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# Educational Weekly

VOL. IV.

THURSDAY, AUGUST 5TH, 1886.

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## The Educational Weekly

Edited by T. ARNOLD HAULTAIN, M.A.

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JAMES V. WRIGHT, General Manager.

TORONTO, AUGUST 5, 1886.

The question of University Federation seems as far from settlement as ever. Blasts and counterblasts are issued from various quarters representing various opinions, but in the meantime Victoria, Queen's, and Trinity Universities remain as they were; the only hopeful feature (from our point of view) lies in the position taken by some of Victoria's most prominent friends, who are vigorously contending for the principle of Federation. Only a few days ago a letter appeared in the *Toronto Globe* on this subject. It was a letter urging that a fund be collected to be given to Victoria University to induce it to come to Toronto. We might perhaps quarrel with the idea underlying this suggestion, that universities should be offered bonuses like a railway or a manufactory, but we believe that the suggestion

shows the drift of affairs, and the trend of public opinion. The question at issue is really not complex, but some have done their best to make it so by introducing numerous side issues. Those who favour federation point out the increased strength that comes from unity; the advantages that will accrue to young Canadians of different creeds and different opinions mingling with one another; the probability that federation will lead to a grant from the Government, which most certainly is not at present forthcoming; and the example set us by England and Germany, where the number of universities in proportion to the number of inhabitants is indeed small, and the warning afforded by the United States, where universities are multiplying, one might almost say daily. To this many will reply that this or that university will lose a large endowment if it comes to Toronto, and that Ontario has not too many Universities for her increasing needs. But a university should not exist for the sake of an endowment; the endowment should exist for the sake of the university, and what would be lost by the way of endowment would be amply repaid by the superior advantages to be gained by federation. Another objection must also, we think, fall to the ground when we consider England with her thirty millions and three universities, and Ontario with her two millions and five universities. However, whichever side one may take on the subject, it would be well if whatever were done were done quickly.—*Com.*

THIS, perhaps, is the best place in which to insert the following sentences from the *Montreal Witness* :—

For the first time in its history, the University of Toronto has this year thoroughly de-centralised its matriculation examination, sending the papers to each place where an examination was to be held by the Education Department for the certification of teachers. The result is the passing of a class of one hundred and seventy in the Faculty of Arts, a very much larger number than is recorded for

any previous year. The effect in this direction will be still more marked in the future, for the change this year was made so recently that the schools and candidates had not become familiar with it. The other universities of the Province have followed the example set by the University of Toronto, and have rather improved on it by combining their examining boards into one and sending out only one set of papers in each subject for all three universities. This arrangement had the double merit of being economical and of giving the public increased confidence in the examination, the entrance test for Queen's, Trinity and Victoria being thus absolutely identical. In the University of Toronto only ninety of the candidates wrote at headquarters, a surprisingly small proportion in view of the short notice and of the fact that only those writing in the University building can compete for scholarships. The disproportion thus early manifested will, no doubt, increase until a time comes when the scholarships must be either abolished or offered for general competition. Female candidates have held their own this year. Eighteen have passed in all the subjects and become undergraduates, and a much larger number have taken standing in one or more subjects. Of those who matriculated, a considerable number will attend lectures this year in University College, making, with those in the higher years, a total of probably not less than twenty-five, about double the attendance of any previous year. Now that the system of mixed classes has outlived all opposition, the increase in the number of female students will be more rapid. The suite of rooms set apart for their use in the College is admirably adapted for the purpose, and only a good residence is wanting. This will, no doubt, in time be provided by the aid of friends of the higher education of women. Meanwhile the pressure on the accommodation afforded by University College for students of both sexes is likely to be great. The attendance last session was over 400, this year it will probably fall little, if any, short of 500.

## Contemporary Thought.

P. B. SEMPLE, in the *Southern Bivouac* for April, has a kind word to say for Tennyson in his old age. The writer, with the poet's latest work "Tiresias, and Other Poems," in hand, challenges anyone to name another poet in the whole range of English literature who has produced in his seventy-sixth year a volume "evinced at once such deep experience and knowledge of life, such intensity and such freshness of feeling, and such delicate beauty of fancy and of melody."

THE *Philadelphia Ledger* thinks that "the regulation of the diet is the principal field for advance in the medical profession in the near future." It is evident, a medical exchange says, "even to the surface observer, that foods, habits, and other incidents of life being daily and continuous, must have much more influence on constitutional tendencies than medicine and treatment, which is occasional or varied. Perhaps the clues to the two opprobria of the profession—consumption and cancer—are to be conquered after all by means of food."

OUR own is the only civilized country in which the right of literary property is practically denied. We are fond of excusing ourselves by the plea that our authors are no better treated in England than English authors are treated here. Our books are pirated in London whenever they are popular enough to make that process pay; and so we imagine that we can retort upon the old country. "If our hands are foul, yours are no cleaner." This is not true. "No matter what stealing is going on on either side of the ocean, we alone are responsible. . . . England has done all in her power to stop it, and only asks our co-operation." Her laws already grant copyright in Great Britain to the authors of all countries whose laws make parallel provision for the rights of English authors; whenever we adopt the principle of other enlightened nations, that an author has a right to his own the world over, the whole difficulty, as between us and Great Britain, will disappear without further legislation on her part. Civilization waits for America to make the next move.—*N. Y. Tribune.*

IT is well said, that the world is governed too much, and that the strong government is the one which governs the least. The same truth pervades all branches of control. The father who demands respect generally lacks it. The wife who yields, really leads her husband. The positive dictator is rarely obeyed a moment longer than his power forces obedience. Leaders in church, state or society, win their control by personal magnetism far more frequently than by any tyranny of will. And the mildest man who ever wore the garb of humanity is to-day mourned by millions.—*Queries.*

THEY have in England what is called a "Society for Promoting Industrial Villages," whose aims are declared by the *St. James' Gazette* to be too vague and impracticable. As the interest in technical education in this country is growing, and there is much reference to South Kensington in the discussion, the following from the *Gazette* may be read with profit; "If the society wants some useful word to do, why does it not set on foot an agitation to compel South Kensington to spend on the establishment of technical schools the money now muddled away on science falsely so-called? Technical schools are the greatest of all our wants.

We have spoken of the prosperity of the Swiss watch trade. It has been successful because of the admirable system of technical instruction existing in Switzerland. At fourteen a boy's school education is supposed to be complete. He knows a foreign language, perhaps two; and probably mathematics up to simple equations. From a child he has been taught how to use the pencil. Picked boys and girls when they leave school receive a three years' training at the expense of the state. The first years' work is general, the second special, and the third practical. Free lectures are given which workmen and workwomen may attend. At fourteen most children have a good little sum of money in a money-box, to which their friends have contributed since the time they were christened; and this money is expended on the purchase of tools. Ultimately, if a lad is hard-working and clever, it is not difficult to obtain the confidence of the local banker, with a view to setting up in business. All this kind of work is much too practical for South Kensington."—*The Current.*

To get the best of Dr. Holmes, we do not turn to his novels or romances, "Elsie Venner," "The Guardian Angel," or his recent "A Mortal Antipathy," though each of these is eminently enjoyable and refreshing because so thoroughly unlike all other novels in method, style, and conception; nor do we turn first to his "Poems," though some of them are among the best yet produced in our country, and as a poet of *vers de société*, occasional, and after dinner poetry, he is acknowledged without a superior, light and witty, tender and graceful, and with that impromptu air that is so essential to this kind of verse; but we take up his own popular, ever-enjoyable, wise and witty "Breakfast Table Series." Whether as Autocrat, as Professor, or as Poet, he is equally genial, honest, incisive, sparkling, tender, and altogether loveable. "He talks with his fellow-boarders" in so hearty a way, with such homely wisdom, and in a manner so personally familiar, that we never get tired of hearing him, but read these volumes over and over again with fresh interest and delight. We doubt whether any other author has ever so fully impressed his personality on his readers as has Dr. Holmes in these three immortal books. They forget his style, even his matter, and fall in love with the man. Every reader becomes at once his personal friend; and we are scarcely surprised that the good old doctor gets more letters asking his counsel, advice, and autograph, than any other prominent man in the country. His readers feel, each one of them, that he has given them a kind of special claim on him, and that they have a sort of right to such familiarity.—*Penn. School Journal.*

THE London (Eng.) *Spectator*, commenting on the expulsion of the Comte de Paris, says: "The Republic has by its own act, and under the pressure of no necessity, transformed a wealthy citizen with a grand pedigree into a formidable Pretender to the throne. We say 'formidable,' because in France a Prince who is the only possible alternative to the Republic, who cannot be reached by Republicans, and who cannot be declared unworthy to reign is necessarily formidable. The whole history of modern France shows that her people, alike by their virtues and their vices, are indisposed towards obscure dictators, that the only

choice in their minds lies between the Republic, the representative of a dynasty, or a man of genius. There is no man of genius, no one who could even pretend to rule by right of successful service, and though there are two dynasties, one of them is for the moment out of the competition. The only choice lies between the Republic and Philip VII., and Philip VII. is therefore a formidable power. Those Frenchmen who are discontented with the Republic for any reason must look to him. If the peasantry weary of taxes, if the army grows impatient of continued ill-success, if the people, above all, become alarmed, either by a failure abroad or the spread of the Socialist idea at home, it is in the old Monarchy that they must seek a refuge. They have no other course to pursue, and they perceive the fact so distinctly that, though the immense majority of Frenchmen were till recently Republicans, in the last election, on October 4th, 1885, three and a half millions of votes, out of a total of seven millions, were thrown for Monarchists, all of whom, as against the Republic, would accept the heir of the ancient line. Let that number become through any cause—a defeat, a blunder, a new tax—a majority, and the Chamber has so arranged affairs that it has only to summon the King.

THE greatest obstacle to the success of manufacturing co-operations of journeymen is their imperfect knowledge of the expenses of business, and of the smallness of the profit made from each workman. To illustrate: A factory that employs one hundred workmen and pays a net profit of \$10,000 a year does a thriving business. Few journeymen can see that this profit of \$10,000 a year, if paid to them, would give each only about two dollars more a week. The average workman is not content with the risk and responsibility of a copartner for so small a return. The intent of trades-unions is to secure uniformity of wages, with slight regard to conditions of business or to the unequal production of different workmen. The spirit of the co-operative method is the readjustment of the returns of labour in true proportion with the profits of the business, and the true production of each co-operator. The two policies are in direct opposition. Men who have been educated to believe in the wisdom of the first policy will not cheerfully accept the second. To many, co-operation will be a disappointment. If every factory were organized under the co-operative method, there would be great inequality in the earnings of workmen in the same factory, and still greater inequalities in the earnings of men in different factories. In some shops men would receive large dividends; in others, equally good and perhaps better workmen would get nothing. In other shops good workmen as well as poor might be debited on their weekly wages with the losses of an unprofitable year. That there might be more of the latter than of the former class is plain enough to any one who has consulted the statistics of manufacturing industries. Few succeed where many fail. The discontent of a superior workman who has been so unfortunate as to work in a shop that has made no profits, when he contrasted his scant earnings with the liberal returns made to another workman, perhaps his inferior in skill, who had been engaged in a lucrative business, would soon make him rebel at the apparent injustice of the co-operative method.—*The Century.*

## Notes and Comments.

THOSE who believe that lightning is more dangerous in these days than formerly, will be apt to take kindly to the theory of Dr. Andrea, that the electrical phenomena of the air increases in intensity with the increase of dust in it, due to locomotives and manufactories.

AT the annual session of the Music Teachers' National Association, Carl Florio created a sensation by vigorously protesting against the Church music of the day. He declared the quartette to be an abomination and urged the obliteration of everything that tended to make a concert-room of the Church.—*The Current*.

THERE appears to be no end to the blessing of electricity. It is now stated that the placing of a silver coin upon one side of an aching tooth and a piece of zinc on the other, will result, if the edges of the respective metals be brought together, in the establishment of a weak galvanic current which will allay the pain.—*The Current*.

SPEAKING of the condition of French literature in 1885, Francis de Pressensé says in the London *Athenæum*: "So far as poetry is concerned, the year might be epitomized in the words 'Victor Hugo is dead.' The sun has set, and there are no rays to warm and cheer those who think that a people can no more dispense with poetry than with food or order in the streets."

