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JAMES V. WRIGHT, *General Manager.*

TORONTO, MAY 27, 1886.

ALTHOUGH the Province of Ontario complains of the salaries paid to her teachers, to judge from the Report of the Superintendent of Public Instruction of Quebec, that Province is even in worse plight.

A few quotations from the appendix containing the reports of the school inspectors may not be inappropriate, and may be of interest as showing how our sister Province views this all-important question:

"Many persons who have all the qualifications required for teaching," says M. Begin, of Rimouski, "prefer to remain with their families, instead of ruining their health in a miserable little school house for the slight remuneration of fifty or sixty dollars a year. How can we expect any person who has any confidence in her own ability, to consent, without some very urgent reason, to sacrifice a whole year for such a slender pittance?"

The inspector for Ste. Julie, Megantic, pathetically writes:—"I repeat that I have only two male teachers in my extensive

district, and it appears that next year I shall have only one. This is due to the fact that the salaries offered to male teachers are too small. It is useless to complain every year about this state of affairs; it is an evil which seems incurable in my district. All the remedies which I have suggested have been ineffectual. One of those two teachers holds an academy certificate, and gets the small salary of two hundred dollars. Fortunately for him, he is unmarried. The other, who has a wife and family, trusts to Providence and lives on three hundred dollars. The latter, Mr. Joseph Onesime Thibault, is a first-class teacher, is well trained, and would make an excellent school inspector if necessary. Let us now return to the question of the salaries paid to the female teachers; the average of which is seventy-five dollars, or about one-half the amount of a servant's wages. In the Province of Ontario the average is two hundred dollars. The same remarks apply to the salaries of the male teachers and of the inspectors, which, in the last-mentioned Province, are much higher than in ours. Why should there be such a difference? In any case the people of Ontario seem to appreciate better than ours do the value of the services rendered by those officers."

On the proposal to establish a minimum of salary Mr. Gay, of Hull, writes an important paragraph:—"There was paid under this heading during the year the sum of \$24,424, which gives an average of \$152 for every person, say \$223 for every master, and \$138 for every school mistress. The same sum divided by 6,694, the number of pupils inscribed on the rolls of the schools under control, gives an average of \$3.60 per child, or of \$5.25 if we consider only the average attendance. Allow me to say one word as to the proposal to establish the minimum of the salaries. I do not think that such a project could be carried out here, for the following reason: In this district there are about 30 teachers who get only \$100 per annum, which is assuredly little enough. But let us see whether, under certain circumstances, it is not sufficient. By comparing in each

of these thirty schools the teacher's salary with the number of children between 7 and 14 years of age belonging to the district, I find that this amount of \$100 is sometimes equal to \$9 per child and sometimes \$1.35. Now, if the minimum were raised by law from \$100 to \$150, the result would be the overtaxing of some ratepayers whilst others would get their schools too cheap. The law, to be a fair one, should therefore base the minimum of the salaries on the number of children between 7 and 14 years of age in each district. It would not always be easy for the government to ascertain exactly the number of children as soon as it is known that the greater such number the greater will be the teacher's salary. But let us admit that it can exercise an efficient control in this respect, and let us see how it will be able to exact the payment of the minimum established. What penalty will be inflicted for non-compliance with the law? Surely it could be no other than the confiscation of the legislative grant, which is about from \$10 to \$15 per school. On the other hand, owing to the smallness of the salaries, the increase could not be less than 50 per cent.; in the case I have mentioned it would be \$50. So that the commissioners would be called upon to increase their teacher's salary by \$50, or to lose a grant of \$15. It is easy to guess what their answer would be; and we can easily see that coercive measures would be neither practicable nor useful."

"The average salary of the male teachers," says the inspector for Huntingdon, "is \$858, and of the female teachers, \$221.63. The city average salaries for gentlemen is \$985.76, and for ladies, \$317.28; the country average salary for gentlemen is \$464.09, and for ladies, \$166.22. The country school teacher's salary is annually increasing; there was need for it, and still is. The pecuniary inducement is so small—entirely inadequate to the responsibility, that teachers are not easily secured, because many well qualified are not inclined to devote themselves to teaching, especially as they know the difficulty of getting a convenient boarding place."

Contemporary Thought.

I DON'T see no kind o' sense in all this here talk about teaching the English language in them gramer schools and high schools and in the State Unaversaty. If a man can't tell all he knows without he has studded four years how to say it, it's because he knows something which ain't worth saying. I never seen the day when I couldn't express my thoughts forcibler and eleganter than them as is making all this row and wanting everybody learnt to speak good enough for a newspaper. And the editor of the *Examiner* he says that's jest the way with *him*. [!]*—The Wasp.*

IF there is any man in England who has the strength of righteous anger, the strength of a piercing analytical intellect, the strength of opulent culture, splendid eloquence and an acquaintance with the aspects of nature that make all the rest of us seem schoolboys—it is John Ruskin. There is not a man living, besides the Master of Brantwood, who could write "Modern Painters," or the "Crown of Wild Olive," or "Unto This Last." Ruskin is a strong man; his mind and soul are strong, but his body is weak, and yet not so very weak, either. A man who can publish some sixty masterly volumes, and have material by him for seventy more, can scarcely be called weak. In a recently published London photograph (profile view) you may see a head as massive and finely uniform as Carlyle's or Whitman's. I call Ruskin fully as strong a man as the eternally whining and growling sage of Cheyne Row. Mr. G. W. Smalley related in the *Tribune* at the time of Carlyle's death that Prof. Ruskin had the power of instantly calming and silencing his irate friend whenever in a conversation with others he had lost control of his temper.—*W. S. Kennedy in the Critic.*

AMERICA has its perils, and the one before it now is the peril of *falling into bondage to the uneducated*. We need vigorous high schools to carry the best intellects of the people up into the region where they can comprehend the highest thought. The high and normal schools of this country are stairs by which these may ascend among the educated circles. It is in the interest of the whole country that a means should exist by which a worthy pupil may ascend from the lowest rank in life to the highest level education has reached. Support and extend our high school system. It is not the educated classes that gather in mobs; the uneducated and half educated may do it. Make the higher schools flourish. There never was a time in this country when the need of education was more apparent than to-day. We have men who can read and write, enough of them, but they are led by glib talkers; and the newspapers, desirous of selling their wares, dare not discuss the solid underlying principles of human action. Now we see the need of high schools; they were established with a protest. The high schools and the colleges are going to be our solid help in the strain that is coming. We need thinkers; the mere power to read does not emancipate a man.—*New York School Journal.*

We have long been used to the spectacle of English novelists turning out their work with all

the regularity and punctuality of a machine in good running order. Anthony Trollope and Mrs. Oliphant occur at once to one as authors whose fiction could be counted on every season, year after year; and there was something agreeable in the reflection that one would get his minor canon or small lord, with now and then a bishop and a premier, as promptly and as surely as he got his tax-bill. It is only now, however, that one may count with equal confidence upon the home supply, and through the agency of the monthly magazine one may have his James, or his Crawford, or his Howells, year in and year out. We name these three because they are at present the most distinctly professional novelists in America, and add their books to the annual sum of fiction with a delightful regard for the public eye and ear. Surely, it is no small mercy that, in these days of wearisome readjustment of all earthly affairs, three estimable gentlemen devote themselves with incredible industry and cheerfulness to the task of entertaining their countrymen. They are knights of labour who never seem dissatisfied with their lot, never work less than twenty-four hours a day—it is impossible that they can accomplish all they do in less time—and never seem to be engaged on any strike or boycotting lark.—*Atlantic Monthly for May.*

