thousand dollars a year. A student whose father is in liberal circumstances, whose habits are correct, who denies himself no reasonable gratification, and belongs to all the clubs that suit his position and tastes, spends about one thousand five hundred dollars. More than that is reckoned excessive; less approaches the moderate and economical." If this statement, too, were made with regard to colleges and universities in Canada, or in Ontario, we can picture to ourselves the horror with which many an

anxious parent and guardian would contemplate the college course of a son or ward for a number of years. But fortunately no such state of facts exists with us.

The University of Toronto, with which we are most familiar, may, we think, be taken as a fair criterion upon this point in this country; and with regard to it, it may be safely said, that an undergraduate with control of the lowest sum mentioned above.—five hundred dollars, for the college term of about eight months,—would consider himself not only in no danger of that "severe privation" which would under similar circumstances threaten the undergraduate of Harvard or Yale, but, on the contrary, in a position of comparative ease and affluence. And he who was fortunate—or unfortunate—enough to be in possession of the yearly allowance of one thousand dollars which is given us as the average expenditure in those universities, would run the risk, not of privation, or absence of reasonable gratification, but of undue and dangerous extravagance of habits. Yearly allowances, which would in Harvard or Yale be niggardly and insufficient, would here be looked upon as liberal even to indulgence.

Very many undergraduates of the University of Toronto go through their college course of three or four years on an annual allowance of not more than two hundred and fifty dollars, and that without the denial of any reasonable comforts. And it is safe to say that to a young man of those economical tastes and habits which most young men in this country have to practise, a yearly allowance of three hundred dollars is sufficient for the enjoyment of a college year of reasonable liberality, and that an allowance of four hundred dollars would allow an indulgence in all those legitimate pleasures which go to make up the highest delight of college life, including a membership in all the clubs and societies worth being connected with in college.

These figures are not so serious as those which the fathers of the undergraduates of United States colleges have to consider. And it is desirable and important that we should recognize how great are the advantages, in the matter of cost, which our University offers, over those we have considered. The university education to be procured in this Province is as cheap as can be procured under any system of education known to us.

And even as things are with us, university education is more expensive than need be. With the cramped financial condition of our Provincial University and College, it is found necessary to depart from our ruling principle of approximation to free education, in the continuance of college fees. If the Province could provide its highest educational institutions with the aid necessary to their full and adequate equipment, there would be no necessity for the fees now collected. Their abolition would make university education with us even cheaper than it is at present, and we could then be in a position to contemplate a graded system of provincial education,—from the public school to the university,—founded upon the true democratic principle of affording the highest educational facilities, and the means to their enjoyment, to the poorest among the tax-payers of our population.

OUR EXCHANGES.

The Current makes its appearance for the new year and the commencement of a new volume in a new shape and dress. We think the move is a good one, and a decided improvement, and we congratulate our contemporary thereupon. The January numbers are full of bright, spicy papers, alike interesting and timely. Chicago: The Current Publishing Co. \$4.00 a year.

The Literary World for January 5th commences a new volume, and contains an unusual amount of able and clever literary criticism, commencing with "An Introduction to Robert Browning" "Mrs. Coston's Autobiography," "A Danish Critic of Modern Authors"; and in addition to these are many other articles all of interest and value to the book lover, besides the customary wealth of Paragraphs, Correspondence, Foreign Notes, News, etc. Boston: E. H. Hames & Co.

The Library Magazine for 25th December has reached us, and is, as usual, full of pithy pointed little papers of remarkable interest. Amongst the contents of this number are "Longfellow," by Charles F. Johnson; "The Situation in the East," by Emile de Laveleye; "Socialism and Landed Property," by Prof. Henry Sidgwick; "Water or Wine," by Maurice Thompson, etc. New York, 393 Pearl street; Chicago, Clark and Adams streets; Toronto, 420 Yonge street: John B. Alden.

REVIEWS AND NOTICES OF BOOKS.

THE first number of *The Journal of Morphology* will not appear till March.

JOHN BOYLE O'REILLY's new book will be called "The Country With a Roof."

It is rumoured that the office of *The Cosmopolitan* will soon be removed from Rochester to New York.

CUPPLES, UPHAM & Co. will re-publish at once "The Creed of Andover Theological Seminary," by the Rev. D. T. Fiske.

ARCHDEACON FARRAR is writing for *Harper's Monthly* a paper on "America's Share in Westminster Abbey."

"THE Yoke of the Torah" is the title of Sidney Luska's new story, which will be published serially in Mr. S. S. McClure's syndicate of newspapers.

BEFORE the Nineteenth Century Club, last Tuesday evening, Prof. Boyesen eulogized George Eliot as a great literary artist, and Julian Hawthorne questioned her right to the title.

THE second supplementary volume of McClintock and Strong's Religious Cyclopaedia—the twelfth in the set, which it completes, will be issued in a few days by Harper & Bros.

M. P. HANDY, Erastus Brainerd, Louis N. Megargee, and D. B. Waggener have become the sole proprietors of the Philadelphia *Daily News*, and reduced its price from two cents to one.

GINN & Co. announce that they have decided to print Minn's "Manual of English Prose Literature" themselves, instead of importing the sheets, and to reduce the price from \$2.00 to \$1.50.

MISS VARINA DAVIS has written an article on "Irish Patriotism," which will appear in the February *North American Review*. It is said to be her first contribution to periodical literature.