THERE was lately a public competition in pronunciation—open to all the students and teachers from all parts of the United States who are taking the summer course at Chautauqua, before an audience of about two thousand. Mr. Thos. O'Hagan had the good fortune to carry away the prize—a cash one. We congratulate Mr. O'Hagan on his success. As our readers may be interested in the list of words given for pronunciation, we shall print them in our next issue.

INSPECTOR MAXWELL, in his report to the County Council of North Essex, writes: "Our teachers' association is in an active condition, Attendance is large, work fairly well done, influence beneficial. We have two or three teachers who think they can learn nothing at associations. Egotists are to be pitied, for when they present themselves they have nothing to offer their fellow teachers. If they know so much they ought to be able to impart something serviceable to others."

THE *Chautauquan* thus indirectly puts in a plea for a better and more thorough study of English:—Must we put aside our hope of pure Anglo-Saxon to the day of the millennium, when all good things will come? A glance at a page of the note book, the work of a half-hour with our morning paper, make us believe so. The first news item is of an

"inebriated individual," the book reviewer praises certain "dainty booklets," an advertisement calls attention to an *élite* event, and now a correspondent from the south tells how the "flowering trees may be seen in a perfect galaxy of beauty," and that he went on a "recherche drive."

MRS. GLADSTONE encourages industry and thrift among the cottagers around her, and gives them personal assistance in the cultivation of trees and flowers. Among the charitable institutions founded by her is the Industrial School for Boys at Clapham. To one whom she had helped and who wished to do some service for her in return, Mrs. Gladstone said: "Do something for somebody else. A kind word, a bit of practical advice, a helping hand, even if there is not much in it, will always be doing something for me. And more than that, my child, it will be doing something for yourself and something for God."—*New York Church Union*.

D. C. TILLOTSON, of Topeka, very truly remarks that habits of right feeling and of right conduct are of the first importance all through life. Childhood and youth are the most impressible periods of life. The teacher has a peculiarly favourable opportunity for inculcating those habits that are of most value. I would enumerate them as, the rights of and our duties to others; the rights of and our duties to ourselves; the rights of and our duties to the state and nation. We hear much in these days of equal rights, civil rights, personal liberty, etc.; I think equal duties, civil duties, personal duties, if properly presented, would correct many false notions that have been inculcated concerning "rights."

THE object of the Central School Floral Society is a praiseworthy one. It is described by the London *Advertiser* as calculated to aid the teachers in cultivating virtuous and checking evil tendencies in the public school children. Seeking for such means to do this, as would be approved by all who had the welfare of the young at heart, the teachers formed a society whose test of membership was the possession and care of a single plant. Only those who have shared the children's innocent confidences know the many hopes bound up in these unassuming plants. The society soon numbered 230 members, when the list was closed lest the overwork should interfere with regular duty. The teachers are satisfied that this society can render valuable assistance in the moral education of our school children, but to do this unstinted support must be given by the public.

JOHN T. DOYLE, in *The Overland Monthly* for July prints a letter addressed to Lawrence Barrett, which is of great interest to all students of Shakespeare. It has often been alleged that the conduct of the court in the trial scene of "The Merchant of Venice"

demonstrated that Shakespeare had no accurate knowledge of legal tribunals. Mr. Doyle relates that, once in Nicaragua, thirty-five years ago, he became involved in some litigation, and that the judge called in a practicing lawyer, and left the decision of the points in issue to him. This, Mr. Doyle found, was the common practice—a practice identical with that of the Venetian court. A further parallel was found in the fact the Nicaraguan lawyer expected payment for his services, the *Duke* in the play, as those familiar with it will at once recall, suggesting to *Antonio* that he "gratify" *Portia*. Mr. Doyle has also met a case in the Mexican courts which affords grounds of probability for the infliction of the penalty against *Shylock*.

SENATOR WARNER MILLER, in a late address before the graduates of an eastern college, expressed the sentiment that the present teaching is to keep educated men out of politics; that they hold themselves aloof from participating in the affairs of the nation, as if they feared contamination. The Senator believes this is un-American. The honourable senator has not given the reason of educated men's declination to enter politics. Has Senator Miller forgotten the fact that a "plug ugly" in a ward meeting has more influence than any college president in the United States? Does he not know that to be a factor in politics one must bow to the dictates of the political leaders and pass under the yoke, and thereafter be a slave, to receive the party lash to the bone at the first sign of rebellion or insubordination? Does he not know that educated men are kept out of politics; not of their own choice, but by the manipulations of ringsters? This cry that educated men will not enter politics is becoming obsolete and altogether stale. They would enter if they could, but they are barred out. Of course many educated men are found in politics, but they have eaten and assimilated the food of politicians, and generally have a commanding influence of their friends, and wield a power not easily overcome. Politics is now a fight for the spoils, and has been since Jackson's day. Men who work for the welfare of the people and for the advancement of the nation are purposely kept out of politics. Those patriots are mostly educated, it is true. This gives some force to the cry that educated men will not enter politics. But trace back the line of evidence, and find the facts: These men are purposely kept out of politics by the powers that be. Neither can they enter unless their combined power is great enough to upset the political rings. In short, educated men are kept out of politics because they have not the power to overcome the politician's opposition and enter. This is the *status*, the truth in a nut shell.—*D. H. Pingrey, in The Current*.

## Literature and Science.

### MR. RUSKIN'S "MAY-DAY."

Is an article published in this magazine about a year ago, I was allowed to make some allusion to the treasures of art Mr. Ruskin has lavished upon a training college in London. This is the Whitelands College, King's Road, Chelsea, and within its walls Canon Faunthorpe and a band of assistants year by year turn out some of the most capable elementary schoolmistresses of whom the country can boast. It is indeed a pleasure for any one interested in elementary education to spend an hour or two at Whitelands—to see the hard work done so cheerfully by girls destined to whole lives of labour, to ascertain from the whole spirit of the place that duty well done is the root of cheerfulness, and to find that theories of education are so advanced in this country now, that in an establishment of this sort, where percentages of "passes" and other terrors of the education department are thought of so much, kindness between teachers and scholars is the first and the last motive power that is sought. I do not know precisely how Mr. Ruskin first was drawn to the Whitelands girls, but certain it is that he has long admired their college home from the bottom of his heart, as his gifts have well testified to all concerned in it.

Among the marks of his interest to be found in this quaint Chelsea house is a chalcidony tablet let into a wall of the chief study. This bears the art-critic's favourite motto, "To-day." Upon the text Mr. Ruskin has preached to young women the following little sermon: "The happiness of your life, and its power and its part and rank in earth or in heaven, depend on the way you pass your days now. They are not to be sad days, but they are to be in the deepest sense solemn days. See that no day passes in which you do not make yourself a better creature."

All the year round the students at Whitelands can glance at the "To-day" that hangs in their study; and their glances are full of affection, for Mr. Ruskin, his works, and his private letters to them, have made a sunlight in their habitation. And of all the "to-days" in the twelve months they remember their master, as they call him, specially on the 1st of May.

Five years ago Mr. Ruskin and Mr. Faunthorpe devised a surprise for the scholars of the college. On the 1st of May they were told, at an hour's notice, to procure each a handful of flowers, and to assemble in the largest room. They assembled, wondering; the very governesses were ignorant of the meeting's object. At the proper moment the principal announced to the students that Mr. Ruskin had resolved to revive in their midst the old and sweet festival of the May queen. Each girl was given a voting-paper.

On this she was required to write the name of the "likeablest and loveablest" among the junior students. The voting-papers were then collected by a governess, and the fortunate person indicated by the most votes was induced with a royal robe of white. Around her neck was thrown a chain of gold, bearing an emblematic cross of the same metal. The May queen was then presented with a complete set of Mr. Ruskin's works, bound in purple calf; and, after selecting for herself and her maids-of-honour a few of the volumes, she was required to hand the others to such of her companions as she could recommend for good qualities. And thereafter brief festivities of an improvised sort closed the coronation day. Her Majesty doffed her finery within a few hours of her ascending the throne, but remained for the year the college's May queen.

This simple but beautiful ceremony has grown to be a great power at Whitelands. Any girl entering the college knows that within a year from her becoming a student under Canon Faunthorpe the exhibition of truthful and kindly character may lead her to the coveted throne. The elected queen is directed by Mr. Ruskin to distribute her presents among the best of the elder students, and thus old and young are brought into sympathetic contact. When the queen has passed the throne, she becomes an accredited example of behaviour to her companions, and she has then an incentive on her part to still further development of character. Thus Mr. Ruskin has succeeded in bringing before the Whitelands students, in the most refined way, a lesson on the theme once beautifully dealt with by Margaret, Duchess of Newcastle, who has written that "courtesies engentle humanity." Engentle—what an exquisite word!—one after Mr. Ruskin's own heart. It has been his own mission to engentle the lives of many by preaching beauty to be found in our common lives, no less than in the works of genius and the storehouses thereof.

On the first day, then, of the month of May, the sixth May queen was elected at the Chelsea College. The electors are forbidden to canvass the matter in any way before the appointment is made. As the first of May happens to be the festival of Saints Philip and James, a special service is held in the chapel, and very interesting it is, although the public is rigidly excluded from it. One hundred and fifty girls, all clad in white and flower-bedecked, fill the small but beautiful place of worship. "Girls," says Mr. Ruskin, "should be like daisies, nice and white, with an edge of red if you look close, making the ground bright wherever they are." Herein he echoes the words of Dan Chaucer:—

That of al floures in the mede  
Manne love, I most the floures white and rede,  
Such as men callen daysyes in our towne.

In the chapel this large choir of sweet voices from blossoming humanity makes the young May air glad, and through the painted window of St. Ursula the sun throws upon them "warm gales," that fall like a shadow of blessing. Ere the service concludes the principal delivers a pithy address on the forthcoming ceremony and its meanings. Then, at ten o'clock the students assemble in the lecture-room, where, after a reading or two, and perhaps another address, the voting-papers are filled up before the vacant throne. All the rooms bloom, but the fragrant days is a mass of flowers. The choice of the girls is generally a surprise to the governesses, who, confess, however, that it is always justified by results. When this choice has been announced, the queen-elect retires to be robed. The garment has of course been prepared by the authorities for a nobody, since it is obviously impossible to have foreseen what kind of a figure would fill it; but a wise simplicity of design makes the robe adaptable to most sizes. The royal potentate provides herself with three maids-of-honour, who assist her, during the robing, to make the list of those who are to receive her favours. At last she re-enters the assembly, crowned with a wreath of moss and marguerites, and bearing a floral sceptre. Before her step the youngest scholars, who bear on velvet cushions the books to be distributed. The very youngest girl of all carries the queen's crown and chain of gold. Each year these are designed anew by artists like Mr. Burne Jones or Mr. Arthur Severn. Thus the queen possesses and hands down for all time a unique specimen of nineteenth-century art.

The queen seated, her predecessor, now called a queen dowager, is placed by her side, wreathed in forget-me-nots; and the next matter of interest becomes the presentation of gifts. As Mr. Ruskin's nervous state precludes his attendance at any considerable gathering of his fellow-beings, some friend deputed by him invests the new potentate with her insignia of office. The queen next selects for herself, from among the precious books, "The Queen of the Air," reserving for her chief maid-of-honour "The Seven Lamps of Architecture;" and the other thirty volumes are handed to the chosen recipients with little encomiums from the throne. Part-songs follow, and high holiday is decreed to conclude the ceremony. We know not who may be this year's queen, but all accounts agree in stating that she must be a very winsome lass to eclipse in favour her five precursors. Three years ago a touching thing happened. The choice fell on the only girl present in black. She was mourning a dead father. The trembling maiden required some persuasion before she would consent to don the May queen's shining attire; and her first act after doffing it was to send off the pure white lilies that had surrounded her, to lie on her father's new-made grave.—*Eric S. Robertson in the Leisure Hour.*

## Special Papers.

### SYSTEMATIC PRONUNCIATION.

#### VII.

(Continued from Vol. III., page 317.)