THE present historical school, which is by far the best, because it is philosophical, and which is now superseding the old, has placed Carlyle's historical writings in the class of romance, alongside the histories of James Anthony Froude, and of Washington Irving. They are all works that we may profit by reading—I mean by reading them as romance, not as history. In some of them the King and his court, or one or two other prominent personages, were evidently regarded as the only themes worthy of an historian. To men whose minds had not been dissipated by the reading of historical fiction for history, it is patent that history ought not to be wholly occupied with sovereigns and other great personages; but to this idea Thomas Carlyle was a stranger, as were several other historians of his day, and the great body of British historians before his day. With some the people occasionally were seen, but incidentally only—and then either hurraing the King or meekly petitioning him for permission to live. Buckle, in his great "History of Civilization," completely broke away from the old lines, and though he is not always perfectly fair, entitled himself to the lasting respect of all true lovers of history; but Buckle's "History of Civilization" at first made but slight impression in England, because he boldly ventured to intimate that in his opinion human affairs were not, after all, dependent upon one or two crowned heads, one of these the crowned head of Britain.—"Sartor Resartus, jr.," in the *Halifax Critic.*

THE doctrine of evolution recognizes the fact that the development of social and physical organisms is not an unbroken march of progress. Advancement alternates with pauses, as day with night, or life with death; the phenomena of progressive life roll through the cycles of germination, maturity and decay. In the household of nature every grave is a cradle: the mould of every fallen tree furthers the growth of new trees. Grecian

colonies flourished on the ruins of Troy, Persian provinces on the ruins of Babylon, Macedonian kingdoms on the grave of the Persian Empire; Roman legionaries inherited the wealth and the culture of conquered Greece. The conquerors of Rome were the noblest, stoutest, and manliest races of the Caucasian world; freemen, in love with health and nature, yet withal with poetry, glory, honour, justice, and honest thrift. They planted their banners in the garden-lands of the West; and their empires, gilt by the morning light of a new era, were founded under auspices far happier than those of the Arabian satrapies in the worn-out soil of the East. In less than five hundred years after the establishment of their political independence, the civilization of the Greeks, the Romans, and the Arabs, had developed its fairest flowers—industry, commercial activity, art, liberal education, flourishing schools of philosophy, poetry, and natural science. Five hundred years after the triumph of the Gothic conquerors we find their empires groaning under a concentration of all scourges. The day-star of civilization had set in utter night; the proud nations of the West had sunk in poverty, bigotry, general ignorance, cruel abasement of the lower classes, squalid misery of domestic life, systematic suppression of political, personal and intellectual liberty.—*Popular Science Monthly.*

WHEREVER the name Tennyson is a word of music—that is to say, wherever English poetry is read and enjoyed—the news that a son of the Laureate's was lying dangerously ill of jungle fever in India caused sympathetic anxiety and alarm. And we do not exaggerate, we think, in saying that the mournful announcement of his death (which took place in the thirty-third year of his age on board the *Chusan* at Aden, on the 20th ult.) will darken with a deep sorrow not only every door in Great Britain, but every door in that great cordon of British homes which girdles all the seas and all the world. This it is to be the beloved son of the most beloved Englishman of our time; yet it would be unjust to the memory of Lionel Tennyson to suppose that the sole reason why his death demands a word of notice in *The Athenæum* is that he was the son of his father. Had he lived he could hardly have failed to make his mark in the contemporary struggle of literature, severe as that struggle now is. . . . He had for some years held a post in the Political and Secret Department of the India Office—a post for which his intense interest in Indian subjects well fitted him. His report on India last year showed that his practical mastery of details, his power of generalizing heterogeneous masses of facts, were quite as strong as the literary faculty we have been glancing at. The visit of himself and Mrs. Lionel to Lord Dufferin had been a happy and joyous one until the fatal jungle fever crossed his path. He married, it will be remembered, the brilliant and accomplished daughter of one of our most brilliant and accomplished writers of society verse, Mr. Frederick Locker; and it is to one of the children of this marriage that the Laureate addressed a poem which every one knows by heart.—*The Athenæum.* [The late Lionel Tennyson was a contributor to various periodicals, including *The Nineteenth Century*, *The Cornhill* and *The Saturday Review.*]

Notes and Comments.

THE public holiday on the 24th May deprived our printers of a day's work this week. In consequence of this we are obliged to omit the mathematics, for this subject is found to require much time and labour.

ARBOUR DAY was observed in Winnipeg as a general holiday. The only formal ceremony was at the legislative buildings, where each member planted a tree, and Lieutenant-Governor Aikens and the Minister of Agriculture delivered addresses.

READERS of the *Canada School Journal* will be sorry to hear that Mr. J. L. Robertson, managing editor, has severed his connexion with that periodical. To those acquainted with the management of a newspaper will be known how large a share of the labour is performed by the managing editor. The *School Journal* was doubtless no exception to the rule; and its readers will hear with regret that one to whom it owed so large a share of its matter no longer devotes his abilities towards the filling of its columns.

ARBOUR DAY was a gala day in Elmwood. Last year we planted upwards of fifty trees and as they are all in bud this spring we turned our attention to flower planting. The pupils came loaded with all kinds of flowers and ornamental plants. The teachers, pupils and young ladies of the village worked like Trojans and the result was a beautiful flower garden. A rockery planted with ferns, creeping roses, etc., was built near the pump where it can easily be watered.—*Com.*

"WE want to put in a plea," says the *The Chautauquan*, "for the recognition by school boards of morals as a science. Mr. Washington Gladden has recently examined the complete list of questions presented by the county boards of examiners in Ohio to the teachers, and finds that the proportion of moral to other questions is just two to six hundred and ninety. We question whether any other commonwealth can make a better showing. If it is quite possible to demonstrate that 'virtue alone is happiness here below,' (and who doubts it?) seems to us quite as useful a proportion for young minds to learn as that 'the square of the hypotenuse of a right-angled triangle is equal to the sum of the squares of the other two sides.'"

THE children go from the schools, and at home hear of efforts to compel prosperity—"the strike"—for compulsion is at the bottom. They are learning lessons, and when they grow up will practice them. Now there are principles at the bottom and children should know them. The employee has rights—among these are the right to join others for good purposes, to name the wages he desires, to fix the hours he chooses to work. He has no right to compel the payment of such wages as he may want, or to

force the employment or discharge of some particular man. How would it be if the teachers would combine and say they would not teach but three hours a day, that all should be paid the same sum in large and small districts, that they would not teach geography at all, that they would not have German children, or perhaps Irish, or perhaps Italian?—*New York School Journal.*

"IN large cities, of late years," says *The Current*, "parents have been greatly annoyed by boycotting among little girls. Any number of serious neighbourhood quarrels have grown out of this practice. A little girl is suddenly boycotted by order of a leading mind in the circle, and thenceforth for months, sometimes for years, no other little girl will play with the victim. Is the new generation of women to be so cruel as this all the way through life? It is difficult for parents to take cognizance of matters seemingly so small, yet the family of the wee victim of one of these boycotts cannot but feel a strong desire to champion the cause of the little one. So far the only known remedy has been to move away from the locality. We suggest to parents that they take pains to stop this practice. It reduces the value of a homestead. The boycotted child has no hope of reinstatement. It is almost incredible that brats of six to nine years should wage a remorseless exclusion against an utterly unoffending playmate, but there are thousands of instances of the thing in every city."

MUCH attention is being given now to the construction of school buildings having better accommodations for pupils and teachers. The special importance of having rooms well heated, lighted, and ventilated is being brought more prominently before the public. In this connexion, the action of the *American Institute of Instruction* is to be highly commended.