MR. H. K. ELLIOTT, of the *Commercial Advertiser*, has written a novel of New York life in the palmy days of the Ninth Ward, which Cassell & Co. will soon publish. Its title is "The Common Chord."

JAMES A. MCMASTER, who died last week, had been the editor and proprietor of *The Freeman's Journal* for over forty years. Maurice F. Egan, his associate, succeeds him in the editorship of the paper as a matter of course.

D. C. HEATH & Co., of Boston, announce for publication early in January, "A Synopsis of the Nature and Effects of Alcohol and Narcotics," by L. H. Luce, M.D., who has given a great deal of thought and attention to this subject.

"THE Self-Revelation of God," by Prof. Samuel Harris, of Yale, will be published during the month by Charles Scribner's Sons, who also have in press, for early publication, "Some Problems of Philosophy," by Prof. Archibald Alexander, of Columbia.

MESSRS. FUNK & WAGNALLS are about to join the publishers who hover about Lafayette and Astor Places. They have leased the premises at 18 and 20 Astor Place, under the floor occupied by Taintor Brothers & Co., and formerly by the *Critic* also.

MR. QUARITCS, the London dealer in old and rare books, paid \$3,225 the other day for a perfect copy of Caxton's translation of "The Game and Playe of Chess," the first of the old printer's books that bears a date. For John Breton's tract, "The Discoverie of the North Part of Virginia," he paid \$1,325.

THE scene of J. T. Wheelwright's new book, "The Child of the Century," is laid principally in Washington, though the action begins in Boston, and is transferred to an ocean steamship, and to one or two European localities before all the characters are brought together in the national Capital. The Scribners will publish it.

ADMIRERS of the genius of the late Irwin Russell will be glad to know that the poems of that young poet are being collected, and will soon be published by a New York house. Most of them are written in the negro dialect, and Mr. Joel Chandler Harris, who is a master of negro folklore, will write an introduction to the book.

MISS KATE HILLARD, who has made a special study of Dante, is translating his prose work, "Il Convito," and hopes to have it ready in about a year. The work will contain translations of the notes and comments of the best Italian editors, and of the dedicatory epistle to Can Grande, and also all the references found in the "Convito" to Dante's other writings. Full consideration will be given to the different theories concerning Beatrice. Miss Hillard is now in Rome.

THE first three of the ten fortnightly free lectures arranged for by the Industrial Education Association are on "Education in Handicraft," by President Gilman, of Johns Hopkins, Friday, Jan. 7th; "Emancipation of the Public School," by Superintendent S. T. Dutton, of New Haven, Jan. 21st, and "The Nature and Development of Sense Perception," by Superintendent Thomas M. Balliet, of Reading, Pa., Feb. 4th. These lectures will be given at 9 University Place, at four o'clock in the afternoon.

THE first volume of the writings of Benjamin Franklin will be published by the Putnam this month. Two-thirds of the edition are already subscribed for, and the undertaking promises to be quite as successful as the Hamilton. They will also publish quite soon a volume on "Railway Reform," by Gen. E. P. Alexander, in the Questions of the Day Series; "The Conflict of East and West in Egypt," by John Eliot Bowen, son of the proprietor of *The Independent*; and "The Fall of Maximilian's Empire as Seen from a United States Gunboat," by Lieut. Seaton Schroeder.

THE first of two lectures provided for by the will of the late Augustus Graham was given in the Brooklyn Academy of Music last Sunday evening. Sir John William Dawson, of Canada, a prolific writer on scientific subjects, and President of the British Association for the Advancement of Science, discussed "The Development of the Divine Plan in the Physical History of the Earth and its Preparation for Man." He confined himself to the discussion of evolution, which he claimed was not opposed to the generally accepted idea of God's purposes in relation to man.

PROF. E. A. FREEMAN, when requested by the Messrs. Putnam to write the story of a nation for their popular Nation Series, very much to their surprise selected Sicily—a land which, he argued, "presents before all others the Story of the Nations, not of one only, but of all that have ever been of any moment in the Mediterranean." The next volumes in this series will be Miss Sara Orne Jewett's "Story of the Normans" and Mme. Ragozin's "Story of Assyria." The "Story of Chaldea," by Mme. Ragozin, has been highly praised by Profs. Max Müller and Sayce in letters to Mr. George Haven Putnam.

MR. GOTTSBERGER has the following works in press: "The Martyr of Golgotha," by Enrique Perez Escrich, from the Spanish by Adèle Jose-

phine Godoy; "The Bride of the Nile," by George Ebers, from the German by Clara Bell; "Leon Roch," by B. Perez Galdó, from the Spanish by Clara Bell; "La Haigence de Basse," by Leila-Hanoum, translated by Gen. R. E. Colston; "The Romance of a Poor Young Man," by Octave Feuillet, translated by J. Henry Hager; "Tales of Hellas," by P. Mariager, from the Danish by Mary J. Safford; "The Invalid's Own Book," a collection of recipes from various books and various countries, by Lady Cust; "The Cossacks," by Léon Tolstoi, from the Russian by Eugene Schuyler; "The Story of Jewad," by Ali Aziz Efendi, translated from the Turkish by L. J. W. Gibb; and a new and revised edition of "Poems" by Rose Terry Cooke.