THE following is the list of ninety-one words given in the introduction to Worcester's Dictionary, to which he assigns the "intermediate" sound of *a* :—

abalt.	ghastly.
advance.	glance.
advantage.	glass.
aft.	graff.
after.	graft.
aghast.	grant.
*alabaster.	grasp.
alas.	grass.
*amass.	haft.
answer.	hasp.
*ant.	lance.
ask.	lanch.
*asp.	*lass.
*ass.	last.
bask.	mask.
basket.	*mass.
bastard.	mast.
blanch.	*mastiff.
blast.	mischance.
bombast.	nasty.
branch.	*pant.
brass.	pass.
cask.	past.
casket.	pastor.
cast.	pasture.
castle.	*pilaster.
chaff.	plaster.
chance.	prance.
chandler.	quaff.
chant.	*raff.
class.	raff.
clasp.	rafter.
*contrast.	rasp.
craft.	repast.
dance.	*salamander.
dastard.	sample.
disaster.	shaft.
draft.	slander.
draught.	slant.
enchant.	staff.
enhance.	surpass.
ensample.	task.
example.	trance.
fast.	vast.
flask.	waft.
gasp.	

We are sorry that we cannot adopt a name and a conception sanctioned by so learned a guide. But we believe that Worcester was forced into a baseless compromise through seeing in these words two rival pronunciations of the letter to be each strongly backed by authority—namely, as the *a* in *father* and as the *a* in *fat*. To the list that he gives we would add the words *askance* (as to its second syllable), *caster*, a small wheel;

*castor*, the seed or oil; *master* and *rasual*, and from it strike out those marked with an asterisk; then we shall find that in the remaining eighty-three the first sound is preferred by most Englishmen south of the Humber, the second by most Yorkshiremen and Americans. A few uncultured Americans pronounce the *a* like the one in *fire* with a nasal twang to boot; and some Scotchmen and Lancashiremen give it the short foreign sound of *a* heard in the German, French, and Italian words *kann*, *palle*, and *anno*. But neither of these two sounds lies between the two former: since the foreign short *a* is the true short form of the *a* in *father*, or of the *a* in the three similarly culled foreign words *kahn*, *pâte*, and *Arno*, while the *a* in *fare* is a diphthong, made up of the *e* in *met* with the *u* of *but* following it, and is the true long form of the *a* in *fat* (as may be seen by comparing *air* and *aired* with *add*, and *fares* with *fad*.)

On the other hand, Webster affirms that Fulton and Knight, whom Worcester claims as his supporters, really treated the vowel in question as a short form of the Italian *a* (or, in other words, as what we have just called the short foreign sound of *a*); and Webster himself sustains this view. But he also states that Thackeray in his lectures always pronounced the *a* in such words with the long Italian sound, that by report all the chief English preachers, statesmen, and noblemen of his time so pronounced it, and that educated Englishmen in general had rendered it thus down to the close of the last century, when Walker in his zeal to avoid a drawl brought the short sound heard in *fat* into fashion. It will be observed that the consonants or pairs of consonants that follow the letter *a* in these words are *ff* and *gh* (which both stand for the simple sound of *f*), *fl*, *mp*, *nd*, *nce* (= *ns*), *nch* (= *nsh*), *ss* (= true *s*), *sp*, *sk*, and *st*—that is to say, *f*, and *s*, and all their English combinations with following mutes, and *n* before *d*, *t*, or a sharp sibilant.

Now, in comparing words in order to see how a vowel is commonly pronounced before certain consonants, we should not, if that vowel has usually a long sound in accented syllables, set much store by its utterance in unaccented ones; since in dissyllabic words a long vowel is never found just before an accented syllable, and in words of more feet such cannot be found either just before or just after an accented syllable; which is the same thing as to say that in more than half of our unaccented syllables long vowels are by the laws of euphony made impossible. To monosyllabic words, then, and to the accented syllables of polysyllabic ones we must look for analogies.

Firstly, then, we would remark that while the two words *gaff* and *raff* of *riff-raff* are now both pronounced with the common short sound of *a*, they are the only two monosyllables in *aff* outside our list; so that our

doubtful ones number four out of the existing six: moreover, in *laugh*, the only other word besides *draught* where *gh* follows *au* or *a*, and has the sound of *f*, the vowel sound uttered throughout Great Britain is the long Italian one. The combination of *a* with *ff* or its equivalent, again, occurs in no other words than those before us; there is no example, therefore, to tell against the belief that an exceptional effect is produced by this pair of consonants as compared with ordinary ones. Nor does *a* occur before *sp* in any outside monosyllables except the one we have struck out—namely, *asp*, and *wasp*, which has a unique pronunciation, nor accented in any other polysyllables but *aspen* and *jasper*; and we have left five monosyllables in our list (ancient and deeply ingrained words as monosyllables usually are), so that the short sound of these two words leaves a good preponderance in favour of the long one. Nor beyond the list, where there are nine instances, do we know of an accented *a* coming before the *sk* sound except in *pascal*, which we have heard pronounced long as well as short. Nor do we find it before *n* and a sibilant in any other monosyllables than our nine, save the new-fangled *runch*, which is pronounced short. It does occur accented with the short sound in thirteen polysyllables, old and new; but against even these may be set off the deep-rooted *answer*, *askance*, and *enhance*. Rather remarkably, too, *n* and soft *g* (or *ush*), have a different effect from an ordinary pair of consonants: they always keep the *a* before them long (e.g. in *change*, *arrange* and *danger*).

M. L. ROUSE.

(To be continued.)

On the subject of athletics, which is one of daily increasing interest, the opportune remarks of a correspondent in the *Canadian Athletic News* ought to be published far and wide. He writes:—"The pursuit of athletics is unquestionably beneficial, but the difficulty arises when men will not recognize that they are overdoing it. Hundreds may be benefited where the few are injured. This is what I want to impress on those who read this column, and who are at present taking part in athletic contests, or who may contemplate doing so. I will not in this article go into the various methods of training, or indicate what I consider the best system. What I want to impress upon athletes is to husband their strength, develop their muscles in moderation, train so long as they feel they are improving in health, and obtaining greater freedom of movement, but they must come to a stop whenever the least indication is given of failing powers, or any particular organ gives signs of being prejudicially affected by the unwonted strain. By careful attention to this advice many may be prevented from doing themselves injury."

## Educational Opinion.

### THE HEAD TEACHER'S RELATION TO HIS STAFF.

THE relationship between a teacher and his staff is not so close now as it was in the days when pupil-teachers' centres, managers and school boards did not come between the two. As the authority which the teacher was invested has diminished, his personal influence should be increased in due proportion if the pupil-teacher system is now to work at all effectively. It is a great problem with political economists "how to get the greatest amount of work from the labour market." This would be accomplished if capitalists and work-people could only see that the "greatest good" would be gained for both if they would but give each other credit for sincerity of purpose, and if each would strive to do his best for the other. This principle of working for each other's mutual good should animate the head and subordinate teachers in the school-room. In the first place the head teacher should be always on the look out for boys and girls whom he may train in the upper standards with a view of making them candidates for the office of pupil teachers. Then he should by precept and example (the latter being by far the more powerful of the two) instil into their mind those principles of conscientiousness of service and faithfulness to duty which will form the ground-work of a good character. During the whole of their apprenticeship they should be guarded and watched as an experienced gardener would tend and care for the finest specimens of plants in his green-house, nipping off the dying leaves, giving the required support, and otherwise training them until they become the pride of his heart. He would then be able to select from them his own assistants, and thus he might have round him a complete staff of his own training. It frequently happens that young teachers are too domineering, but if the evil results be pointed out and a close watch be kept over this and all other failings at the OUTSET, it is probable that they will be counteracted, at any rate, it is more likely to be done in this early stage than later on. It is a good plan to accustom teachers to go on with the lesson in the presence of the principal, just as they do in his absence; and to this end it is advisable to visit each class very frequently, and stand a minute or two listening and taking mental notes. This constant watchfulness will call forth the best efforts of the teachers, and will unconsciously rouse the inactive and dull scholars to renewed energy, while a deeper insight will be gained into the teachers' characters, which will give him a stronger influence over them. Perhaps some of my readers may say, "That is all very

well when there is a teacher to every class, but I am always teaching myself." Then you are neglecting a most important duty, and your school will never be as successful as it might be as long as you do that. Very hard-working teachers often obtain poor results because they confine their labours to one class, and leave the other part of the school to those who do not know how to do their work properly, or who do not care how it is done. I would recommend you to throw two classes into one for one lesson, give your own section some work that can be done without your supervision, and leave a monitor in charge, or change classes with another teacher; do ANYTHING in fact, so that you have the reins of the whole school in your hands.

As the lower standards form the foundation of a good school, and are the base on which future operations will have to rest, they require the instruction of a thoroughly efficient teacher. It does not follow that the most efficient teacher will be an assistant, or even an elder pupil teacher, for young people are often more likely to have sympathy with the difficulties of little children than an up-grown person; but this brings me to another point—that of *teaching* the teachers. Candidates of fourteen years of age cannot know anything of the work they have to do, and yet it is a fact that such are in many cases put to a class without any instruction whatever. If the head teacher has force of character he may make his pupils what he likes, so that, if he be sensible, he will instil habits of punctuality and thoroughness at the very commencement of their scholastic career. When a candidate is placed in charge of a class it is only fair that his scholars should be very clearly given to understand that they must render obedience. On the other hand, care ought to be exercised in the choice of a class for him, and he himself should be warned against making rules that his pupils cannot keep, and expecting too much from the little folks (a great fault in young beginners). It is injudicious to reprimand a teacher before his class, or to do anything to lower him in the eyes of his scholars. The few rules that are made must be clear and decisive in character and construction, and should be strictly kept alike by teachers and scholars. If the teachers themselves are made to feel a little responsibility by having certain duties relegated to them, the feeling of part ownership will give them more interest in their work. A periodical visit to the cupboard, and a regular inspection of the books belonging to each class, is a simple means of making a negligent monitor more careful. That old adage, "a place for everything, and everything in its place," is well worth a position of honour in the school-room. Attention to these very important details will prevent many a five minutes being lost, and

will be the means of avoiding much confusion and irritation. Prompt measures should be adopted in cases of damage to property and care for the belongings of other should be inculcated. It is just this looking after little things, and having a *system* of management, that makes all the difference between a well-arranged school and a disorderly one. The school should be like a mighty machine, which, being well cleaned, only requires a little oil to prevent friction. I have not laid down a few cut-and-dried rules, by the use of which a mechanical influence can be exercised over teachers and children, nor have I been writing for the benefit of those who are "born to rule;" but I have tried, rather, to show that all may secure good order by methodising their work, and exercising constant watchfulness.—*The Teachers' Aid.*

### KINDERGARTEN EDUCATION.

ACCORDING to Froebel, "kindergarten begins upon the mother's lap, and the home must always form the starting point, the kernel of all human development." "For each one of us the roots of our being are planted in childhood, and as are the roots so will be the tree."

"Poor humanity!" exclaims the philanthropist, at sight of all the manifold miseries of mankind.

"With how much more truth might we exclaim," says Bernard in his "Child Culture." "Poor childhood!" "For," he says, in childhood and its perverted mismanagement lies the source of the greater part of this misery."

"Adult mankind has weapons wherewith to repel the assaults of temptation and trouble; helpless childhood is exposed without power of resistance to the evils of mismanagement and neglect, and the consequence is, that human beings find themselves beginning the battle of life already maimed by a thousand wounds."

"If a tender young leaf be pricked in the spring-time with the finest cambric needle, it will show a scar of continually increasing size, till it withers in the autumn; how many such pricks does the young child's soul receive, and in them the beginnings of many scars, bad habits, faults, and vices."

With the best of intentions the parent errs in the treatment of his children, through ignorance—ignorance of the child-nature and its needs—ignorance of the principles of government and education, and a mistaken idea of his true relations as a parent.

"Train up a child in the way he should go," with its assuring sequence, is quoted as Divine authority for whatever measures he may think best to adopt, or, more likely what he feels most in the mood of adopting.

He arrogates to himself the wisdom of knowing "the way," though he has never

given as much attention to the study of his child, or to the principles of government, as to the propagation of vegetables in his garden, or the animals upon his farm.