A fund has been obtained, called the Bicknell Fund, to be used in prizes for the best drawing, plans, and specifications of school buildings. The Institute makes the following offer through its committee:

The American Institute of Instruction offers one Premium of SIXTY DOLLARS for the best Drawing, Plans, and Specifications of a School Building for a Graded School. The following conditions must be regarded by the artist:

- (1) The school building must accommodate four hundred pupils.
- (2) Its cost must not exceed \$30,000, and it may be either of brick or wood.
- (3) Its internal structure must have special reference to the three important elements of health and comfort—light, heat, and ventilation—while its exterior should exhibit a fair degree of beauty and ornament.

(4) The design should be in the hands of the committee on or before July 1, 1886.

ALICE E. FREEMAN, W. A. ROBINSON, THOS. W. BICKNELL, *Committee on Bicknell Fund.* For particulars address T. W. BICKNELL, Somerset Place, Boston.—*Education.*

"THE Hon. Iguatius Donnelly, of Minnesota, once a blessed man, but not so much blessed of late, issues the prospectus of his forthcoming subscription book, by which he hopes to disinherit Shakespeare. The method, as it was announced a year ago, is now substantially retained. The process is that of counting out, as the children do. They end with stringlump, stranglump, buck. The buck in Donnelly's scheme is one word of a legend which the flighty Minnesotian is spinning. Thus he takes page 15 of the first full book of plays; he manipulates that 15 until it becomes 888; then, plus, minus, or multiplied by some other figure, it reaches buck. Let us suppose he need *if* in his story: He ought, by a few minutes' toil, to get an *if* that is buck. Now Mr. Donnelly faces three peculiarly dangerous probabilities: 1. Some Shakespearean scholar will work a Shakespearean cypher on the same scheme; 2. Someone will rake up the basis of Donnelly's legend, for there is nothing new under the sun; 3. Donnelly himself will make errors in his count, through his own human carelessness, and through the puzzles which compound words impose; he will surely count words for *one* or for *two*, just as he may need to reach difficult *bucks* like 'St. Albans,' or 'Francis.' Any one of these disasters will mark him as a fool or an imposter, as he is already well marked by any process of reasoning. The work of disfranchising and expropriating Shakespeare is, to the conservative mind, more radical than the sequestration of any living person's property, for there is no other thing in the world so valuable as Shakespeare's fame. If Bacon were so great a man as Shakespeare why did he not write Shakespeare's works? That is the question. Let these Communists in literature at least understand the gravity of their attempted act. Not one of them but goes to his work with the glee of a detective. It is all distasteful to a fair mind. To begin such a stupendous ouster ought to cause sorrow. Who does not feel pity for Marie Antoinette? Who can look on the copy of that wonderful painting 'La Jacquerie' without standing, in sympathy, by the side of the poor women and children who are at bay before the grinning mob with heads on their piques? Not one of these Shakespearean detectives but grins and delves; not one but hopes, with all the hope of his narrow soul, to clutch the laurel of 'Lear' and 'Macbeth' and 'Hamlet' from him who ornamented us all, even them who now, by venturing into the train of his glory, and by yelping shrilly, get lit with a great light."—*Current.*

Literature and Science.

MEMORY'S URN.

[A POEM commemorative of college days, and dedicated to the Professors and students of St. Michael's College, Toronto.]

O hallow'd scene of boyhood's morn
When hope held high her lamp above,
And dreams of manhood flushed the days
Bright-ringed like sun-lit skies of love ;
Through vistas clad with purple toil
I view the honied hours once more,
And clasp the hand of comrades fond
And greet each heart at Memory's door.

Come in, come in, dear boys of old,
I know each bird though changed in plume :
Within my heart—a cage unbarred—
You've nestled long 'mid sun and gloom—
Within my heart your cherished forms
Have graced the hours of long ago,
When flowers of spring in fragrance bloom'd
Nor dreamt of winter's cruel snow.

Across the years that bind my brow
Fall glints of sunshine from the past,
As sailing swiftly thro' life's sea,
Morn's crimson streak lights up the mast.
The songsters in the grove I hear—
A tuneful choir of other days,
Whose notes of rapture stir my heart
Like chords of old mediæval lays.

Ah ! morn so bright of long ago,
When first I sought that classic hall
Where Faith and Science shed their light,
And duty hearken'd to each call—
Where hearts are taught a love of truth,
Nor filled with anxious gain nor care,
Where toil is but the seal of heaven—
A psalm of love—a rounded prayer !

O sweet lipped hours, O golden days,
That light with joy my darkling noon,
O roses set with petals bright
That dream in amber light of June.
Fill up my heart with star-clad thought,
With kindly flames which gleam and burn,
That in the eventide of life
May glow anew from fragrant urn !

PEMBROKE, *May 1st.* THOMAS O'HAGAN.

RUSKIN'S JUDGMENT OF GIBBON AND DARWIN.

PROBABLY the reading public has long ceased to expect anything but fresh outbursts of whim and caprice from Ruskin. Carlyle said of him, in 1872, that if he could hold out for another fifteen years or so, he might produce, even in this way, a great effect. But the prophecy has not turned out a true one. "A weak man," as the sage of Chelsea felt compelled to call him in the same breath in which he ventured the above prediction, will never produce a great effect, give him any length of time. And Ruskin seems fast weakening any impression his earlier works may have made. He has degenerated into a common scold. The public laughs at him, and when the public laughs at a man's rage, his day is about over. He

affects one, in his later utterances, as a tipsy Carlyle. He provokes our mirth and pity instead of convicting us in our own hearts of sin and folly, as Carlyle did. Never a man of such genius with so little common-sense. If ever a writer could be likened to a "dim comet wagging its useless tail of phosphorescent nothing across the steadfast stars," the description may be applied to Ruskin in his late verdict upon Gibbon and Darwin. He objects to Gibbon, because, "primarily, none but the malignant and the weak study the Decline and Fall either of State or organism," etc. As if Gibbon's great work was not just as much a history of the origin and rise of the modern nations, as it is a history of the decline and fall of the Roman Empire. If you want to know where the world was, and how it fared with it during the first ten centuries of our era, read Gibbon. No other writer can do for you just what he does. No one else has had the courage to attempt his task over again. The laborious student of history may go to the many and obscure sources from which Gibbon drew the materials for his great work, and correct or supplement him here and there, as Milman has done ; but the general reader wants the completed structure, and not the mountain quarries from which the blocks came ; and the complete structure you get in Gibbon. To omit him is to leave a gap in your knowledge of the history of the world which nothing else can fill. As Carlyle said to Emerson, he "is the splendid bridge which connects the old world with the new ;" very artificial, but very real for all that, and very helpful to any who have business that way.

The case may be even more strongly stated than that. To read Gibbon is to be present at the creation of the world—the modern world. We see the chaos out of which it came ; we see the breaking up of the old races, institutions, conditions, and the slow formation of the new. The period which his work covers was the great thaw and dissolution of history—the springtime which preceded the summer of modern civilizations. What anarchy, what confusion, what a giving away of foundations, what a tottering and tumbling of the superb Roman masonry ; and yet what budding of new life, what inundations of new fresh humanity, from the North and from the East ! A new light was in the world—the light of Christianity ; new races also, and the game of life and of nationality was to be played under new conditions and in new fields. What a picture is that which we get in Gibbon of those swarms upon swarms of barbarians, from northern Europe, and central Asia, and finally from southern Arabia, breaking in and overrunning the old Empire ! One comes to think of the Roman dominion as a circle more or less filled with light ;

around it on all sides is darkness, and out of this darkness come fiercely riding these savage hordes, as soon as they cross the line made visible to us. Out of this seething lava of humanity, the modern races and states have arisen. The main push always came from the plains of central Asia ; here seems to have been the well-head of mankind. What we see in Roman history is doubtless but a continuation of a process which had been going on for long ages. The westward movement of our Aryan ancestors was an earlier chapter in the same great series of events.