The Critic has signaled its entrance upon the seventh year of its prosperous existence by removing from 18 Astor Place to 743 Broadway. It has taken a three years' lease of new offices on the second floor of the building occupied by Charles Scribner's Sons, and has for its next door neighbour the offices of *Scribner's Magazine*, the old weekly and the new monthly having each four windows overlooking the busy sidewalks of Broadway. *The Critic's* original address was only a few doors distant, and when it crossed over to Lafayette Place its success was still problematical. It returns to Broadway, after the lapse of a few years, as one of the well-established representative papers of America, and promises to grow even better and stronger every day. It is still edited by its founders, J. L. and J. B. Gilchrist, and published by The Critic Co., of which Mr. Charles E. Merrill has been the president since its organization.

LORD BYRON met Mme. de Staël at dinner at Sir Humphrey Davy's the day after her arrival in London, and the following allusion to her occurs in his recollections published in the first number of *Murray's Magazine*:—"I then saw around me but the men whom I heard daily in the Senate and met nightly in the London assemblies. I revered, I respected them; but I saw them; and neither beauty nor glory can stand this daily test. I saw the woman of whom I had heard marvels; she justified what I had heard, but she was still a mortal and made long speeches; nay, the very day of this philosophical feast in her honour she made very long speeches to those who had been accustomed to hear such only in the two houses. She interrupted Whitbread; she declaimed to Lord L.; she misunderstood Sheridan's jokes for assent; she harangued, she lectured; she preached English politics to the first of our English Whig politicians the day after her arrival in England, and, if I am not much misinformed, preached politics no less to our Tory politicians the day after."

BOOKS RECEIVED.

I. The Unseen Universe; II. The Philosophy of the Pure Sciences. By Wm. Kingdon Clifford, F.R.S. Being No. 86 of the Humboldt Library. New York: J. Fitzgerald. Price 15 cents.

Beginners' Book in French. By Sophie Doriot. Illustrated with Humorous Pictures. Boston, New York and Chicago: Ginn & Co. Small Quarto. 304 pages. Mailing price 90 cents.

Methods and Illustrations

LEARNING TO DIVIDE.

MANY pupils fail in division because they do not know their "tables." They say "7 into 59 goes"—(a long pause followed by a mere guess) "9 times." Just here the teacher shows signs of distress and often expresses himself in an unpleasant manner. He probably says, "My!!" or "Why Jimmy, I'm surprised!" "Tut, tut, tut!" or "Think, think, think; you are are not thinking." Or possibly he only opens his eyes a little wider.

The last named has the least *harm* in it, but none of them are useful, and all but the last are harmful, because they bother the pupil. He often, in fact *generally* learns his "tables" in spite of the teacher, but a great deal of valuable time is wasted. Guessing is fostered. The teacher said the right thing when he said *think*, provided the pupil has been taught how to think or what to think about. Judging from the appearance of most pupils at the time of such occurrences we infer that they have not been so taught. When a pupil fails, the teacher ought to say just enough to put the pupil in the right "track" for thinking.

The kind of failures referred to above come from presenting too much at once and presenting it in an unsystematic manner. Text-books and teachers are blamable for this. Teachers are not compelled to follow the exact order of any text-book. They may use it for what its name suggests—for texts. It is easier to follow it—i.e., it is less work on the part of the teacher. If your book happens to answer your purpose, follow it.

A text book on my table, in 13 examples has used all the divisors from 3 to 12. Too many divisors are used at one sitting. The first example has 4 for a divisor; the second 3; the fourth 2; the sixth 6; the eighth 8. It would be better to give 8 examples to be divided by the same divisor, for then he might master one thing before taking up another.

Suppose we are teaching to divide by 8. First teach $8 \div 8 = 1$; $16 \div 8 = 2$; $24 \div 8 = 3$. Follow this with examples bringing in these and nothing else until they are mastered. (1) $168 \div 8$; (2) $160 \div 8$; (3) $240 \div 8$; (4) $248 \div 8$; (5) $824 \div 8$; (6) $816 \div 8$; (7) $1624 \div 8$; (8) $81624 \div 8$; (9) $16824 \div 8$; (10) $24816 \div 8$.

When all possible combinations of the above are solved the pupils will have pretty clearly in mind the numbers that contain one eight, two eights, and three eights. The next step is to give examples in which these facts occur, and the additional fact of remainders. Arrange a table as follows:

	8	1	time.	
	9	1	time and 1	remainder.
	10	1	time and 2	"
	11	1	time and 3	"
	12	1	time and 4	"
	13	1	time and 5	"
	14	1	time and 6	"
	15	1	time and 7	"
8 into	16	2	times.	
	17	2	times and 1	"
	18	2	times and 2	"
	19	2	times and 3	"
	20	2	times and 4	"
	21	2	times and 5	"
	22	2	times and 6	"
	23	2	times and 7	"
	24	3	times.	

Call attention to the fact that 8 into any number greater than 8 and less than 16 is contained 1 time and gives a remainder. That the remainder is found by subtracting one 8 from the number: "8 into 11 one time. $11 - 8 = 3$ " is what the pupil must think. Carry out the same idea with the numbers between 16 and 24, and so on through the entire "table of 8's."

Give examples bringing in these new "difficulties": (1) 1784 ; (2) 9048 ; (3) 10424 ; (4) 1841704 ; (5) 1618176 , and so on. It will be seen that no remainder greater than 2 should occur in this set of examples. When 32 is added to our table, we can have 3 for a remainder; 40, four may occur and so on.