He fails to recognize in the child's self-will elements of strength, which, if judiciously trained, will develop resolution, assertion of his own personality and opinion, and all that makes human beings morally responsible men and women. He mistakes dictation and forcing for direction and training, and tries to "break the will," thus securing a servile obedience through slavish fear. Bernard says: "In the training of children the child's will is too often cowed, instead of being guided and directed towards right, and this is the reason why so few human beings attain that true moral independence without which the highest kind of freedom, that of self-government, is impossible."

"Let children," says Froebel, "learn through love to give up their own will to others; this is the only right sort of obedience, and that which arouses energy for good." "The obedience of love begets reverence, and from it there will spring later a holy fear and reverence of God." "A child will hang his head with shame at an astonished expression of countenance, especially from one he loves, who would perhaps resist opposition to the last extremity." "If the way can only be found to remand him to the monitor within, and lead him to condemn himself, even silently, the work is well begun, if not done."

Froebel's object in founding the kindergarten was not alone the training of the children, but the education of the mothers, and those who have the care of children in the home, both directly by teaching, and indirectly through the children.

"My mother does not slap half as much as she used to before Harry went to the kindergarten," said a young girl, the eldest of nine children. "She thinks your way is best."

Give children something to do and there will be less slapping and scolding. The busy child is generally the happy child, and the happy child, is generally the least troublesome.

Children were meant to be active; God made them so for a wise purpose; it is Froebel's plan to direct these activities into pleasant and profitable channels. The child trained for one year on Froebel's gifts and occupations will acquire a skillful use of his hands and a habit of accurate measurement of the eye, which will be his possession for life.

His own childish troubles made so deep an impression, that when he became a man he did not, like so many of us, forget he had ever been a child, but, remembering his own cheerless childhood, he devoted his whole life to devising amusement and occu-

pations for children. The games he played in his father's garden were the foundation of the ideas and principles which are applied in his kindergarten. These principles are especially adapted to meet the conditions necessary to a development of the child's nature, physical and mental.—*The School Journal*.

### HABITS AND CHARACTER.

THE formation of correct habits in schools is of primary importance. The true object and aim of the teacher should be to do all in her power to train her pupils for lives of usefulness; to cultivate such tastes and habits as will tend to make them agreeable companions and desirable citizens when they leave school and enter upon the duties of life. And in accomplishing this the teacher, who stands *in loco parentis*, is in many respects more influential than the parents,—especially if she is a faithful, conscientious and loving teacher. The child, under such a teacher, soon comes to feel that what his teacher says and does is right beyond question. It is enough for the child to refer to his teacher for his authority for doing or not doing a certain thing. In view of this, it will be the constant aim of the true teacher to improve every opportunity, by word and act, to develop and strengthen the best qualities of the heart, and so lead to the establishment of such habits as will give clear evidence of right heart-feeling; and it may be added, the formation of good outward habits will do much to improve the heart and strengthen its better purposes.

Let us briefly allude to some of the habits which the teacher should constantly and earnestly labour to form,—both by word and example, and, in many cases, more by example than word.

1. *Obedience*. It is for the child's best good and true happiness that he early learns to be truly obedient to parents and teachers, and to all in authority. This obedience the loving teacher may usually secure without resorting to any severe or harsh measures. But it should be prompt, implicit, exact, and cheerful. There is a sort of half-way way, reluctantly yielded obedience, which is of but little worth. To secure this obedience in the school-room the teacher should be very careful to have all her requirements just and reasonable, and then have it clearly understood that *yes* means *yes*, and *no* means *no*. Parents and teachers often lose their power and influence over the young by parleying with them. Obedience once established in the home or primary school will manifest itself in higher schools and in subsequent life.

2. *Neatness*. The influence of neatness in personal appearance and dress is potent in many ways. When the lamented Philbrick

was at the head of a large and important school, he said substantially, "If I can induce a boy to respect himself sufficiently to come into the school-room with well brushed shoes and with neat apparel, I am pretty sure to find him orderly and respectful in his deportment." Let it not be forgotten that neatness and cleanliness in personal appearance are promotive of good behaviour, and the personal example of the teacher will prove all-powerful in securing these.

3. *Politeness or courteousness*. The teacher often has to do with children who come from homes in which these traits or habits are unknown. Harsh words and unkind expressions are hourly heard, but kind words and courteous demeanour or treatment are seldom, if ever, heard or felt. And yet how much power there is in true politeness. Kindly words and deeds, courteous manners and expressions, are always winning and potent. They do much in gaining friends and influence, and much in retaining the same. Let every word and act of the teacher, in her daily work, be characterized by true kindness and courtesy, and her pupils will be ready imitators. Let every suitable opportunity be wisely improved to lead the pupils to appreciate the attractiveness and worth of that true politeness which will contribute so much to their own happiness and influence, and which will so greatly promote the happiness of all with whom they may in any way be associated. How much the cheerful and courteous demeanour of clerks in stores contribute to their worth and attractiveness. So true is this that it should lead every judicious merchant to regard these as essential traits in those whom they take into their employment. It is undoubtedly true that many a good customer has been repelled from a store by the rude and uncourteous treatment of some clerk or employee.—*New England Journal of Education*.

EXAMINATION questions which test a person's power to think, and lead to habits of observation, are better than those which test the memory and encourage the memorizing of unorganized facts.—*Ex*.

PROFESSOR RICHARD OWEN, of New Harmony, has just received information from the Signal Office (in response to a request) to the effect that his "working hypothesis" regarding magnetic changes, implying a gradual increase in dip and intensity was correct, as noted by Lieutenant Greeley and compared with the records of the English Expedition of 1876. The reply of General Hazen has gratified our friend very much. He is now by request preparing two papers for a forthcoming meeting of scientists at Buffalo.



TORONTO.

THURSDAY, AUGUST 5, 1886.

*THE RECENT EXAMINATIONS.*

IF the multitude of letters which have appeared in the columns of the daily press of Ontario, on the subject of the recent Entrance and Teachers' Examinations is a fair test of the general opinion on these examinations, the examiners ought, indeed, to feel not a little put out at the form which public criticism of their labours has taken. The papers have been characterized as "frivolous," "unfair," "unsuitable," "cumbersome," "difficult," "absurd," "cranky," and "foolish." Some have gone so far as to assert that they were set for the sole and express purpose of "booming" a new work on algebra, and a forthcoming work on English. And nearly all have taken occasion to make thrusts—by no means covert—at the authorities responsible for the choice of the examiners.

We have perused, we think, very nearly every criticism that has been printed throughout the press of the Province, and now that the heat of battle is over, and opportunity of calm judgment has come, we venture to assert that the bulk of our readers will agree with us in thinking that these criticisms have not faithfully represented the opinions of the great majority of those capable of passing an intelligent verdict on the questions. The animadversions have on the whole been vague and indefinite. They have in hardly a single instance dealt in detail or with definiteness with the papers condemned. One Toronto daily newspaper certainly attempted this; but its attempt was far from admirable.

From the general tenor of the foregoing remarks it will appear that the EDUCATIONAL WEEKLY ranges itself on the side of the examiners as against their opponents. And, on the whole, this is true. But not in every particular. That there were in many of the papers faults—grave faults, we unhesitatingly assert. One or two of the examiners seem to be unable to avoid certain mannerisms. Others find it difficult to remember the comparative youthfulness of the pupils. The general tone, also, of the papers set for entrance to high schools we fully believe was much too difficult for those under examination. But our readers have been so deluged with criticisms of this nature that it is surely unnecessary further to indulge in them. We proceed at once, therefore, to the sub-

stantiation of the position that the questions set for candidates aspiring to become teachers with second class certificates were legitimate and fair.

As regards the paper on algebra, we shall merely refer our readers to Mr. Glashan's lucid annotations contained in our last issue (No. 80, pp. 442 *et seq.*), and remind them that all those examined had already passed another examination on at least two-thirds of the same work. True, some of the questions might be rightly regarded as being beyond the sphere of mere book-work. But these contained tests of methods with which every teacher should be thoroughly familiar—and, be it remembered, the examination was one for teachers.

The history paper we cannot but think a good one—a very good one. For the first time in the history of Second Class Certificate Examinations, a particular portion of history was specified—the period from William III. to George III. This was a change long desired; and now that it has been granted, complaints are immediately made. There are eight questions, but only six are to be answered—two of these being numbers seven and eight, both having reference to Canadian history, a portion of the subject generally admitted to be the easiest to learn. A very large part of question five could be answered from the knowledge derived by the pupil from Macaulay's essay on Warren Hastings. The questions are broad; they give the candidates much scope; they test their power of grasping a large number of facts and generalizing upon them; they give everyone a chance of obtaining the requisite thirty three and a third per cent.; and they also give opportunity for the display of special study.

Another of the papers which has drawn upon itself severe censure is that on chemistry. In this paper, as in the algebra and history papers, mere book-work would not suffice. But, we contend, this is exactly what is necessary in an examination in chemistry. Perhaps there is no subject which can so easily be learnt by rote as chemistry; and certainly there is no subject in which learning by rote is so useless. Chemistry can be learned, often, like so much arithmetic, but chemistry learnt thus is utterly valueless if ever it has to be used practically. Many a man who would be worthless as a pharmacist, a physician, or even a teacher of chemistry, has passed examinations because they merely tested his theoretical,

not his practical, knowledge of the subject. The paper before us is a thoroughly practical one; and it is as a practical science that chemistry should be taught and studied.

Let us pass, however, to the general considerations which lead us to uphold the examiners.

For a long time now the whole community has steadfastly set its face against "cram." Now, the best corrective for "cram" is stiff examinations of a certain description. The papers before us, we hold, are of this description. They test the candidates' powers of thought, not his "book-learning." They make him think for himself, not merely repeat what he has learnt. They necessitate generalization. They do not ask for recapitulation. We should all be glad, we think, that such papers have made their appearance. Many have suffered, doubtless; but much good has been done. If they were far more difficult than was generally anticipated, this argues little. The country will probably benefit by this very fact.

Again, very many candidates make it a practice to come up to these examinations long before they are sufficiently prepared—just to "try their luck." They obtain their first-class certificates, teach till, say January, then wish to be "crammed" in time for the July examinations. Six months is far too short a time in which to prepare for Second Class Certificates.

Once more, we venture to say that many principals of high schools and collegiate institutes were very unwilling that many of those under them should attempt these examinations, but could not dissuade them from writing. There is so little disgrace in failure, that the temptations to "try one's luck" are great.

We confess we cannot quite comprehend the meaning of this outburst of complaint against the Second-Class Certificate examination papers. We hear a great deal of over-crowding in the teaching profession; of low salaries; of the keenness of the struggle for existence; of the necessity of organization, etc., etc., *ad nauseam*. Surely the best, the only way to obviate these hardships is by raising the standard of the teacher. And if we commence the raising of this standard by requiring more from him—more knowledge, greater intellectual ability—who can deny that we are doing a good thing? To us it seems that teachers are cutting the ground from be-

neath their own feet when they raise so great a cry over the stiffness of the papers set for teachers. The country asks for highly educated and cultured teachers; teachers themselves ask that their ranks may contain none but these. An attempt is made to carry out these wishes, and at once a hue and cry is set up.

As we have said, a few suffer. This is necessary. It is unavoidable. No change of this kind can be introduced without loss to some individuals. But we believe we are correct in stating that this loss is to be minimized as far as is rationally and justly possible. A revising committee has been formed whose duties it shall be to re-examine the papers of every candidate who has failed in less than three subjects, just as if he had appealed; and general excellence will be taken into consideration.

We repeat, then, that although some of the papers give evidences of mannerism, on the whole the recent examinations will do the teachers and pupils of the Province a great deal of good.

#### OUR EXCHANGES.

*Lippincott's Monthly Magazine* for August contains many good, very few weak, articles. John Burroughs writes on "Gilbert White's Book;" Ella Wheeler Wilcox on "The West;" and "Taken by Siege," and "A Bachelor's Blunder" are continued. The last, by W. L. Norris, is, of course, excellent. The story has come to a very interesting point: the heroine—a wife of a year's standing—has been told by an old lover of the permanence of his attachment to her; she thinks it her duty to relate the circumstance to her husband; and her husband leaves her for a twelvemonth's shooting expedition. Readers will doubtless impatiently await the September number.