Ruskin objects to Gibbon's style as the "worst English ever written by an educated Englishman." It was the style of his age and country brought to perfection, the stately curvilinear or orbicular style ; every sentence makes a complete circle ; but it is always a real thought, a real distinction that sweeps through the circle. Modern style is more linear, more direct and picturesque ; and in the case of such a writer as Ruskin, much more loose, discursive and audacious. The highly artificial buckram style of the age of Gibbon has doubtless had its day, but it gave us some noble literature, and is no more to be treated with contempt than the age which produced it is to be treated with contempt.

From Ruskin's abhorrence of the scientific method and spirit—an abhorrence that amounts to a kind of childish petulance and contrariness—one would not expect him to look with any degree of patience upon much of the details of Darwin's work, but one does expect him and all other men to recognize the great spirit of the man, his deep and helpful sincerity, and the light he has thrown upon one of the great problems to which men's minds have always turned. Aside from their scientific value, the works of Darwin have a broad human interest, and are therefore not to be overlooked by the literary man. They add to our knowledge of nature, not after the manner of the closet naturalist, but after the manner of the great explorers and discoverers. It is mainly vital knowledge which he gives us. What a peculiar human interest attaches to the results of his observations upon the earth-worm and the formation of vegetable mould ; to his work upon the power of movement in plants ; to his discovery of the value of cross-fertilization in the vegetable kingdom, to say nothing of the light which he has thrown upon the origin of species and the descent of man. Of course, all kinds of knowledge are not equally valuable ; all knowledge does not alike warm and enlighten us ; but there is much endowment that warms and enlightens us. Contact with such a broad, sane, sincere spirit, is of itself of the highest value. Indeed, to ignore Darwin is not only to ignore modern sci-

ence; it is to ignore one of the broadest and most helpful minds of the century. And then to object to him upon such whimsical grounds as Ruskin does—namely, “because it is every man’s duty to know what he is, not to think of the embryo he was,” and also “because Darwin has a mortal fascination for all vainly curious and idly speculative persons”—is a piece of folly that it would be hard to match even in the utterances of this prince of caprice. What great man, with any of the elements of popularity, ever failed to draw after him “vainly curious and idly speculative persons”? If such do not run after Mr. Ruskin, it is probably because they have the acuteness to perceive that he is more crazy than they are, and that their second condition would be worse than their first.—*John Burroughs in The Critic.*

Special Papers.

PRACTICAL CLASS METHODS.

(Concluded from page 314.)

I keep the junior pupils closely at the writing of letters, giving them different forms suitable for beginning and ending, occasionally dictating a short, newsy note, partly real and partly imaginary in its material. If a pupil’s letter is well composed, I have it written on the board, and criticised and commended. I am not afraid of judicious praise hurting my pupils. I often notice there is more censure given in junior classes than is needful. The senior pupils study the more difficult parts of composition as well as the above; such work as the variation of the form of a sentence, and different modes of expression. An exercise on the “Telegraph” was given lately, as follows:—I announced the title, and asked when was the telegraph first used. This was not answered, so I directed them to look it up in the history after I had finished assigning the lesson. I then spoke of the peculiarity of it, and tried to explain its construction, and the character of the inventor; his name; the use we, even in a rural district, make of it. Then I directed them to make four paragraphs, assigning heads for each. The class then took their histories, and studied all they could find in Collier’s, Edith Thompson’s, Creighton’s, and Hughes’, which was not much, before writing. The junior classes were writing about a picture representing several persons employed in assisting a crying boy, while two other boys fled up the road, evidently a case of “man’s inhumanity to man.”

In teaching arithmetic, the use of objects is especially needful. If a child can see the number, and its relation to other numbers, a great deal of the difficulty is smoothed away. Mental work must precede hand-work, and to help the pupils I have found great benefit from the use of a box of pebbles, and with

them I, armed like the shepherd David, have slain a good many giants for my trembling army. One little girl confided to me that she was afraid she would find Fractions very hard, the girls said they were. She had then been, during two lessons, doing mental work on that very bugbear of a subject, and did not know it. I use them in teaching L. C. M. and G. C. M. and in other work for the senior classes, such as Square Root. Numeration and notation become simplified by their use, though I believe most persons will find difficulty in getting pupils to read the numbers after hundreds. My class was on the floor, and I felt anxious to get a fluent reading of numbers as far as millions anyway. I had explained tens to consist of ten units in a bunch, and so on, before this, but it seemed that thousands and tens of thousands were very vague and uncertain quantities, and they could not keep them in a fixed position. I tried drilling, but soon perceived signs of weariness and dislike of the whole matter arising in the minds of the majority. So I said, “Did you ever hear of Silverlocks and the Bears?” This was like an electric shock, and my class gleefully answered, “O, yes, ma’am, we know *that*.” “Well, when Silverlocks ran away into the woods to play with the butterflies and the bees, and to string wild roses, what did she see?” “She found a pretty little house where three bears lived.” “And what were they called?” “They were Big Bruin, Mammy Muff, and Tiny.” “Well,” I said, turning to the board, where a number was written, “Here they are. This is the big bear with his big voice, Hundreds, then Mammy Muff, *twenty*, she speaks more softly, and Tiny is little Units. In the next house is a family of bears of the name of Thousands, having three just the same, the smallest is like your baby at home, it has the name of the family only, and next door is another house, and in it Mr. Million Bear lives with his family, also called Mammy Muff and Tiny. When they go out they put up a mark to say they are out, and we say nothing of them. Now let us see which of you can name these bears when you see them.” It was now a play instead of work to read the numbers, and the listless faces had brightened, and little laughs broke out all through the class. This may seem far-fetched and ridiculous, but I believe the “end justified the means,” and it was successful. The senior pupils have made a profitable review exercise of examination papers, studying the reasons for each operation asking for explanation of difficulties, which I give in the class. Often the pupils will say they understand such operations as the reduction of recurring decimals to vulgar fractions, when all they know is how to get an answer, and know nothing of the reason of the process, which is really

not very easily explained. I have heard of teachers who did not care to be questioned very closely on this subject.

There are in every section certain men who “see no use in Geography.” How pitiable such blindness; when we think how geographical knowledge is fairly interwoven into all our conversation, our reading, our seeing, our thinking, how it settles and determines history, and that the commonest occurrence has a geographical position, we can only hold up our hands in helpless amaze.

A *settled plan* must be followed in teaching geography. At one time, teaching the general geography of Europe, I took a course somewhat as follows:—The first lesson was a general survey, taking its position in respect to our own and other continents, and as to latitude and longitude, its shape and boundaries, its area and any interesting matters of a like nature. Next lesson, review, and then the coast waters. In the course of this lesson the *tide* was explained. The next lesson was on the land divisions of the coast, and any phenomena incidental. The historical points were noted, such as Napoleon’s birth-place, and place of exile, his battle-fields; Sir Humphrey Davey’s home on Land’s End; the place of the Crimean War, etc. Next lesson was to have been the names of the mountains, but we got so interested in admiring the wonderful adaptability of every part of God’s universe, as evidenced by the mountains, which raise the inferior stratas to the surface, thereby placing at man’s disposal the mineral kingdom, the wealth of nations; and this power as shown in the system of the atmosphere centering around, and depending upon its mountains, causing the river to flow with its fertilizing, life-giving influence—the character of the mountain and the river, determining the character and position of flourishing towns, therefore deciding even the intellectual, commercial, or mining occupations of the people, and it is needless to say the mere names of the mountains were neglected.