When a pupil hesitates or makes a mistake, as follows: "8 into 22, 3 times"—the teacher may with propriety say "think." He may question as follows: "What number contains three 8's? Is 22 larger or smaller than this number? What number exactly contains two 8's? Is 22 larger or smaller than this? Then how many 8's in 22?" The pupil now readily answers, "Two and 6 over."

This plan we think is a correct one in theory, and we know by experience that it is practical—i.e., it can be used with success in the school-room.—*Indiana School Journal*.

A PAPER IN GRAMMAR FOR FOURTH CLASSES.

1. WHAT do you mean by "regular" and "irregular" as applied to verbs? Classify with respect to form the following verbs: Go, live, see, write, saw, walk, sleep, promote, arrive, exemplify.

2. How are verbs divided as to meaning? Illustrate by means of two examples.

3. Give the other principal parts of—be-leave, loose, wring, rung, put, chose.

4. Express in as many ways as you can, different degrees of the following: Cleanly, truthful, loving, homesick, low-toned, old, much, nigh, fit, handsome.

5. Put into separate classes the following adjectives: These, guilty, six, what, the some, clean, an, every, all, eleventh, British.

6. Write the feminine form corresponding to swain, hero, baker, soldier, merman.

7. What are the two principal parts of a sentence? Give examples of the different kind of sentences.

8. Distinguish between co-ordinate and subordinate conjunctions, and classify the latter kind.

9. The wildest storm *that* sweeps through space,
And *rends* the oak with sudden force,
Can raise no ripple on his face
Or slacken his majestic course.

(a) Explain the meaning of "parse," and parse the italicized words.

(b) Analyse each principal proposition, and the first clause.

10. Select the clauses in the following sentences, telling the kind and relation of each:

1. They believed they would be sorry.
2. He had a sister, who was a child too, and his constant companion.

3. The fox and the cat, as they travelled one day, With moral discourses cut shorter the way: "Tis great," says the Fox, "to make justice our guide!" "How God-like is mercy!" Grimalkin replied.

4. "Where are they?" inquired Lucien.
5. There are positions in life where head-learning cannot be called into play, and where want may threaten even those who have been wealthy.

6. "Shall I catch her?" asked Maggie.
7. He asked the captain whither they should go.

8. "March to the rear," is the captain's order.

9. Diggs remembered who had bought the lots.

10. Diggs remembered the boys who had bought the goods.

11. "How did he die?" said I, at length.

12. The other which is called the American Fall, is two hundred yards wide.

13. This was an old malefactor that was a good riddance.

14. The king did not believe that he would keep his word, and said, "I will not let you go unless you find some friend who will come and stay in your place."

15. "You are wrong," was the answer.

16. Mother, dear mother, the years have been long since I last listened to your lullaby song.

17. When the children came home to their little cottage, they placed the cowslips in old broken bottles into which they poured water, and there they had to remain during the night.

18. Think not man was made in vain who has such an eternity reserved for him.

A LESSON IN LOCATION.

MARY stand at the north side of the room.
 John go to the southren part of the room.
 John, walk toward Mary.
 Class, in what direction is John walking?
 Mary walk toward John.
 In what direction is Mary walking?
 (Continue this line of questions with pupils stationed in different parts of the town. This method of beginning geography is constantly growing in favour.) Now take chalk in hand and proceed as follows:—
 This oblong is to represent the school-house. I will draw the line that represents the south side at the bottom, because that is the way all maps are made. This line to the right represents the east side of the building and the line to the left shows the west side. Which wall does the top line show?
 In which wall is the front door?
 I will erase a part of the line to show the door.
 In which direction do you walk in passing out of the front door?
 Which way do you turn at the gate?
 How many blocks (or squares, or about how many rods) do you walk in that direction?
 Which way do you turn then?
 In what direction do you walk as you enter your home?
 As you leave your home?
 As you come to school?
 How many blocks in one direction?
 In what direction as you enter the school-house?
 Point towards your home?
 In what direction are you pointing?
 In which direction is your home from the school?
 Suppose your mother were to point his way.
 In what direction would she point?
 Describe the direction of the school from your home?
 Susie, stand at the door. Point to the clock.
 In what direction is Susie pointing?
 In what direction is the clock from the door?
 In what two directions do the Broadway cars run?
 The Eighth St. cars?
 In what direction am I looking?
 Tell me of something that is situated, or lies south from here.
 Something else.
 North.
 East.
 West.

—New York School Journal.

AN EXERCISE IN HISTORY.