#### REVIEWS AND NOTICES OF BOOKS.

*Raselas, Prince of Abyssinia.* By Samuel Johnson, LL.D. Edited, with notes, for schools. Boston: Ginn & Co.

This is one of the works chosen by Messrs. Ginn & Company for their "Classics for Children" series, and that it is a good choice will be readily admitted. The printing, binding, etc., are all excellent; only the most needful notes are appended; and a very readable little Life of Johnson is prefixed to the text.

*The Synthetic Philosophy of Expression, as applied to the Arts of Reading, Oratory and Personation.* By Moses True Brown, M.A., Principal of the Boston School of Oratory, and Professor of Oratory at Tufts' College. Boston and New York: Houghton, Mifflin & Co. Toronto: Williamson & Co. \$2.00.

The subject of this admirable little work, as its name implies, is the scientific treatment of the problem of human expression. The author, drawing from Darwin and Montezagga, with

whom the student of this branch of philosophy is familiar, and from Delsarte, to whom he refers the first application of philosophy to the arts of oratory, reading and dramatic expression, has given us a thorough analysis of the laws governing the manifestations of our inner being by means of our bodily organs. Steering clear of the materialistic, sensational philosophy on the one hand, and of the purely ideal on the other, he exhibits the intimate connection between the soul and the various physical phases of our being. The aim of the work is to formulate the laws which the agents of human expression obey in accompanying the workings of the eye. The teacher of elocution or the kindred arts cannot fail to derive material benefit from an attentive study of the author's treatment of the subject, and we can heartily recommend the work to the general reader who will find it highly interesting as well as useful. H. C.

*Six Weeks' Preparation for Reading Cæsar*, by J. M. Whiton, Ph. D.—Part I.: Six Weeks' Preparation. Part II.: For Beginners in *Cæsar*. Boston: Ginn & Co.

We can highly recommend this little work. It contains evidences throughout of extreme care in compilation, combined with a thorough knowledge of what is necessary to prepare the youthful mind for the reading of *Cæsar*. The book will be found a most useful one for all masters teaching junior Latin classes. Half an hour spent over-night on the lesson for the following day would give the teacher ample materials to work upon.

The special object of the work is to inculcate that early familiarity with the inflections and common words of the Latin, which is at the foundation of all accurate scholarships. Everything for which a grammar needs to be consulted, except the paradigms, is put before the eye in connection with the lesson. Copious explanations, also, of such a kind as the experience of the class-room has required for the difficulties of young beginners, have been added.

One especial feature of this book is the stress laid by the author upon the necessity of constant practice in prose composition. As he well says (page 69): "Constant practice in turning English into Latin is indispensable to permanent mastery of the inflectional forms. More is requisite for this than a weekly exercise of some manual of Latin prose composition. The Latin read each day furnishes material for a few sentences of English to be turned back into Latin. In his *Recommendation*, the vocabulary is before the eye, and nothing is necessary but to make changes in voice, tense, case, etc."

We say again, all teachers of junior Latin classes should purchase Dr. Whiton's *Six Weeks' Preparation for Reading Cæsar*.

*Forestry Reports for 1885.* Compiled at the instance of the Government of Ontario. By R. W. Phipps, Toronto.

We have had the pleasure of receiving a copy of this most interesting book, containing, among other valuable information, descriptions of what has been effected in forestry during the present year in the Province of Ontario. One important item has been the appointment, in accordance with a recommendation made in last year's report, after an extended visit to the lumber districts of a

number of men, half paid by the Government and half by the lumbermen, to assist them in enforcing the Fire Act in those localities; a movement which will save from destruction large amounts of valuable timber, and tend to perpetuate forests on much land otherwise useless. We note also that visits have been made to various places in the United States, where important practical experiments in forestry have been made. As the forestry question here has a strong bearing on the amount of timber standing in the United States, a full account of the position of affairs there is furnished, together with the results of over-clearing. The planting of evergreen windbreaks is the simplest and most practicable method of regaining our forest shelter, if followed up would, at slight expense to the farmers, do much good to the country, and to this subject a chapter has, therefore, been devoted. The book is made also valuable for reference, by a complete list of the trees of Ontario being given, accompanied by a scientific description of each, and particularly by means of which they may be recognized. Letters containing information on local forestry will also be found from various places in Ontario, and a valuable statement concerning effects of forest denudation, by a leading American scientist. Altogether a more perfect and ably prepared report we have rarely seen. We are requested to state that copies will be sent free to all who will forward their addresses to R. W. Phipps, 233 Richmond street, Toronto.

D. C. HEATH & Co. of Boston, announce for September "An Introduction to the Study of Robert Browning's Poetry," by Hiram Corson, M.A., LL.D., Professor of Rhetoric and English Literature in the Cornell University. The work will include, with additions, the Papers on "The Idea of Personality, as Embodied in Browning's Poetry," and on "Art as an Intermediate Agency of Personality," which Prof. Corson read before the Browning Society, in London, and which received high commendation from the poet. Several pages will be devoted to Browning's favourite art-form, the Dramatic Monologue, and to the characteristics of his diction, especially those which sometimes occasion obscurity, if the reader is not familiar with them. In addition to the selections from his works, with explanatory notes, the editor will present exegeses of a number of poems, without the texts; also a bibliography of Browning Criticism.

#### BOOKS RECEIVED.

*The New Second Music Reader, Based Largely upon C. H. Hohmann, giving First Lessons in Reading Music at Sight, with One- and Two-Part Exercises and Songs, and Directions to Teachers.* By Luther Whiting Mason. Boston: Ginn & Co. 1886. 185 pp.

*Plutarch's Lives.* Clough's Translation. Abridged and Annotated for Schools by Edwin Ginn. With Historical Introductions by W. F. Allen. Boston: Ginn & Co. 1886. 333 pp. 50 cents.

*A Heart-Song of To-Day (Disturbed by Fire from the "Unruly Member")*: A Novel. By Mrs. Annie G. Savigny. Toronto: Hunter, Rose & Co. 1886. 351 pp.

## Methods and Illustrations

### PRACTICAL WORK IN BOTANY.

IN the summer of 1885 an entirely new plan was adopted by my assistant, Miss Martin, in teaching botany in our high school, and the same idea has been carried out successfully in the lower rooms. Instead of the old, dull recitation of facts, and the analysis of a few flowers, each member of the class of twenty was incited to do personal work. The result was an attainment of much more botanical knowledge, and also a deep love for the study. A brief account of some of the work may incite other teachers to do likewise—drop the book and study nature.

Each pupil was given a small box, in which to plant seeds, and urged to dig up the seeds frequently, in order that he might see the process of germination. Germination was also shown by placing seeds on a strip of muslin tied over a tumbler of water in such a manner that the seeds rested on the water. The former plan seemed to be most popular, and great sport there was over a peanut that developed into a Lima bean when its leaves appeared.

In studying roots and leaves, the class made drawings of the different shapes, copying from Prang's botanical series of cards, as well as from nature. Almost every fine day excursions were made, and the different leaves and flowers gathered were saved for later analysis or for pressing. A simple vasculum for the carrying of specimens can be made out of a tin can in which beef tongues are sold. If the top is carefully cut off close to the edge the box is nearly complete. Partitions can be made of thin wire, and a cover of a large lard pail will serve as a cover for the vasculum. A little ingenuity is all that is needed. A better one can be made at a trifling cost by any tinsmith, and a good size is twelve inches long, six inches wide, and two and one-half deep. A handle of wire is all that is then needed.

Sometimes a field book is wanted. A simple one can be made by taking the top and bottom of a thick pasteboard box, eighteen inches long, by eight or ten inches wide—the back can be made of stout cloth or leather. The ends and one side should have oil-silk flaps to turn over the paper and prevent specimens from wetting. A shawl strap serves to fasten the book, and as a handle. Common thin blotting-paper will serve for drying paper. This should be cut a trifle smaller than the book.

A simple press can be made of two boards, or slates, about the same size as the field book. Pressure is made by a rope twisted around the middle. In using the press, from fifty to two hundred dryers, according to work done by the pupils, are wanted. These can be made of newspapers or any slightly

fibulous paper, and should consist of eight or so thicknesses sewed together along their sides. Forceps, knives, hatchets, and saws, trowels, and small boxes for carrying moss, are also necessary articles, usually found in every family.

After six weeks of this out-door general work, each member of the class was assigned special work, in accordance with his taste and ability. One was preparing specimens of wood. A large collection of the various woods in this vicinity was made. Each billet was ten inches long, and four inches thick. Pupils were required to do their own sawing from the trees, then to split each piece of wood in two, lengthwise. These billets were seasoned in a warm room—not by the stove, where they would warp—for at least a month, and planed smooth on the ends and inner side. The common and botanical names were written in common black or Indian ink, and the planed surface varnished with white shellac varnish. The gathering of these specimens by the boys and girls revealed to them certain subjects for essays, and thus served as a double lesson. Justice demands that the girls should have the credit of securing specimens from the hardest and toughest trees.

Another division made large collections of leaves of different shapes and veining, which were analyzed and pressed, and a written analysis of each leaf was prepared for the collection. The same was done with the flowers gathered.

Another division of the class mounted specimens of the epidermis of leaves and of petals, and transverse and longitudinal sections of the stem for the microscope. The plain slide was furnished to the pupils, who first ground the edges, then mounted the specimens in balsam, the cover glass surrounded by a ring of sealing wax, and the common and botanical names of the specimen written on the stick tag at one end of the slide. This is a very fascinating work, and any teacher who has Manton's "Beginnings with the Microscope" can readily and easily guide pupils in the work. Cases for holding the slides were also made by the pupils.

Starch tests were also tried by several. These tests for starch in roots are made by applying tincture of iodine with a camel's hair brush. If there is much starch present a violet hue will be perceived; if but a little, only a violet tint will appear. Otherwise there is no starch present. Our pupils were required to make a tabulated statement of the names of the plants they had tested, and the comparative amount of starch in each.

The school owns one of Crouch's large microscopes, thus affording an opportunity for microscopic study of pollen of a large number of flowers. Pupils were required to make drawings of the pollen as seen by them under the glass. Under the drawings were

written the common and botanical names of the plant, and a description of the colour, shape, and comparative size of the pollen grains. It might be well to state here that no teacher need be discouraged in this work because her pupils have never been taught to draw. A large proportion of our class never tried to draw until they commenced the study of botany, but by perseverance presented some fine work ere the end of the term.

The rest of the class were engaged in making monographs. Each pupil made a careful study of some one plant; then wrote a description of the same, accompanied by a drawing of the entire plant—root, stem, leaves and blossom—and microscopic drawings of a ripe pistil, stigma, and ovary, a ripe anther, a pollen grain, transverse and longitudinal sections of the stem, the epidermis of a leaf and petal. This description included the "habitat" of the plant, kind of root, stem and leaf, time of flowering, complete analysis of the flower, and the manner of reproduction.

As no two pupils were allowed to collect the same specimens of leaves, flowers, or cut similar billets of wood, nearly a full collection of the flora and trees of the vicinity was gathered. Also, as no two pupils made slides of similar objects or drawings of pollen from similar flowers, or monographs of similar plants, a large collection of interesting and instructive work was obtained. In order to stimulate other classes to excel this work of a single term of twelve weeks, an exhibit of the same was made at the county fair.

This term the same plan is being pursued, and it is expected that ere the term closes our local collection will be nearly complete. To-day every student is interested in his botany work, and a love for investigation has also developed itself in the other science classes. Try this plan, fellow teacher; it will give you health from out-door exercise, increase your love for nature and nature's God, develop power of observation and thought in your pupils and render school life more profitable and pleasant.—*The Teachers' Institute and Practical Teacher.*

### SO-CALLED "GERMAN" METHODS.

EVERY now and again some university president or professor who has a pet theory in view, urges the German university as the model for similar institutions in America. He generally overlooks the fact that educational institutions are a development, and cannot be successfully manufactured in a day or a year. In so far as our conditions and demands are similar to those of Germany, we ought to develop, and in time will develop, schools and universities such as those in

Germany. But in so far as our conditions and wants are peculiar to ourselves, we must develop educational institutions peculiarly our own in scope and character.