“In reason’s ear they all rejoice,
And utter forth a glorious voice,
Forever singing, as they shine,
The hand that made us is divine.”

The succeeding lessons were on the rivers, the productions, the political divisions, their governments, and capital towns, this followed by a written review of all.

So closely connected with Geography is History, that they are like the “Siamese twins,” inseparable. The teaching of history should be a pleasant recreation, not a dull grubbing among old bones and musty fragments. “Tell us a story,” is the most natural request a child can make, and many a time has the evil spirit of disorder and anarchy been eliminated by a timely anecdote which perhaps has had a moral bearing

on the case. I have been trying to make English History interesting to my class, and have adopted a plan somewhat similar to that laid down in Hughes' History. I have started at the much-abused Ancient Briton, who I think was pretty well able to take his own part; if the description of him, lurking in the fens, armed with a ball of flint, to which was attached a leathern thong, be true, he was an ugly customer to meet unexpectedly. After examining his surroundings we passed on to the Roman conqueror. Taking a general survey, we noted his departure, and the arrival of the fair-haired, blue-eyed Saxon, he, in turn, driven out by the enraged Dane. The short sway of the English next, followed by Wm. the Fearless and his sons. The civil strife between Stephen and Maude leads to a peaceful accession of the house of Anjou. In this way each succession is noted, and the circumstances which led to it, until all have been studied up to the present. Many interesting items have been noticed to serve as land-marks, and to give pleasant variety, as well as to form some idea of the progress of the nation. Such items as Alfred's life, Wm. I.'s self-regard, which led him to speak civilly to no one save Anselm; Thos. A. Beckett's career, to show that the English were beginning to be better respected; manners of living during the various ages; the discovery of America; the persecutions by Mary and Elizabeth; Anne's feeling to the Pretender; different laws; and such other matters as would be instructive were noted, not as *study*, but as surroundings to the study. Then we began the study of the Church, the growth of Parliament, and the principal persons and their work throughout the various changing dynasties. There is such a vast territory to be covered, that sometimes a fit of nervous apprehension seizes the teacher, and a wild rush is made to accomplish a great deal in a short time. The old motto, "*Festina lente*," "hasten slowly," is of special value in this subject. In all our teaching, we must remember that it is not the mere facts that are to be learned, but the tone, meaning and consequences of the events and their relations to present society. "All the world is a stage, and all the men and women merely players."

Grammar is a study which runs through all our work, and cannot be restricted to the formal class. A good way of watching pupils is to set them to watch each other. I told my pupils of a teacher who made a leather medal, and bestowed it on the first one making a grammatical error, this one to place it on any one he detected in fault. They desired me to make one, and, after some solicitation, I consented. It was very interesting to see the earnestness displayed, and I find that Mason's Grammar has been consulted to find the use of *shall* and *will*,

should and *would*, the first two or the two first; and the objective case of pronouns, and the verb *to be*, are receiving unwonted attention. The teacher found also that it was impossible, with those bright eyes watching, to be like the famous Pecksniff, "like a direction-post, pointing out the road to virtue, but never going there himself," for the first thing was: "If you please, is it correct to say, 'Let each pupil take *their* slate,' you said it just now?" And *few* and *measured* were their words while I bore the medal.

A class is studying the verb, and the words *weak* and *strong*, *passive* and *active*, are difficult to define and apply. I used examples, and desired the pupils to elaborate a rule for themselves. For the *weak* and *strong*, I used an illustration, which first impressed it on my own memory. It was used by Mr. Hodgson, Inspector of High Schools, then teacher in our Collegiate Institute in St. Mary's. He said, "I am thinking of two countries, one grows wheat and corn and has all necessaries; the other has to import all it uses. In time of war, which is *stronger*, the one which possesses the necessary supplies or the one which has to send out for extra help?" The answer comes quickly, "The stronger the one which has the power in itself, the weaker the one which needs assistance." Then I wrote a number of strong verbs in the present and past tenses, and then showed the weak verbs needing "help" in the shape of *d* or *ed* to form their past tense.

The Passive and Active were explained by means of sentences in which the subject represented the persons acting as "I like you," then the sentence changed to "You are liked by me," the subject in this case representing the person suffering or enduring the action. One waggish youth ventured to remark, in a mild voice, that he did not see much suffering in connection with the sentence. I forgave the infringement of discipline for the sake of the laugh, which fixed it in their minds, as no drilling or mnemonic would have done.

In teaching Literature, there must be one prevailing thought, to get the pupils to think for themselves. The methods must differ, as the selections, the pupils and the teacher are all different, but our chief aim is to induce that style of thought which "will find tongues in trees, books in the running brooks, sermons in stones, and good in everything." This will not be done unless the teacher himself is full of good thought and pure literature. The pupils, by being constantly reminded of this or that thought expressed in fine language by a good writer, will unconsciously get into a habit of observation and comparison which cannot fail to give them pleasure. "Did you notice the trees this morning, teacher?" a boy asked. I

answered "Yes, don't you think it was like what the poet saw, when he said, 'The poorest twig on the elm-tree was ridged inch-deep, with pearl?'" The boys asked me to read the piece to them the following Friday afternoon. I often request some pupil to recite a line from a piece they have read, which is applicable to the circumstances in question.

The teacher is a mighty power for good or evil, and his work is not simply the imparting of knowledge, which will train the boys to be successful men of business, though that is a very valuable thing, nor to be good readers or cultivated thinkers on certain matters. But a higher result follows each method we employ; it is a serious thought that in each little healthy wriggling body is a soul which is to go into eternity with the marks of our good or bad treatment upon it. Daniel Webster expresses my meaning in eloquent words: "We live in our examples; we live, emphatically, and will live in the influence which our lives and efforts, our principles and opinions *now* exercise, and will continue to exercise on the affairs of men, not only now in our own country, but until stars shall cease to burn, and this earth is replaced by a new heavens and a new earth."

This is in line with the popularly-accepted axiom that "nothing can be annihilated," and yet we are near-sighted enough to go on in a dull round, day by day, "eagerly looking over the edge of our work to see our play begin," and never reflect on the grand character of the work entrusted to us. We are not dealing with minds and spirits alone, however, but have committed to our care the casket which encloses these precious jewels, namely, the "temple of the body," and through all our plans and methods we must exercise constant care not to weary or disable it. "*Mens sana in sano corpore*" is an old-fashioned adage, and our responsibility in regard to the moral training of our pupils in true ways of living is inseparably connected with the health of the body as well as of the mind, and we must therefore give rest by physical action, calisthenic movements, vocal music, and such inspired exercises as may be judiciously used. The teacher's task is indeed a varied and trying one, trying alike to his mental, moral and physical life, and it is not surprising to learn that his average of years is a small one. But "he lives long who lives well," and who has better opportunities for living well, than the instructor of childhood?

"Oh, when the mighty God from nothing brought
This universe—when at His word the light
Burst forth—the sun was set in heaven—
And earth was clothed in beauty, when the last
The noblest work of all, from dust He formed
Our bodies in His image—when He placed
Within its temple shrine of clay, the soul,
The immortal soul—infused with His own truth,
Did He not show 'tis this which gives to man

His high prerogative? Why then declare
That he who thinks less of his mortal frame,
And lives a spirit even in this world
Lives not as long—lives not as well as he
Who drags out years of life without one thought,
One hope—one wish beyond the present hour?"

"Yes! His life is long!

Long to the dull and loathsome epicures,
Long to the slothful man's, the grovelling herd
Who scarcely know they have a soul within—
Long to all those who, creeping on to death,
Meet in the grave, the earth-worm's banquet
hall,

And leave behind no monuments for good!
May we all live *long and well!*"

HYGIENIC SUPERVISION.