IN view of the change in the character of many questions given in History at the Entrance Examination, the following biographical study taken from the *Teachers' Institute* of New York, may be found useful on Friday afternoons, when teachers' are dealing with some of the great leaders in English History, as for example, Walpole, Cromwell, Wellington and the Pitts:—
 After the pupil has studied the history of some prominent character, require him to write his biography after the following outline:
 I BIRTH AND PARENTAGE.
 II HOME LIFE: Early training, advantage, disposition, simple, slovenly.
 III. SOCIAL LIFE: Amiable, honest, humble, convivial, philanthropic, surly, conscientious, morbid, serious, careless, modest, unassuming.
 IV. PUBLIC LIFE: Cautious, tyrannical, superficial, patriotic, loyal, sagacious, cynical, visionary, crafty, radical.
 V. MILITARY LIFE: Brave, daring, revengeful, energetic, firm, wary, cruel, dashing, prudent, deliberate, forgiving, showy.
 VI. LITERARY STYLE: Pure, simple, clear, classical, affected, easy, elegant, satirical, logical, humorous, etc.
 VII. ESTIMATE OF CHARACTER: Honoured, stamped, national loss, international loss, example, loved.
 VIII. DEATH AND INTERMENT.
EXERCISES IN COMPOSITION.
 WRITE the following sentences so as to form a continuous narrative.
 A fish lived in a large pond.
 He was a careless fish.
 He was not a year old.
 He was quite large.
 He could swim faster than his brother and sister fishes.
 He knew all the cool, shady spots.
 The flies came buzzing over the water.
 He would spring and catch them.
 He would eat worms too.
 His mamma warned him about the hooks.
 (Tell what she said.)
 One day he saw a worm.
 He saw the hook.
 (Tell what he thought.)
 Took hold of the end of the worm.
 The worm began to move away.
 (Tell what the fish said.)
 The worm gave a jump.
 The fish felt something sharp in his mouth.
 He swam this way and that.
 He went out of the water.
 And came down in a boat.
 That was the last of him.—*Teacher's Institute.*

Educational Intelligence.

MODERN LANGUAGE ASSOCIATION OF ONTARIO.

ON Wednesday, Dec. 29th, 1886, the first meeting of the Modern Language Association Ontario was held in University College, V.M.C.A. building. A constitution was adopted from which we make an extract or two for the purpose of showing what the aims and work of the association are to be. Article II: "The object of this association shall be the promotion of the interests of modern language study in Ontario." Article III: "The association shall consist of ordinary members, honorary members and associates." Ordinary members shall be persons engaged in modern language teaching in Ontario, who have paid an annual fee of one dollar. Honorary members shall be such persons as, on the nomination of the executive council, may be elected by the association. Associates shall be persons interested in modern language study in Ontario, who shall have been nominated by an ordinary member and have paid an annual fee of fifty cents, but shall not have the right of voting.
 After the adoption of the constitution of the association, the following officers were elected for the coming year: Honorary president, Daniel Wilson, LL.D.; president, W. H. Vandersmissen, M.A.; vice-president, Geo. E. Shaw, B.A.; secretary-treasurer, J. Squair, B.A.; councillors, W. H. Fraser, B.A., P. Toews, M.A., J. Seath, B.A., D. R. Keys, B.A., F. H. Sykes, M.A., J. M. Hunter, M.A., R. Balmer, B.A., and E. J. McIntyre, B.A.
 The first paper read was on "The Status of Modern Language Study in Ontario," by Mr. Geo. E. Shaw, B.A. The essayist claimed that modern languages had not yet received in the schools and colleges of Ontario that recognition which their importance demanded, and thought the time had come for them to be placed on the same footing as other departments of study. After discussion the association resolved: That in the opinion of this association much might be done for the improvement of modern language study in our secondary schools by a re-adjustment of the scale of values assigned to the subjects of English, French, German, history and geography at the matriculation examination of the Provincial University by increasing the values for English, French and German respectively, and at the same time by increasing the requirements in these subjects; and further, that these languages are of sufficient importance to justify such action, and that a copy of this resolution be sent to the Registrar of the University of Toronto.
 At the evening session Mr. F. H. Sykes, M.A., read a paper on "The Uses of Modern Language Study." The highest use of modern language study was to open to the students wider fields of literature with all its liberalizing and purifying influences. The mistake often made was to be satisfied with an imperfect knowledge of a language while attempting to understand its literature. Hence the great importance of mastering a language in all its details in order to obtain the greatest good from a study of its literature.
 M. J. Squair, B.A., then gave an address on "French in University College," in which he

pointed out the principles which should underlie a course of study in language, how these principles were exemplified in the French curriculum of Toronto University, and how this affected the work in University College. Mr. A. W. Wright, B.A., followed with his paper on "Methods of Teaching Moderns to Beginners." Mr. Wright's paper, the president recommended, should be published in some of the educational journals.

On Thursday morning Dr. Daniel Wilson addressed the association on some topics of general interest to students of language, insisting on the importance of broader studies than have often been pursued.

Mr. R. Balmer, B.A., followed with a paper on "Examinations in Modern Languages," in which he drew attention to some of the defects which have characterized English, French and German papers at the Departmental examinations. It gave rise to a long discussion, and the association resolved that a committee wait on the Minister of Education with the following memorial: "That in the opinion of this association the character of the Departmental examinations in French and German is extremely unsuitable in many respects, and further that these examinations should be assimilated in character to those of the Provincial University."

At this point a telegram was received from the Modern Language Association of America, in session at Baltimore, Md., conveying the greetings of said association to its young Canadian sister. The president and secretary were instructed to reply in a suitable manner.

The last paper on the programme was on the subject of "English Literature and Grammar," by E. J. McIntyre, B.A. Mr. McIntyre emphasized the importance of directing the attention of students to the spirit of literature rather than to exhaust their energies in discussing matters pertaining merely to its form. After a discussion of the points raised in Mr. McIntyre's paper, the association resolved: That in the opinion of this association it is desirable that the honour course in modern languages in the curriculum of the university of Toronto be relieved of the honour work in history and ethnology, and that a copy of this resolution be transmitted to the Registrar of the University.

The association then adjourned.

PETERBOROUGH BOARD OF EDUCATION.