That cautious and deliberate, not blind and uncalculating, imitation of the foreign model is what is needed, has, we conceive, been abundantly proved during the past decade; but this rule of action has lately received support from a new quarter—Germany itself. Among other schemes that have been brought forward with the intention of improving our college and university education is one which looks to the establishment of some system by which a student may attend several colleges through his few years' course, instead of being restricted to one, as is now the custom. This, it is claimed, would follow the German university system and would offer to the ambitious student opportunities for a broader culture as well as for studying under numerous distinguished professors any one subject—say philosophy, political economy, or classics—instead of being compelled to listen to the *ipse dixit* of some one instructor of each subject pursued during the four years. Therefore it has usually been conceded that the plan is a good one in itself, but that, whatever its results in Germany—where the universities are under state control, and consequently organized on one general plan—it would be impracticable in the United States. And on this ground of impracticability, numerous and weighty objections have been urged against it. But now we find the habit of studying first at one university and then at another criticized on its own merits and without any reference to its adaptability to America. The critic is the well-known professor in the law faculty at Bonn, Prof. J. F. Von Schulte. His criticisms occur in an article in the *Jahrbucher fur Nationalokonomie u. Statistik*, entitled "Das Juristische Studium auf den deutschen Universitäten." The entire article is of great interest, but we are concerned in these paragraphs only in which Prof. v. Schulte discusses the effect of a student's migrating from one university to another. The practice is, he says, a positive impediment in the way of thorough work instead of being, as has been allowed, conducive to it. The student who comes to a new university consumes several weeks in becoming accustomed to his surroundings, in getting settled and in making acquaintances. All this time has to be deducted from the working duration of the semester. Instead of accomplishing all these things once for all when the student goes up from his gymnasium, they have to be gone through with once a year, and not infrequently once a semester. Then, too, the practice affects the professors and *dozenten*. They must begin their courses on the supposition that their students are being introduced to the subject for the first

time, and in that way many valuable weeks are lost in a discussion of elementary facts and laws which should be unnecessary. So prevalent has this evil become that many professors have been obliged to cut loose from the system and give courses lasting through several semesters. This is notably the case with von Helmholtz and G. Kirchhoff at Berlin, and the result is that they hold those of their students who really intend to master the subject through the entire course.

Objections such as these, coming from so competent an observer as Prof. von Schulte, carry great weight. They are to be added to that great mass of cumulative evidence that warns us to make haste slowly in assimilating our universities to those of Europe. While there is much to learn from abroad, there may also be something to avoid.—*New England Journal of Education*.

#### WRITING FOR BEGINNERS.

Give children as fair a chance to learn to write as you give them to learn to read, and you will make them fluent writers as well as fluent readers.

If it be necessary to have daily practice in reading, it is equally necessary to give daily lessons in writing, to secure good results, and to bestow as much attention upon *teaching* it as is bestowed upon the reading lesson. It isn't pleasant to find fault with the manner in which classes are often allowed to go through their writing exercise, nevertheless it is a fact that the *attention*, the *instruction* given is in no way equal to the instruction and careful drill given to teaching reading. Writing is as susceptible of being taught as many other subjects, and presents as wide a field for *labour downright, hard work*—as any other branch, perhaps harder, but in many instances it consists in the class being told to "open their books to such a page, and to write it carefully," etc.; no instruction being given in movement drills, or board illustrations. This is not the way reading is taught. Correct pronunciation, inflection, expression, etc., are insisted upon, and pupils are required to read, again and again, until an appropriate degree of perfection is acquired by them. To teach writing *successfully*, the same amount of care and patience must be exercised by the teacher. To conduct a class in writing *well*, pre-supposes more or less skill on the teacher's part in handling the pen or crayon, and while many teachers without this power get very good results, those who possess it have a great advantage.

#### FIRST LESSONS IN WRITING.

Shall they be given with slate pencil, lead pencil and paper, or with pen and ink? There are those who think that *slate-writing* is the proper thing to pursue the first year

or two from the beginning of the child's writing career. I am not one of this number. I should much prefer to take charge of fifty young pupils who had never touched a slate-pencil, and had never written at all, and instruct them in writing, than to take the same number who had had full swing with slate-pencils for a year or two. The less there is of slate-writing, conducted as a *writing-lesson*, or otherwise, the better both for the pupils and the teachers who make their acquaintance a year or two later, and commence (if they have the courage) to get the kinks and knots out of their fingers, and to keep them out. Aside from this, the writing done on the slates by the little five and six-year-olds, though sometimes very beautiful in slant, spacing, and in other ways, always seems to *lose* itself when they come to write on *paper*. It is not denied that slate-work has to be done, still the fact remains that slate and pencil are not the best instruments to use in *learning to write*. The writing lesson for beginners should be given on *PAPER from the beginning—pencil and low-calendared paper being the best materials that can be used*. A good lead pencil, like Eagle No. 3, or Dixon, same grade, properly sharpened—medium sharp—and not less than four and one-half inches long, should be used. This advice is given after an experience of twenty years in teaching penmanship, during which time the "pen and-ink" plan has had its trial, and found undesirable both for pupils and teachers. Twice as much ground can be covered in one year with the lead-pencil and lead pencil books having low-calendared paper, as with the pen.

Were it not for the reason that there are some who *still cling* to the idea of giving beginners pen and ink with which to make their first attempts at writing, I should not allude to this feature so particularly. All that can be done by way of teaching pen-holding, position, etc., can be done just as easily with a good lead-pencil—of the proper length—as with a pen.

There is no use in adding to the natural difficulties attendant upon the young pupil, seven or eight years old, in learning to write. The pen is a more delicate instrument to handle than the pencil: add to this the handling of *ink*, and the difficulties are increased. After one or two small lead-pencil books have been written, proper attention having been given to pencil-holding, movement, etc., the eight-year-old can graduate into pen-and-ink practice, and start out with confidence. He has learned the *handling* of the pencil, and the transition to pen and ink is comparatively easy. Right here it may be said that the skill acquired with the pencil-and-paper practice does *not* lose itself, but shows itself to the pupil's advantage in the ready manner in which he adapts himself to pen-and-ink practice. The change

has been from *paper to paper*, and not from *slate-pencil and slate* to paper. There may be those who will say that *lead-pencil and paper practice* is one and the same thing with *slate and slate-pencil practice*. Not so. The lead-pencil and paper work is a sort of compromise between the two, though approaching more nearly to ink-writing than to slate-writing.

With good instruction in the public schools, children can be taught to write a good, legible hand in three years from the time they start with their first lead-pencil lessons, and should they quit school at that time, should be in possession of a handwriting that would serve them all their lives. This cannot be done by the old machine method that requires children to write an entire copy-book that contains *six different words only*, and these words only after a four-months' drill on thousands of fragments of letters, isolated letters, etc. Not at all. Live teachers have begun to see that children in the *primary rooms* can be taught to write *legibly* the entire script alphabet in about a year, and they appreciate the benefits of this advance over the arbitrary machine methods of the old systems, as it helps *them* as well as the pupils. Having the written work of these pupils to examine from day to day, they are naturally desirous that their pupils should follow the method that leads into writing in the shortest and easiest way. Forming hundreds of isolated letters on page after page, followed by isolated words having no meaning or connection, is time wasted. Life is too short to spend time in forcing scientific analysis of simple forms upon children's brains who need hand training instead.

#### TO PRIMARY TEACHERS.

In starting a class of beginners with pencil and paper, or lead-pencil books, great care *must* be taken to secure fairly correct pencil-holding—equivalent to *pen-holding*—before launching out too freely into the writing-book. Teachers are very apt to err at this early stage in their haste to get into the copy-book. It is better to work *several weeks* ten or fifteen minutes daily in familiarizing the children with the handling or holding of the pen, giving drills in lateral movement, sliding the hand and fore-arm across the copy-book (holding the pencil blunt end downward), each pupil carrying a little paste-board chip, or something similar not metallic, on the wrist at the same time. Teachers can easily supply these little chips or buttons, and keep them handy, to be given out at each drill, as rubbers are given out in the drawing-lesson. It requires but a moment to give them out, or to collect them. It *pays* to do it. I have had primary classes do this for a month, and get good returns always for the trouble. I have seen the movement drills carried through five or ten minutes with hardly a "chip" rolling off. Too much

drilling to secure the habit of moving the hand and wrist *as a unit*, from the *elbow*, as a pivot, can hardly be given. Without these lateral drills, the pupils fall into the habit of twisting the hand from the wrist-joint—a *very bad habit*.—*N. Y. School Journal*.

#### PRACTICAL WORK IN PHYSIOLOGY.

IN a certain school, very successful work in physiology has been accomplished, upon the following plan: One lesson per week has been introduced in the primary and grammar grades, covering eight years. Upon entering the high school proper the subject is required in every course for one term of thirteen weeks. Eight of the leading physicians of the place were invited to lecture upon successive Friday afternoons, the lectures to commence at 3:45 P. M., and close at 4:30 P. M. The lectures were given before the whole school, an invitation being extended to the general public to attend. The physicians entered into the project with enthusiasm, and gave careful attention to the subjects selected in order to present them in a scholarly yet practical manner.

The course arranged was as follows:

1. The teeth, and how to care for them.
2. The anatomy of the human body, broken bones and dislocated joints.
3. How not to catch colds, and how to treat them when caught; catarrh and its causes.
4. The wonders of respiration.
5. The brain and its functions.
6. The marvellous construction of the ear; its use and abuse.
7. The wonderful telegraphic system of the body.
8. The eye and the preservation of its sight.
9. Alcohol and its influence upon the human system.

The first lecture was given by a dentist and illustrated with a skull and with different kinds of teeth. The hygiene of the teeth received careful attention, and the subject made a lasting impression. Each succeeding lecturer made use of the skeleton in demonstration of the lecture, as well as a series of original anatomical charts or plates prepared especially for the occasion. The lecture on respiration was especially fine, and was illustrated by the lungs of a sheep, which were placed in a skeleton, an improvised diaphragm inserted, and the lungs inflated, thus showing their action. Venous blood was shown and oxygen was at hand to convert it into arterial.

The lecture upon the ear was illustrated by Auzoux's models, by blackboard diagrams, and by a dissected human ear that was passed round the room for individual inspection; the anatomical views of the brain were prepared by an artist, and very skillfully done, one view fitting over another,

thus nicely taking the place of a mannikin; the nerve cells were shown and that complicated system of the human body made exceedingly simple; a traveling dentist happening to be in the place was invited to lecture to the school, which he did, using an extensive system of charts and maps, showing the eye magnified 1,200 times.

At the close of each lecture an opportunity was given the school to present written questions—and then how the questions piled up from the eager and interested pupils before the lecturer, who read and answered them one by one! This proved an exceedingly valuable and instructive part of the programme. The students in physiology took notes of each lecture, and at the succeeding Monday's recitation the subject matter of the lecture was reviewed by the class. The school looked forward with anticipation each week to the coming lecture. The public were especially interested and attended in considerable numbers, and the press commended the innovation by giving abstracts of each lecture. In consequence physiology attained a new dignity, and has never before been so live a subject with us at so little cost of time and apparatus.

There has been no expense to the school; valuable and original plates and maps have been donated by the physicians; the experience and observation of medical men with years of practice have been freely given; and the wonders of the human mechanism, and the causes of disease, made more intelligible than ever before. Most of the physicians, complimented by the interest manifested, have already consented to give additional lectures, without charge, on the organization of a new course. Such a course of lectures is possible in every graded and in many ungraded schools. Physicians are philanthropists. An intelligent presentation to them of the need of such a course will meet with a ready response, and at the same time the lecturer will be no loser, but his ability and reputation will be extended and a larger practice result.

The course need not be restricted to physiology; but lectures may follow on the practical principles of law; on leading American and English characters; or, on the fine arts.

Thus many a library may be unlocked, and many a tongue which was mute before become eloquent with useful thought. Teachers have too long lived unto themselves and been regarded as visionary and impractical. Each can, if he will, be the Pericles of his community.—*The Teachers' Institute*.