THE question of the appointment of a special instructor of hygiene for schools has of late received attention from the public press. The considerations which favour the importance of it are not difficult to see. Some cities, Chicago for instance, content themselves with an hygienic committee of the board, whose duty it is to look especially after such permanent provisions for ventilation, drainage, and light as are essential to the health of ordinary pupils. But a little reflection will show that there are a great variety of specific evils constantly liable to develop themselves, here and there, among a large body of pupils, which affect the general welfare, and need watchful supervision.

The danger of contagion from infectious diseases is by no means the least important of the subjects which should demand the attention of a health inspector for schools. The physical condition of each child who enters our schools is as legitimate a matter of the public care as is his proficiency in study. Indeed, the one is inseparably connected with the other, and no education can be complete which neglects either.

It would be surprising to those who have never looked into the matter to learn how many special defects of hearing and eyesight and special weakness of different parts of the body are found to exist in individual cases, which are not brought directly to the attention of the ordinary teacher. These disabilities affect, not only the pupils immediately concerned, but in a greater or less degree the programme of the whole school. The peculiar temperament of some children, and the state of the health of others, materially influence not only their mental but their moral characteristics, as abundant testimony proves. When it is possible, as in large cities where many schools are under our management, it would be a great advantage to have a medical inspector who could devote himself to the observation and care of physical peculiarities and conditions. How many curvatures of the spine, occasioned by wrong positions of the body, might be remedied by a little observant forethought! How many instances of apparent dullness, which is really deafness, or of real dulness occasioned

by deafness, are found to exist in ordinary schools when special inquiry is instituted! How many moral obliquities, which are the result of inherited disease and physical inabilities, which are mistaken for culpable indolence, might a discriminating scrutiny bring to light!

These, and kindred ailments, have been made a study in Europe, and the result in some countries has been the establishment of special schools for these exceptional classes. A recent article in the *Boston Post*, translated from a French review, informs us that in Russia one hundred and fifty of the most backward and worst boys of the military schools have been gathered together in the gymnasium of Wolsk, to be educated in a special manner. Dr. Sikorski, who has studied them closely for several years, thus classes them:

First: The children of a nervo-psychical constitution, easily irritated, characterized by great moral unsteadiness; capable of repentance, but obstinately concealing their emotions. From 50 to 60 per cent. are of this class.

Second: Those children in whom the harmony between their bodily and physical development is broken, who are characterized by an absence of moral firmness. When the equilibrium is established between the rapidity or slowness of their bodily and intellectual growth, they are transformed 15 per cent.

Third: Those youths who have excessive self-confidence, or even presumption. They have no moral consistency, are full of self-conceit, do things without thinking, and are bad and difficult to transform. Ten per cent.

Fourth: Those characterized by restlessness, without purpose. They are absent-minded, cry easily, commit fault after fault, and have an extreme moral changeableness. From 5 to 6 per cent.

Fifth: Those who have persistent, and probably innate, anomalies of character. The greater part are decidedly diseased by inheritance. Seventeen per cent.

It is interesting to notice that those boys who are in the gymnasium of Wolsk, from their twelfth to sixteenth year, when they have passed their sixteenth year are transformed enough to follow some useful career in life. Otherwise they would furnish a large contingent of the population of the prisons. Thus Russia, in educational matters, offers something worthy of serious consideration, and even of imitation.

In France itself, as we learn by the same authority, the experiment of medical supervision has been tried for some years. Lyons has six physicians who devote a portion of their time to this inspection, and are paid

accordingly. These useful officials are also to be found in smaller cities, such as Havre, Amiens, Nancy, and Rheims. Paris has no less than 126 medical school inspectors,—physicians who are willing to devote a portion of their time to those duties for very small compensation.

Instruction having become obligatory in France, the schools contain now many poor children who were too wretched to dare cross their thresholds before. Questions of hygiene are being forced not only upon the minister of public instruction, and upon cities, but also upon the scientific societies that have devoted, and are still devoting, much of their time to their consideration.

It would appear that upon this subject we in America have yet something to learn from our transatlantic cousins.—*New England Journal of Education*.

"AMERICA," says *The Chautauquan*, "is to have a library worthy of her name. England has the British Museum, Rome the Vatican, France the National, Germany the Royal of Berlin, St. Petersburg her Imperial,—nearly every great city of Europe has a library superior in number of volumes and MSS., in convenience of arrangement, and in efficiency of librarians, to anything in America. Now we are to build a rival. The new Congressional Library at Washington should be equal if not superior in arrangement to any library building in the world. The builders have the experience of the world to guide them, and a people of unequalled generosity to sustain their action. After thirteen years of work to secure an appropriation, a bill was passed on April 5, authorizing the erection of the necessary building. The plan adopted is admirable. The estimated cost is \$2,323,000. It is to be hoped that nothing will interfere with the speedy completion of the work.

DR. HOLMES arrived in England on the 8th of May, and was met at Liverpool by a deputation of medical citizens who insisted upon delivering addresses of welcome, although the genial Autocrat was pretty well knocked up by the rough voyage. He stood on the deck with a Derby hat pulled well down on his head, and clad in a thick overcoat topped by a blanket shawl. Although troubled with an asthmatic cough, Dr. Holmes succeeded in making a humorous and sprightly reply to the words of welcome addressed to him; but he was unable to accept the numerous invitations to dinners and receptions that were thrust upon him, and hurried off to Chester at once. Next to Longfellow, Dr. Holmes is better known in England than any other American author, and in anticipation of his visit the bookstalls have been well stocked with cheap editions of his works.

TORONTO:

THURSDAY, MAY 27, 1886.

THE DUTY ON BOOKS AND SCIENTIFIC APPARATUS.

UP till the 31st of March last scientific apparatus could be imported into the Dominion by and for the use of schools and colleges free of duty. Since then 25 or 30 per cent. has been charged upon apparatus, and 15 per cent. upon books.

Exemptions of all kinds are dangerous. But we cannot think the Canadian Government is consistent in its bestowal of exemptions from taxation. The clergy are exempted; church property is exempted; Government officials are exempted; but if a school or a college wishes to place in its laboratory any experimental apparatus which is not manufactured in Canada, or which, because of its superiority or for any other reason, it wishes to buy elsewhere, from twenty-five to thirty dollars extra cost is added to every hundred dollars' worth of material purchased.

Strangely enough, our neighbours, perhaps the staunchest advocates of protective tariffs, pursue no such short-sighted course. Any article of scientific apparatus can be placed in the laboratories of the schools and colleges of the United States duty free.

In the matter of books, also, our Government employs stringent protection. Upon every book sent by a foreign publisher to a newspaper for the purpose of criticism, no matter whether it is imported by request or is sent gratuitously, fifteen per cent. duty must be paid, and paid often before even the title of the work or its value are known.

We cannot but think that, if the country permits of some exemptions, schools and colleges, at all events, should be classed amongst the favoured few. Many arguments may be adduced in favour of this view:—Many articles which it is absolutely necessary that pupils and students should use are not manufactured in Canada. Such are certain kinds of anatomical models; microscopes of high power and elaborate mechanism; physical and electrical apparatus of complicated construction and delicate workmanship; etc. We are proud of our schools and of our school system, and yet we fetter them in this direction: we limit them to one particular market. Could this market prove

that it can and does manufacture all the apparatus that is required as excellent in quality and as cheap in price as the apparatus produced in any other market, something might, perhaps, be said in favour of protecting home industries at the expense of the schools and colleges; but until this proof is forthcoming, our schools and colleges have surely as much right to be exempted as have our clergy, our church property, and our Government officials.