At a special meeting of the Board of Education, Peterborough, held on the 7th January, the following communications were received, and other matters dealt with:—

From Miss Matthews, tendering her resignation as teacher in the public school. Accepted.

From the Women's Christian Temperance Union, earnestly requesting, as the Manual of Hygiene had been recommended by the Minister of Education, that it be introduced into the Collegiate Institute and public schools:—School Supervision Committee.

From Miss McLeod, asking for an appointment in the Central School in place of the one now held by her in the South Ward School. Received.

From Mr. Smith and Mr. Scott, for increase in salary. Received.

From Miss Davidson, Miss Aldridge and Miss Graham, asking for promotion. Received.

From Miss Martin and Miss Richardson, requesting appointments to positions on the public school staff. Received.

From H. C. T. Haultain in reference to the Governor-General's medal, and submitting the opinion of the Registrar of the Toronto University on the matter. Mr. Dumble moved that the question be left over till it was ascertained on what terms the medal was given; but an amendment to receive the communication was carried.

From T. A. Rowan, asking for an engagement on the Collegiate Institute staff. Received.

Dr. Burnham moved, seconded by Mr. Sawers, that Mr. T. A. Rowan be appointed to the Department of Modern Languages at a salary of \$900. Carried.

Mr. Burnham moved seconded by Mr. Rutherford, that the vacancy caused by the resignation of Miss Matthews be filled by Miss Graham. Carried.

Mr. Rutherford moved, seconded by Mr. Denne, that the vacancy caused by the retirement of Miss Johnston from the public schools be filled by making the following promotions, viz.: Miss Hall to Miss Johnston's position, Miss Keele to Miss Hall's, Miss Aldridge to Miss Keele's, and Miss Richardson, as the new teacher, to take Miss Aldridge's place in the West Ward School.

A hot discussion followed, resulting in Mr. Dumble and Mr. Errett leaving the room and the board without a quorum, putting a stop to the business of the evening.

MR. D. I. A. RITCHIE, teacher of Oso Station School, has resigned.

MISS MCCUEN has taken charge of Rockport School and commenced her duties.

MR. J. B. BARCLAY has been engaged to take charge of Hayden School for 1887.

MR. E. WILSON has been engaged as teacher for another year at Ashburn School.

MR. GREEN, of Sheffield, has been appointed principal of the Ayr Public Schools.

MISS RUTHERFORD has resigned her position as teacher in Woodhill School, Co. Peel.

MR. GEORGE MCKINLEY, teacher of S.S. No. 5, Grey, is about to relinquish his position.

MISS THOMPSON has been engaged to teach in the Sunbury Public School for another term.

MISS F. C. LINTON has been re-engaged as teacher for Clarke Union School for this year.

MR. ARCHIBALD VALLEAU will take charge of the Brick School, Selby, after the holidays.

THE trustees of Pleasant Valley School (Halton Co.) have re-engaged Miss Ford as teacher.

ON her departure from S.S. No. 9, Glenelg, Miss J. A. Anderson was presented with a writing desk.

MR. C. N. CALLENDER has been appointed to take charge of Enniskillen Public School, West Durham.

MR. GUMMINS, teacher of Lamont School, has resigned, and proposes to attend the Normal School.

WE regret to have to record the death of Mr. J. A. P. Clarke, late head master of Stayner Public School.

MISS S. J. ROWE, of S.S. No. 7, Reaboro, was presented by her pupils with a beautiful silver cake basket, and a silver pickle jar, accompanied by an address.

MISS BELLA A. E. CARMICHAEL, teacher of S.S. No. 8, Lobo, has been presented by her pupils with a silver card receiver and other Christmas gifts.

MRS. CHAS. TEMPLAR has been engaged as school teacher at Copetown, and has commenced her duties.

MR. BOWMAN, teacher of S.S. No. 8, Grey, has been presented with a beautiful writing desk and an album.

THE trustees of S.S. No. 7, Janetville, have secured Miss Emerson as assistant teacher for the coming year.

MR. REID is the new teacher at Seeley's Bay School, in place of Mr. Berney, who has moved to Lyndhurst.

MR. ROBERTS, teacher of S.S. No. 18, Zion—Mariposa, has been re-engaged with an advance of \$50 in salary.

MR. W. H. BOUNES, teacher of Croton School, has been re-engaged for another term at an increase of salary.

MISS KATE STEWART has been re-engaged to teach the Ketch School, Plympton, at an advanced salary of \$400.

MR. MORROW McNAUGHTON is engaged as teacher of the junior room of Camilla School (Co. Dufferin) this year.

MISS L. BROAD, of the Hayden Public School, has been presented with a portfolio, gold pen, and an inkstand by her scholars.

MR. J. S. DEARNESS, Inspector, of Middlesex, has been elected an honorary member of the Historical Society of Montreal.

MR. CUTHBERT, teacher of S.S. No. 3, Dereham, has been presented with a valuable watch charm in the form of a gold locket.

MR. J. W. GRAY, teacher High School, Orangeville, has been presented by his pupils with a silver cup and saucer, as a token of esteem.

THE pupils of Macville School (Co. Peel) gave their retiring teacher, Miss Shuttleworth, a beautiful present accompanied by an address.

MR. FRED. H. SYKES, M.A., retiring modern language master of Port Perry High School, was presented with several volumes of poetry.

THE senior division of Norwich Central School presented Mr. Cole, late principal, with a handsome cane on the last day of the last term.