#### AN EXERCISE FOR THE SENSE OF HEARING.

To develop the sense of hearing, the teacher may have a bell, bowl, glass, piece of wood, tin, stone, etc., the teacher striking

them each in turn. Lead the pupils to notice the difference in sound and tone; after which have the children close their eyes, the teacher strikes one of the objects, and asks who can tell which it is; or she may lay something between the objects and the class, and strike the objects one at a time, and call on the different pupils to name which object was struck. After a few lessons there will be a decided improvement. The teacher may now sing the first three tones of the scale with the syllable *la*, asking the pupils to give the numeral or syllable name of the tones. Next, sound the first, third, and fifth; then the third, fifth, and eighth. If he has a piano or an organ in the room (and if not, he can buy a metalophone for ninety-eight cents, which will answer every purpose), he can strike any of the tones of the natural scale, making the pupils write on their slates the numeral names of the tones as fast as he strikes them (slowly at first, until they are able to do it more rapidly). Perhaps in the eighth lesson of this kind he may give the following: 1, 1, 2, 2, 3, 3, 3, 4, 4, 5, 5, 5, 6, 5, 4, 3, 2, 2, 3, 2, 1. After striking the last tone, call on a pupil to read what he has written. If most of the class is right, ask the pupils to underscore as above. Then make the class sing what they have written, holding on to the tones that are underscored; when, to their surprise and pleasure, they find they have written a tune. The teacher may next tell the children to sing the following verse to the same tune:

"From the far blue Heavens,  
Where the angels dwell,  
God looks down on children,  
Whom he loves so well."

—W. M. Griffin, in the *New York School Journal*.

**WHISPERING.**

WHISPERING is in most cases a habit. Change the habit.

1. Secure periods of quiet in your school, such that pupils can hear the clock tick while they continue their work. In many schools such quiet, even for a limited time, is of the nature of a new sensation.

2. Having made sure that all are prepared for the work in order during the next period, ask all to refrain from whispering while you are hearing the recitation, and, at its close, ask how many have done so. This action is not to carry with it any idea of punishment for those who have failed.

3. Giving opportunity between recitations for necessary communications, gradually extend the periods for which reports are taken until you have reached the limit of the half-day. Finally, dismiss those who have observed your request, and require others to remain and write a statement of facts. Require those who cannot do this to report to you in person. Be watchful.

**Educational Intelligence.**

**PROVINCIAL TEACHERS' ASSOCIATION OF NOVA SCOTIA.**

THE annual meeting of the Nova Scotia Teachers' Association was held at Truro on the 14th and 15th of July. President Allison took the chair. Mr. McKay was re-elected Secretary, and Mr. R. J. Wilson was appointed assistant-secretary. An interesting paper was read by Mr. McKay, and its subject matter discussed. Dr. Kelly read a paper entitled "Geography as a Basis of History." "The Ethics of the Teaching Profession," was introduced by Inspector McDonald, of Antigonish, who read an able paper on the subject; this was succeeded by a paper on "Method," by Principal Calkin. The election of the executive committee for the then ensuing year, was proceeded with: Dr. Hall, Miss Mackintosh, Supervisor McKay, Inspector McDonald, Principal Kennedy, were appointed. Two more names are to be added. A lengthy discussion of the one term system took place. Miss Mackintosh, of the Halifax academy, read a clever paper on "The Establishment of a Kindergarten in Connection with the Normal School." Inspector Congdon then moved the following resolution:

"Resolved, that this convention give its countenance and support to the formation of a Froebel institute, as a branch of the Canadian institute, under the vice-presidency of Wm. Selby, Esq., of Toronto, and in this way become affiliated with the North American Froebel institute under the presidency of Miss Elizabeth Peabody, who, is an exponent, and promoter of the Kindergarten on this continent, has now a world-wide reputation."

This resolution was carried unanimously. Principal Brown read a paper on "An Investment that Pays." The following were then appointed as a committee to carry out the sentiment of the Kindergarten resolution: Principal Calkin, Principal Congdon, Inspector Congdon, Principal A. H. McKay, Supervisor McKay and Miss Mackintosh, of the Halifax academy.

In the evening of the second day the Rev. Dr. Forrest, President of Dalhousie College, read a suggestive paper on "The Relation that the State should sustain towards Higher Education;" afterwards the Rev. Dr. McNeill, of St. Francis Xavier, read a paper on "Sir Isaac Newton as the Discoverer of the Law of Gravitation." Over 400 teachers enrolled their names as members of the Association, besides these there was a large number of teachers present who were non-members. A school of science during the summer vacation, the first meeting of which is to be held at Wolfville, was resolved upon. This concluded the business, and the convention adjourned.

**TECHNICAL EDUCATION IN ENGLAND.**

TECHNICAL education is making good progress in England. The London Institute has been doing solid work in the way of establishing technical colleges in the city and in the chief provincial centres of industry. Systems of labour are so adjusted in England that technical instruction seems to have a more practical value in various departments of

home industry than in the United States. The income of the institute for the year 1885 amounted to \$140,750, of which sum something over one hundred and seven thousand dollars has been expended in the conduct of the several branches of the Institute's operations. At the Finsbury Technical College the number of day and evening pupils has increased, and the system of instruction is each year more generally appreciated.

The Central Institution, London, is comparable with, and in some respects superior to, a German polytechnic school. It is replete with all the appliances for the education of technical teachers and of persons who are training with the view of becoming mechanical, civil, or electrical engineers, or master-builders, or of taking the management of works in connection with any of the great chemical and other manufacturing industries. The advantages here offered will enable parents to secure in England for their sons technical instruction of the same high class as has been for so many years provided in the great technical colleges of the Continent, and better adapted to the special circumstances of home industry; and students trained in this institution will gradually occupy the places in manufacturing works, and especially in chemical works, both in Great Britain and the colonies, which have been almost monopolized by the Germans and the Swiss. The Institute has also been encouraged by the increase in the number of technical classes that have been established in connection with it in different parts of the kingdom. A request has also been received from the Board of Technical Education in New South Wales to have the system of technological examinations now in vogue in England, extended to that colony. Though over-conservative in many things, our English cousins certainly show a progressive spirit in matters of education and in the department of physical training may even become our teachers. —*New England Journal of Education.*

**MCGILL COLLEGE AND UNIVERSITY.**

THE number of students attending McGill for the session of 1885-6 was large, as the following statistics from the last calendar show:—

Students in Law.....	33
"    in Medicine .....	237
"    in Arts { Undergraduates.....	103
{ Partial and Occasional	68
Special Course for Women—	
{ Undergraduates.. .....	13
{ Partial .....	8
{ Occasional .....	30
"    in Applied Science { Undergraduates	45
{ Occasional.....	3
"    in Arts, Mortimer Col., Undergraduates	20
"    "    St. Francis Col., .....	2
Total number of Students.....	532
Deduct entered in two Faculties.....	6
Teachers-in-training in Normal School.....	526
Pupils in Model Schools.....	77
.....	385
Total Students and Pupils.....	988

MR. W. H. BINGHAM, of Cornville, has been appointed head master of the Ridgetown public school at a salary of \$500.

THE five hundredth, or semi-millennial, anniversary of the founding of Heidelberg University is to be celebrated next month.

AT the Pennsylvania Teachers' Association held at Allentown, Supt. J. W. Dowd, of Toronto, read a paper on the subject of "Industrial Education." He said: "The manual training school, properly organized, will hold the boys to the end of the high school course, and will fix the high school as firmly in the hearts of the people as the primary school is now established. When it is seen that hand work is really brain work, and the more brain there is in the hand the better it pays, then will come emancipation from the prejudice in favour of 'soft-handed' labour. Brain will tell under the greasy dress of the mechanic, as well as under the silken robes of minister or judge. Idle evenings, idle Sundays, idle vacations, are having a very bad effect on city boys; they do much to counteract the effect of earnest, honest work in school in the formation of habits of work. The country boy has his 'liberal education,' his manual training, in the way of chores. The city boy loaf, rides his bicycle, plays baseball, or yells himself hoarse at the match game. He is omnipresent upon the streets, and turns up in sudden and unexpected multitude to follow the band-wagon or witness a fire. His parents are led to believe that he requires several hours of rest and relaxation every day for the five or six hours he spends with his books. There is no work for him to do, and he must rest and relax. In his enforced idleness he is led into the way of all the evil there is in the cities. He is 'knowing' in all the ways of wickedness. He is wiser in his day and generation at fifteen than was his country brother of the last generation, now the prominent man of the day, at twenty. And all this because he has nothing to do."

MR. FRANK DAY has been appointed head master of the Lanark public school.

MR. McLELLAN has been re-engaged for the fourth year at \$575 in No. 1 Pelee Island.

MISS MARIE STRONG has succeeded her sister, Miss Kate Strong, as musical teacher in Mount Forest high school.

MISS LENA BAIRD has been engaged by the Paisley high school in room of Mr. John Keith, promoted to the position of Principal.

THE newly-appointed honorary commissioners for Canada at the Exhibition are the Hon. George Kirkpatrick and the Hon. George W. Ross, Minister of Education for the Province of Ontario.

IN connection with the recent elevation of the Archbishop of Quebec, Monseigneur Taschereau, to the Cardinalate, it may be of interest to point out that an excellent portrait of the Cardinal is shown in the Educational Court of the Canadian Section.

A TEACHERS' convention was held in Kowloon, Que., two weeks ago, at which a large number of young ladies were present. Dr. Robbins, Dr. McGregor, and Mr. Rexford, delivered interesting and instructive lectures to the teachers twice daily during the session.

IT is stated that Mr. F. Sherin, B.A., late science master at Oshawa, has received a similar position in the Mount Forest High School, in place of Mr. D. F. H. Wilkins, M.A., Bach.

App. Sci., who has obtained an appointment in Stratford High School.

AT a meeting of the Board of Trustees of Woodstock College the other day Dr. Rand reported that \$26,000 had been subscribed towards the proposed \$39,000; and it is also stated that the trustees have bought Mr. R. W. Sawtell's handsome residence for the use of Principal Rand.

A TEACHER'S class for the study of botany is now receiving instruction from Mr. S. J. J. J. J., principal of the Barrie Collegiate Institute, at the Education Department. Twenty-two teachers are in attendance. Besides class-room instruction, the members are taken out to the suburbs of the city for field work.

AT Whitby seventeen candidates out of eighty-eight were successful at the high school entrance examinations, at Oshawa eighteen out of sixty-six passed, at Bowmanville eighteen, at Port Hope twenty-one, at Lindsay fourteen, at Port Perry seven out of fifty-two, at Campbellford seventeen out of seventy-seven, at Brighton thirteen out of forty-seven, at Colborne five out of forty-three, and at Cobourg twenty-four out of fifty-four.

"AT a special meeting of the royal institution governors of McGill University, Montreal, held on the 10th ..., it was unanimously resolved that A. J. Eaton, M.A., Ph.D., (Leipzig) be appointed assistant professor of Classics, to enter upon his duties at the beginning of the ensuing session." Dr. Eaton had already accepted a department of modern languages in the city of Philadelphia at a large salary, but his predilection for his native country, led him to obtain a release in order to accept this call to McGill.

HELLMUTH LADIES' COLLEGE at London has recently completed another most successful session, the results of the year's work being eminently satisfactory to patrons, pupils, and faculty. The attendance includes young ladies from all parts of North America. We learn that the college authorities are arranging even greater facilities and completeness for the coming school year, which commences on September 7th. The addition of an elevator and a gymnasium will improve the conveniences of the college, and a brilliant staff will have charge of the various educational departments. A Leipzig Conservatory scholarship, offered by the Leipzig Conservatory and Hellmuth College, entitling the winner to a free year at Leipzig Conservatory (board, laundry, and tuition included) will be a valuable prize in the musical department.