Parents who have the means will educate their sons and daughters where the standard of education is highest. Restrictions, such as have been alluded to, do not, of course, very greatly affect high schools; but when it is a question of sending a son to a foreign or a Canadian university, or medical college, or scientific and engineering school, the matter becomes important.

A deputation consisting of Senators Ferris and Allan, and Messrs. Hickey, Allison and Guillet, M.P.'s, recently waited on the Minister of Finance, Mr. McLelan, and requested that such chemical apparatus as is used in schools and colleges be put upon the free list. The Minister promised to give the matter his consideration. We hope this important subject will be thoroughly considered.

OUR EXCHANGES.

Babyland for May and June are bright and pretty numbers with just that sort of picture and text that little folks delight in: "Six Silver Spoons," "Little Plum-cake's Adventure," "The Cats' Trial of Molly Ray," etc., etc.

THE Pansy for May has an unusually large number of very pretty engravings with an appropriate letterpress, suitable for young people. We can recommend *Pansy* highly to teachers desiring good supplementary reading for Friday afternoons. A monthly visit from it would wonderfully brighten the lives of any class of young boys or girls.

Lippincott's Monthly for May contains its two serials "Taken by Siege" and "A Bachelor's Blunder." The former of these is more interesting and graphic than ever and excites curiosity to discover who its unknown author may be. The *Monthly* keeps good its promise to present to an American public some of the choice works of the chiefs of the later London schools: Austin Dobson contributes "To His Book" an imitation from Horace, and Andrew Lang a delightful skit on ghosts, "In Castle Dangerous." Julian Hawthorne, Joel Benton, and Ella Wheeler Wilcox are the principal remaining contributors.

Littell's Living Age for May 22nd is an admirable number. The opening article—a reprint from the *Edinburgh Review* entitled "The Recent Progress of Astronomy," is in itself well worth possessing. This article is an excellent review of

two books lately published—Sir Robert Stawell Ball's "The Story of the Heavens," and Miss Clerke's "A Popular History of Astronomy during the Nineteenth Century." The astonishingly rapid progress which astronomy has made of late years is here reviewed simply and interestingly. The elimination of erroneous conceptions of the sun; the new light thrown upon our ideas of the corona, sun-spots, the elements composing the chromosphere, etc.; the methods employed for more accurately determining the sun's distance from our planet; the theories as regards the character of Jupiter; the process of photographing nebulae;—these and a host of other most interesting topics are dealt with in a manner intelligible to the reader least acquainted with astronomical lore.

The rest of the contents are of a lighter character. "Canon Saintley's Remorse," by George Holmes, author of "Farmer John," is reprinted from the *Gentleman's Magazine*; "The Buchholz Family," from *Blackwood's*; "Thomas Love Peacock," from *Macmillan's*; "Desmond's Destiny"—a most powerful and thrilling little story, with a good plot—from *Belgravia*; "A Pilgrimage to Sinai," from the *Leisure Hour*; and "The Decay of Evangelicalism," from the *Saturday Review*, complete the number.

REVIEWS AND NOTICES OF BOOKS.

Twelfth Annual Register of Purdue University, Lafayette, Ind.

This is perhaps the place to take note of one or two not uninteresting facts in connexion with Purdue University, facts which to us upon this side of the boundary line seem, to say the least, novel.

Purdue University is a college of science, agriculture, and mechanic arts. It embraces five special schools and a preparatory class, as follows:

- I. School of Agriculture and Horticulture.
- II. School of Mechanics and Engineering.
- III. School of Science.
- IV. School of Industrial Art.
- V. School of Pharmacy.
- VI. Preparatory Class.

It is co-educational, not a few females being probably tempted by the School of Industrial Art. It is in this department that we find what to us seem novelties. The subjects taught comprise Model Drawing, Linear Perspective, Orthographic Projection, Light and Shade, Geometry, Algebra, Rhetoric, Elocution, French or German, Colour, Trigonometry, Surveying, English Literature, History, Physics, "Historical Lecture," Word-Carving, Clay-Modelling, Decorative Design, Analytical Geometry, History, Logic, Calculus, Chemistry, Human Physiology, Geology, Psychology, Political Economy, "Elective,"—truly a wonderful array of subjects for "Industrial Art."

Under the head of "General Studies," and the sub-heading "Elective Literature," we find the following:—

"The study of literature in this (senior) year is designed for those of mature and thoughtful minds. There are no recitations in the usual sense, but in their stead familiar and thorough discussions. The members of the class meet the professor in charge not oftener than twice each

week. In the meantime the class is engaged upon the study of a wide range of references, suggested by the instructor, or upon the analytic study of works under consideration. The fall term is given to the study of the drama, the winter term to epic and lyric poetry, and the spring term to the various forms of prose. One work each of Æschylus, Shakespeare and Moliere will be read in the first term; of Dante, Milton and several lyric poets in the second term; of Bacon, Emerson and Carlyle in the third term. The study of each work will be preceded by a lecture and accompanied by essays."

MR. HENRY GEORGE has become his own publisher, and has issued at New York a new work on "Protection and Free Trade."

PHILIP GILBERT HAMERTON will begin in the July *Atlantic* a series of papers illustrating the contrast between English and French life.

THE publishers of General Grant's book still expect its sale will reach five hundred thousand copies. Mrs. Grant receives a royalty of 75 cts. a volume.

MISS BROUGHTON'S new novel, "Peggy and Prue," will not appear until fall. The title selected by the author has been changed, at the request of the publisher, to "Doctor Cupid."

GINN & Co. are to include in their "Classics for Children" Charles Lamb's "Adventures of Ulysses," an abridgment of Irving's "Life of Washington," and a selection from Plutarch's "Lives."

THE editor of the *Brooklyn Magazine* has obtained a promise from Ex-President Hayes for an article on Education in the South. It will appear probably in the May number of that magazine.

MR. WALTER PATER, says the *Athenæum*, "is at work upon a new romance of the past. This time the scene will be laid in the sixteenth century and in France; but the work will not be finished for some time."

"DEMOCRACY, and other Addresses," by James Russell Lowell, is to form volume eleven in the "Riverside Aldine Series." It will contain addresses on Democracy, Garfield, Dean Stanley, Fielding, Coleridge, Don Quixote, and on Books and Reading; all of which, with the exception of the last, were delivered in England.

THE sixth publication of the Shelley Society—a reprint of Mr. W. M. Rossetti's memoir of Shelley—has just been issued to members, and Mr. Buxton Forman's edition of the text of "The Cenci," along with the second number of the "Notebook," is to follow. Mr. Lowell has added his name to the list of members, which now numbers 291.

FROM a letter written to a friend by Mrs. Lew Wallace, it appears that the General was seven years in writing "Ben Hur," and that his most difficult problem was to give details of battle, love-making, social life, and adventure, while keeping the Christ-child in the mind of the reader as the central figure. Translations of it have been made into German and Turkish.

"A New Departure for Girls," by Margaret Sidney, and "How They Learned Housework," by Mrs. Ellen C. Goodwin, two books intended

to give hints to girls on self-support and domestic duties, appear next month. They ought to be of value to the many girls who are thrown on their own resources. The publishers of these books, D. Lothrop & Co., are making this department of literature somewhat their speciality.

"FOUR living poets," says the *N. Y. Mail and Express*, "are soon to have monographs in the series of English worthies—Mr. Edmund Gosse one on Raleigh, Mr. Austin Dobson one on Steele, Mr. J. A. Symonds one on Ben Jonson, and Mr. Andrew Lang, the editor, one on Izaak Walton. Mr. Walter Besant has undertaken Lord Peterborough, and Mr. Robert Louis Stevenson—of all men in the world—is to grapple with Wellington."