THE pupils of S.S. No. 6, Alloa, presented their teacher, Miss Smith, with an album, a cake-stand and a purse, together with an address.

MISS WARD, teacher of Bobcaygeon, was presented with a beautiful album and picture, and an address on her relinquishing her position.

MISS MORROW, teacher of S.S. No. 4, Loretto, on the occasion of her departure, was presented by her pupils with an address and a gold brooch.

MR. LOUGHEAD, of Meadowvale, it is stated, has been engaged for S.S. No. 1, Caledon, for 1887, in place of Mr. Wilson, the late teacher.

MR. SAMUEL ARTHUR, teacher of Botany School, has been presented with an album and a Bible, together with an address, by his scholars.

THE entrance class of the public school at Dixie presented their teacher, Miss Ryan, with a beautiful hand satchel and purse at Christmas.

MR. P. A. TOWES, M.A., of London Collegiate Institute, has been chosen one of the executive councillors of the Modern Language Association of Ontario.

IN the Peel Street School, Portland (New Brunswick), Miss Clara E. Williams, assumes the duties of Miss Clara Livingstone, who lately resigned.

AT Lynden School Mr. S. Atkins has been engaged for another year, and Miss LeBarre has been appointed to fill the position vacated by Miss Robinson.

MISS L. ORSER has been appointed teacher of the Petworth School, Kingston, and Miss A. Lemmon, will take charge of the school below the G.T.R. depot.

MISS ANNIE CAMPBELL, late teacher of Belmont Public School, was presented with a silver napkin ring, together with an address, by her former pupils.

THE pupils of Egypt School, Castwright, presented Miss L. Bullen, their teacher, on leaving, with a plate glass mirror, hand painted, and a very handsome Bible.

MR. M. C. BLACK, teacher of Durham, on the occasion of his departure, was entertained at a banquet at the Lorne House. He is going to study medicine.

MR. JOHN B. POWLES, teacher of S.S. No. 5, Fenelon, has been presented with an address by his scholars, accompanied by a beautiful Bible and photographic album.

MISS E. BECKET, teacher of the Toll-gate School, North Monaghan, has been presented with an address, accompanied by a pencil case and album, by her pupils.

MR. EDWARD CORKHILL has been appointed as successor to Mr. Wherry in the Farmersville High School. Mr. Corkhill is a graduate in Arts of Queen's University.

MR. J. W. SHAW, principal of the Blyth Public School, was presented with a handsome photograph album by the pupils on the closing day of school last term.

MR. WM. PETRIE, son of Mr. A. Petrie, principal of the Elora Public Schools, has taken charge of the school in No. 6, West Garafraxa, for 1887, at a salary of \$350.

MISS MCKINNA, teacher, being about to leave S.S. No. 5, Townshend (Bloomsburg), was lately presented with an address by her pupils, accompanied by a writing desk.

MR. JAS. W. SHIER, teacher of Atherley Public School, was presented at Christmas with an

address, accompanied by a valuable volume and an album, by his scholars.

MISS WILSON, teacher in one of the ward schools at Goderich, severs her connection therewith, and has been appointed to a school in Florence, Lambton County.

MR. P. CURRIE, teacher in S.S. No. 9, East Williams, was recently presented by his pupils with a gold chain and an elegant set of gold studs and cuff buttons, toilet set, etc.

MISS FRASER, who has resigned her position in Maynard Public School, was the recipient of a beautiful album from her pupils in the school and in the Maynard Sunday School.

THE scholars of the South School, Sweaborg, made their teacher, Mr. T. F. Heeney, the recipient of some very pretty presents on the eve of his departure from that village.

MR. SOLOMON JEFFREY, who for the past two years has taught Kinsale Public School, was presented with a large album and address by the pupils of the school and other friends.

MRS. M. L. WATTS, teacher of Mud Turtle Lake School, on the occasion of her leaving her position, was presented with an address, together with a ring and an album by her pupils.

MISS ANGUS, teacher at Carson's-siding School, Bexley, has been re-engaged at an increased salary, and was presented by her scholars with a handsome mirror as a Christmas present.

MISS EMMA HOLMES, late teacher of Drumbo School, has given up teaching for the present. Miss Danbroke, of Blandford, takes charge of the junior department of that school for 1887.

MR. H. V. HAYES, who has had charge of the Hampton Schools, New Brunswick, has been appointed principal of the Milford departments in the place of Mr. John E. Dean, resigned.

THE Chatham School Board has appointed Mr. McAlpine, of Sarnia, to the position in the Central School vacated by Mr. E. B. Robinson. He has a second-class A Normal School certificate.

MISS MARY MCNEILL, of Paisley, having resigned her position as teacher of S.S. No. 5, Elderslie, was presented by her late scholars with an address, accompanied by a gold chain and ring.

MR. JOHN CLARK, who has been the teacher for the last three years at Clearville School (East Kent) has given up teaching, and Miss Lida Bale has been engaged to teach for the present year.

ON his departure from the Latona School, Durham, Mr. John Graham was presented with a beautiful photo album and a complimentary address, Mr. Graham is going to the Normal School at Toronto.

MISS E. MCMANUS has left Olessa School, in which the present teachers are: Mr. Bourne, principal; Miss Murray, of Kingston, teacher of the second, and Miss Henzy, teacher of the third department.