THE Abbé Liszt, who has been lingering for several days at the dark portals of death, died at midnight at Bayreuth, on the 31st July. Frans Liszt was born in Szegszard, in Hungary, October 22, 1811, and made his first public appearance in a concert in his ninth year. He studied under Czerny and while still young produced two operas in succession, neither of which, however, attained any success. Having heard Paganini perform on the violin, he resolved to become the Paganini of the pianoforte, and was as successful as his ambition could dream. After a series of brilliant tours in England and various parts of Europe, he took orders and received the tonsure in 1865, and since that period he chiefly devoted his attention to religious music. He recently paid a visit to England, and was received with marked favour by royalty and the nobility.

AS in many families in the inland parts of the Dominion there must be girls more or less delicate to whom sea air and a residence on the coast may be desirable, we venture to call attention to Girton House, at Halifax. The *St. John Telegraph* says of it: "This really excellent institution is located on Pleasant street, Halifax, and is under the direction of Mr. F. C. Sumichrast, principal. Mr. Sumichrast also devotes himself wholly to the care of the house and to the welfare of the boarders. The building is of stone and brick, with large, airy, and comfortable rooms, and every modern appliance for health and comfort. An efficient and accomplished staff of governesses and teachers furnish instruction in all branches of a thorough and finished education. The long list of references furnished by the principal includes the names of Lieutenant-Governor Richey, of Nova Scotia, the lord bishops of Nova Scotia and Newfoundland, Provincial Secretary Fielding, the minister of justice, the chief justice of Nova Scotia, Rev. R. Mathers, and Dr. I. Allen Jack, of St. John, with many others."

## Table Talk.

IGNORANCE is the father of communism, education its executioner.

MANUAL training has been made part of the course of study in most of the public schools of Berne, Switzerland.

WHEN you hear that your neighbour has picked up a purse of gold in the street, never run out into the same street, looking about you, in order to pick up such another.—*Goldsmith.*

PROFESSOR BELL, the inventor of the telephone, has obtained a patent on an instrument he calls a graphophone, and which he says is an improvement of the phonograph. It is said to reproduce human speech very perfectly.

KANT'S idea of the work of the teacher was this: "To develop in each individual all the perfections of which he is susceptible." This, he said, "is the object of education." And his idea of the educator was certainly in harmony with his idea of education.

WHILE in the public schools of Germany a tuition fee is charged, instruction is free in the Swiss schools as it is with us. In most of the cantons, text-books and stationery are also furnished to the pupils at public expense. The teachers' association of Berne has lately recommended to the authorities, with but one dissenting vote, to furnish free text-books to the pupils in the city schools.

GENERAL GRANT, subsequent to his resignation from the army, before his venture on the Dent farm, took part of the territory of a general agent of Putnam's to dispose of Irving's "Columbus." Ex-President Hayes footed it all over southern Ohio, when a mere lad, getting subscriptions for Baxter's "Lives of the Saints." Blaine began life as an humble canvasser in Washington County, Pa., selling a "Life of Henry Clay, the Mill Boy of the Slashes." Bismarck, when at Heidelberg during a winter vacation, having had his allowance cut short by his father the Baron, canvassed for one of Blumenbach's hand-books.

Correspondence.

SPELLING REFORM.

To the Editor of the EDUCATIONAL WEEKLY.  
 DEAR SIR,—Your article re "reformed" spelling, and Mr. Houston's letter, which appears in your issue of the 15th inst., meets with my full approval. I am no advocate of a change in spelling our words, and recognize the difficulty that would arise if the young were taught such spelling.

A prejudice against all our present books and literature owing to the different look of the words would be created, and be perhaps followed by neglecting to read text books. In the case of new letters being employed as well as new spelling, the evil would be intensified, and put the world of letters back a generation. Some excellent works might never be reproduced in the new type, and their contents thus be lost to the world, whilst the devil would take good care that all his literature would speedily get the new dress.

My alphabet is framed especially to avoid all such changes, and to be used only by learners of English whether young or old. Yours truly,

C. P. SIMPSON.

Leamington, 26th July, 1886.

Examination Papers.

PAPERS SET AT THE MATRICULATION EXAMINATION OF THE UNIVERSITY OF LONDON IN JUNE, 1886.

LATIN GRAMMAR AND COMPOSITION.

Examiners—LEONHARD SCHMIDT, ESQ., PH.D., LL.D., F.R.S.E., PROF. A.S. WILKINS, LL.D., LITT.D., M.A.

1. Give the genitive (singular and plural) and the gender of *nubes, obses, paries, comes, compes, incus, quercus, lepus, tellus, crus*. Mark the quantity of the penultimate of the genitive singular in each case, and quote when you can, a line of Latin verse from which the quantity appears.

2. Write out the declension of *istae domus, haec suppellex, quod mare*.

3. Give the 1st person singular of all tenses of *audeo, repero, aufero, malo*.

4. Write down the 1st person singular perfect indicative and the future participle of *miscuo, torqueo, mordeo, adoleo, pango, struo, texo, tundo, ūdo, ūlo*.

5. Show by examples the force of the suffixes *-culum, -men, -tudo, -ax, -osus, -ensis, -idus, -tura*.

6. Distinguish the usage of *quisquam* and *quispiam, nostri* and *nostrum, semel* and *quondam, tres* and *terni, uterque* and *utriusque*.

7. Translate: *nescio quis adest; nescio quis adit; non dicam quod vult; non dicam quid velit; vercor ut hoc facere possis; vercor ne hoc faciat; non poteram rem conficere; non potui rem conficere; hoc facit ne quis exire possit; hoc facit ut nemo exire possit*.

8. Show by examples the constructions used with *libet, detet, paenitet, coram, interest, laedo, vaco, eripio*.

9. Translate into Latin any eight, but not more than eight, of the following sentences:

(a) Can any one tell me when my book will be returned?

(b) A man who does not use his money aright deserves to have it taken away.

(c) If any soldier were to disobey his general, he would be severely punished.

(d) He said that no one ought to forget those who had helped him in trouble.

(e) He promised me that he would never leave home again against my will.

(f) My uncle lived fifteen years at Syracuse, but he died at Naples, at the age of 72.

(g) They bought two thousand pecks (*modius*) of corn at ten sesterces a peck.

(h) If you are doing your duty well, there is no reason why anyone should blame you.

(i) The door boy was accused of theft, but unanimously acquitted by the judges.

(k) The neighbouring tribes came in great numbers to witness these splendid games.

(l) Would you rather be famous or live always in retirement?

(m) You will soon learn what is your duty, if you listen to your teachers.

[N. B.—Special stress is laid upon the correct rendering of these sentences.]

Time—three hours.

ARITHMETIC AND ALGEBRA.

Examiners—PROF. M. J. M. HILL, M.A.; PROF. A. G. GREENHILL, M.A.

1. Multiply 3.73205 by .26795 correctly to five places of decimals.

2. Calculate, without making use of any rule, the value of .279 in the form of a vulgar fraction.

3. Calculate  $\frac{1}{\sqrt{.4}}$

4. A man lends £114 11s. 8d. for a year at 3 per cent. How much should he receive at the end of the year? If he should lend the whole of the sum received at the end of this year for the same period, at the same rate per cent., to how much would he be entitled at the close of this second year?

5. Prove that

$$\frac{(a+x)(a+y)}{(a-b)(a-c)} + \frac{(b+x)(b+y)}{(b-a)(b-c)} + \frac{(c+x)(c+y)}{(c-a)(c-b)} = 1.$$

Simplify

$$\left(\frac{1}{2} + \frac{1}{3}\right) \left(\frac{1}{2} + \frac{1}{4}\right) + \left(\frac{1}{3} + \frac{1}{4}\right) \left(\frac{1}{3} + \frac{1}{5}\right) + \left(\frac{1}{4} + \frac{1}{5}\right) \left(\frac{1}{4} + \frac{1}{6}\right)$$

6. Find the Highest Common Factor (Greatest Common Measure) of

$$6x^3 - x^2 - 20x + 12 \text{ and } 6x^3 - 12x^2 - 21x + 18.$$

7. Find  $x, y, z$ , so as to satisfy at the same time the three equations

$$5x - 3y - 19z = 0.$$

$$3x - 4y - 12z = 2.$$

$$11x + 7y + 2z = 1.$$

8. A piece of work is done by three men,  $A, B, C$ , in five days in the following manner:  $A$  works

the whole time,  $B$  only on the first and second days,  $C$  only on the third, fourth, and fifth days. The work might also have been done by  $B$  and  $C$  working together for six days without the assistance of  $A$ . If  $B$  and  $C$  working together for two days can do as much work as  $A$  can do alone in three days, find how long it will take  $A, B$ , and  $C$ , each to do the work separately.

9. An article is first sold at a profit of 10 per cent. The purchaser again sells it for 4s. 7d., and calculates that his gain is 15 per cent of the price at which he sells it. How much did the article originally cost?

10. Calculate to two places of decimals the value of  $\left(\frac{5}{4}\right)^{10}$ .

A tunnel 1,000 feet long is bored from one end. The first hundred feet are bored in one day; the second hundred feet take one-fourth as long again as the first hundred feet; the third hundred feet one fourth as long again as the second hundred feet, and so on. How long does it take to bore the tunnel?

Time—three hours.

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The Calendar for the Session 1886-87 is now published and contains detailed information respecting conditions of Entrance, Course of Study, Degrees, etc., in the several Faculties and Departments of the University as follows:

FACULTY OF ARTS.—Opening, September 16th, 1886.

DONALDA SPECIAL COURSE FOR WOMEN.—September 16th, 1886.

FACULTY OF APPLIED SCIENCE.—Civil Engineering, Mechanical Engineering, Mining Engineering and Practical Chemistry, September 26th.

FACULTY OF MEDICINE.—October 1st.

FACULTY OF LAW.—October 1st.

McGILL NORMAL SCHOOL.—September 1st.

Copies of the Calendar may be obtained on application to the undersigned.

W. C. BAYNES, B.A.,

Address—McGill College.

Secretary.



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**Summer Shorthand Class.**

With the consent of the Hon. the Minister of Education, the undersigned will conduct a Shorthand Class in the Education Department concurrently with the sessions of the Botany Class in July. For particulars address,

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EDUCATION DEPARTMENT, ONTARIO,

TORONTO, May 21st, 1886.

DEAR SIR,—

From the replies already received respecting the proposed Summer Class in Botany, the Minister of Education has decided to complete arrangements for its final organization. The Opening Lecture will be delivered in the Public Hall of the Education Department, on Tuesday, July 20th, at 2 p.m.

Mr. Spotton suggests that those purposing to join the class should read the following portions of Thome's Text Book: Chapters 1, 2, 3 and 4, and so much of Chapter 6 as relates to Phanerogams and Vascular Cryptogams; or, the corresponding portions of Prantl's Text Book (Vines Translation). Members should also come provided with Pocket Lens, knife, Dissecting Needles, Collecting Box, Part II. of Spotton's Botany and Gray's Manual.

The Department will grant a Certificate, signed by the Minister, of Attendance on this Course, but will not undertake to conduct any examination with a view to test the proficiency of the class.

Yours truly,

ALEX MARLING,

Secretary.

**CIRCULAR TO PUBLIC SCHOOL INSPECTORS.**

EDUCATION DEPARTMENT, ONTARIO,

TORONTO, May 1st, 1886.

SIR,—The Drawing Classes conducted at the Education Department, Toronto, during the last two summers will not be continued during the current year. It is nevertheless desirable in order still further to qualify teachers in this subject, that facilities of some kind should be offered for their self-improvement. Instead of the classes formerly taught at the Department it is now proposed to give a grant to each Inspectoral Division in which a class is formed for instruction in elementary drawing.

The conditions on which such classes may be formed are:—

1. The class must consist of at least ten persons holding a Public School Teacher's Certificate.
2. The teacher in charge must possess a legal certificate to teach drawing, or be approved of by the Education Department.
3. At least 30 lessons of two hours each must be given.
4. Teachers who attend this course will be allowed write at the Departmental Examination in Drawing April, 1887.
5. The Primary Drawing Course only shall be taught.
6. A grant of \$20 will be made for each class of ten pupils but only one class will be paid for in any Inspectoral Division.

Will you be good enough to inform the teachers of your Inspectorate of these proposals in order that they may make the necessary arrangements for organizing classes.

Yours truly,

GEO. W. ROSS.

Minister of Education.