MISS JENNIE MCCONNELL, teacher of S.S. No. 3, West Wawanosh, was presented with a watch, brooch, and writing-desk, accompanied by an address, at the hands of her late pupils on the occasion of her leaving.

ON Christmas eve the pupils of S.S. No. 23, Yarmouth, called at the residence of their teacher, Mr. W. L. Mackenzie, and surprised him by the presentation of an address, a parlor lamp and a silver butter dish.

MR. JAS. E. FORFAR, late teacher of Altona Public School, having resolved to enter upon a course at the Toronto Medical School, his friends and pupils presented him with an address, accompanied by a handsome toilet case.

MISS GILLOUGH, teacher of Kenney's School House, Ops, goes to take charge of the Reaboro School for this year. On the occasion of her departure her late pupils presented her with an address and a handsome set of jewelry.

IN the Caintown school, Brockville, a very pleasant event took place in the presentation by the pupils, of an album to Miss Aggie Wilson, the teacher, accompanied by an address. Miss Wilson has severed her connection with the school.

GLENWILLOW School closed on Thursday evening, December 23rd, for the vacation. The retiring teacher, W. A. Hutton, was made the recipient of a beautiful guard and locket and silver napkin ring, accompanied by an address from the pupils.

MISS IDA KUNS, teacher of S.S. No. 6, Brooke, has been presented with a handsome pair of bracelets and an address, on the occasion of her leaving. She has secured another position as teacher in an adjoining township at a salary of \$350.

MR. ALLAN WILSON, who has taught Rockford School for two years, having severed his connexion therewith, a number of his pupils and friends in the neighbourhood met at the school and presented him with an address and a beautiful album.

THE scholars of Prince Albert Public School presented their teacher, Mr. John Langdon, with a beautiful dressing case and a large Christmas card. Mr. Langdon has taught in the Prince Albert School for many years, but has lately resigned.

MISS ABIE GARDINER, for some time a teacher in the Victoria Public Schools (British Columbia), and holding a first-class certificate, has been appointed lady principal of the Girls' Department of the Nanaimo Public Schools, *vice* Miss Bell, resigned.

AT Madras School, St. John (New Brunswick), at the close of the last half year's examination, the Rev. Canon Brigstocke, on behalf of the school, presented Miss Whetmore with a handsome book and Christmas card, and Miss Disbrow with a pair of toilet bottles.

MISS MCLEOD, teacher in the intermediate department in Wolfville (Nova Scotia) School, resigned her position on the closing of the school for the holidays. Her pupils showed their regard for her by presenting her with a handsome silver fruit dish and an address.

IN the fifth class at the Toronto "Model" great consternation has been occasioned amongst the "roses" owing to the sudden departure of "the damask rose" (Miss May Francis) to "Hellmuth"; the "cabbage," the "white china," and the "fickle wild rose" are inconsolable.

THE following named teachers are engaged for the current year in the township of West Zorra: Miss Phila Coady in Section No 1, Miss Davidson in No. 2, Mr. John McKenzie in No 3, Mr. McKay in No. 4, Mr. Ross in No. 5, Mr. Barhar in No. 6, Mr. James Bowie and Mrs. McKay in Embro, Miss M. Williams in No. 8, Miss Geddis in No. 9. Salaries range from \$500 down to \$300.

AFTER the close of Princeville School, Durham, at Xmas, the teachers were made the recipients of some handsome presents: Mr. W. L. Dixon, the head master, was presented with a beautiful gold chain and pendant, and a superb eight-day gong clock; while Miss Gunn, his assistant received a handsome lady's gold chain, a locket, and a splendid plush album. After the pre-entation an address was read by Miss Hanna Sullivan.

ON the 3rd January a complimentary banquet was given to Mr. Thomas O'Hagan, M.A., late modern Language master at Pembroke High School, by the citizens of that town. A purse containing \$80 was presented on that occasion to Mr. O'Hagan, and St. Patrick's Literary Society presented him with a complete set of Parkman's Works.

MISS AGNES E. LIVINGSTONE, Associate in Arts of McGill College and the University of Bishop's College, Lennoxville, formerly engaged on the Portland teaching staff, has been appointed to the position of assistant principal of the Albert building, Carlton (New Brunswick), vacated by Miss Whipple's retirement on the occasion of her marriage to Mr. T. W. Street, of Boston, Massachusetts.

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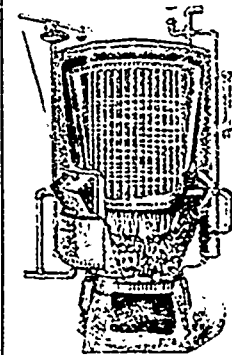
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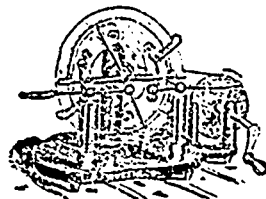
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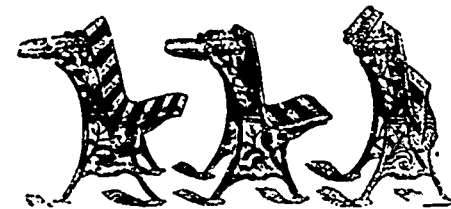


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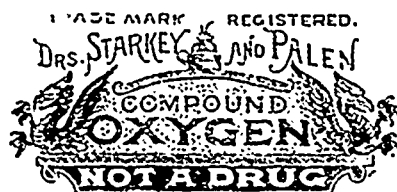
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