MACMILLAN & Co. will publish immediately the lecture recently delivered at Oxford by Prof. Freeman on "George Washington, the Expander of England." It will now bear the title of "Greater Greece and Greater Britain," with an appendix on Imperial Federation. They are publishing new and cheap editions (at fifty cents) of some of their most popular novels. The list includes "Mr. Isaacs," "Westward Ho," "Dr. Claudius," "Hypatia," and "John Inglesant."

JOHNS HOPKINS UNIVERSITY publishes, or rather its Professors of Modern Languages publish, the *Modern Language Notes*. It is a little monthly journal to be conducted in the interests of the study of the modern languages and literatures. The third number, March, 1886, contains a very useful article by Prof. Bôcher, of Harvard, on "Available French Texts," pointing out the best books for use in teaching German. The article itself is written in a style as elegant and "dainty" as are some of the French comedies and tales of which it treats. Prof. Bôcher also writes the articles in the *Nation* on "Recent French Books."

CAUSELL & COMPANY have published the long-promised volume of "Representative Poems of Living Poets." There have been some delays in the publication of this volume, but they were delays that the public will profit by, as they arose from the great care that has been taken in the making of the book. There are eighty poets, English and American, represented, and there are two hundred and ninety-eight poems. These cover seven hundred and twelve pages, exclusive of the introduction by George P. Lathrop, preface, and indexes. The publishers have spared no pains to make the volume as handsome typographically as its importance in contemporary literature demands.

THE sixth volume of Leslie Stephen's "Dictionary of National Biography" (British) advances steadily and persistently from "Bottomly" to "Browell," with Mr. Axon, Dean Bradley, Mr. Bullen, and Mr. Dobson, among the contributors. The prominent families treated in course of the contents are the Bouchiers, the Bowings, the Boyds, the Boyles, the Bradshaws, the Bradys, the Brewers, the Brewsters the Brights, the Brontës, the Brookes, and the Broughams; leaving the large and reputable family of Browns evidently to follow in the next volume. The typography of this work is a delight, and its wealth of biographic information is minute.—*Literary World*.

It looks now as if the class of literature to which Mr. Stevenson's remarkable romance, "The Strange Case of Dr. Jekyll and Mr. Hyde,"

belongs, would soon receive a large accession of material through the investigations of the various societies of psychical research. Such themes have from time to time attracted the attention of men of subtle and speculative intellect, and have more than once furnished the motive for a powerful work of the imagination, but the facts in such cases have heretofore received little intelligent attention. The English Society for Psychical Research, therefore, finds a large field for itself, and may do something indirectly to enrich the material with which the future novelists will have to deal. Mr. Stevenson's weird and powerful creation of a double personality seems less improbable after reading the report of an English case of multiple consciousness. The patient in question has, according to the report of the psychical investigators, at least six different states of consciousness, all accompanied by distinct physical conditions. Each state has its continuous memory, which keeps a coherent personality intact. In one state the patient is arrogant, violent, and insolent; in another he is quiet, modest, and respectful; in still another he is an ignorant, illiterate boor, and in a fourth he is a comparatively well-educated person. In such a record as this there is certainly very suggestive material for the authors of "Archibald Malmison," and "The Strange Case of Dr. Jekyll and Mr. Hyde."—*The Book Buyer*.

BOOKS RECEIVED.

Report of the Superintendent of Province of Quebec for the Year 1884-85. Printed by order of the Legislature.

How to Teach Penmanship in Public Schools. By J. L. Burritt, Late Principal of the Union School and Academy, Wellsville, N.Y. Syracuse, N.Y.: C. W. Bardeen, Publisher. 1886. 62 pp.

Modern Languages in Education. By George F. Comfort, Dean of the College of Fine Arts and Professor of Modern Languages in Syracuse University. Syracuse, N.Y.: C. W. Bardeen, Publisher. 1886. 40 pp.

Byron's Child Harold. Edited with Introduction and Notes by H. F. Tozer, M.A., Fellow and Tutor of Exeter College, Oxford. Oxford: at the Clarendon Press. 1885. Toronto: Williamson & Co. 336 pp. Price 90c.

Die Karawane. By Wilhelm Hauff, with Notes and Vocabulary, by Herman Hager, Ph.D. (Lips.), Lecturer in the German Language and Literature in the Owens College, Manchester. London: Macmillan & Co. 1885. Toronto: Williamson & Co. 218 pp. Price 65c.

Modern German Reader. A Graduated Collection of Extracts in Prose and Poetry from Modern German Writers. Edited by C. A. Buchheim, Ph.D., F.C.P., Professor of the German Language and Literature in King's College, London; Examiner in German to the University of London, to the University of New Zealand, to the Society of Arts, the College of Preceptors, etc. Part II., with English Notes and an Index. Oxford: at the Clarendon Press. 1885. Toronto: Williamson & Co. 207 pp. Price 60c.

Educational Opinion.

HOW PUBLIC LIBRARIES MAY BENEFIT PUBLIC SCHOOLS.

FROM the Newton Free Library report we extract the following interesting paragraphs :

"Each public school teacher receives ten cards upon which to draw books for his class from the library. The teacher sends to the library a list of topics which are being studied in the class, and asks that some works suited to the grade of the pupils may be sent to the school. The following list was received from a grammar school master : 'Please send me books on Mound-builders, Early discoveries, Columbus, North American Indians, Colonial history, U. S. Constitution, U. S. coinage, John Smith Insects, China and Japan.' Another teacher asks for books upon South America, as that is the portion of the globe which they have reached in their geography ; and still another seeks for books upon Asia. Books are especially desired upon animals, particularly stories about them, for the younger classes. Works upon physics, geology, mineralogy, poetry, history, biography—in short, any possible helps which the library can afford, are freely offered and zealously used.

"There have been many books of travel, science, history and biography, written and compiled within a short period, especially for the reading of young people and children. These works are finely illustrated, and are calculated to arrest the attention of young readers, and to lend fresh interest and value to the study of their text-books. Many of the books are used by the teachers as rewards for good lessons, the children being permitted to take them home, or to read them in school after the lessons are completed. The librarian makes a personal visit to the schools, invites a short meeting with the teachers, and explains the method of working with the library. This has never failed to awaken the interest of the teachers, and often arouses enthusiasm in the work. The immediate good accomplished in quickening the interest of pupils in their school studies is but a small part of the beneficial results that must follow such an effort, if perseveringly continued. More than in any other way will a generation be trained up to relish and demand something besides a fictitious and sensational literature. The children discover what interesting books there are in the library, they copy the numbers upon their own cards, and we find them selecting these for their home reading. The teachers eagerly avail themselves of the opportunities afforded by their additional cards. One teacher tells us of a lad who had never accomplished anything in school until aroused by the inspiration of the illus-

trative books, in which he became greatly interested. Superintendent Emerson assures us of the enthusiasm awakened among the teachers of the schools over the new plan of reference books from the library. During the year the arrangement which has been so successfully effected in a few of the schools will be introduced throughout the city.

"In the three months in which the delivery to the schools has been made, 568 books have been issued to them. But six of the schools have as yet been visited."

SCHOOL MACHINE WORRY: WHITHER DOES IT TEND?

DR. WRIGHT, in a paper in the last report of the Tennessee State Board of Health, sets forth with vigor some of the evils connected with the school system of the State. As his State is a fair representative of the average State, we have selected this report as expressing some of the obvious evils connected with our school system.

1. Emulation in a variety of ways takes largely the place of the rod of forty years ago. The physiologist who looks at the matter will find that the change is not for the better, in so far as the health of the child is concerned. The whip does its work quickly and is over, the child going about its tasks or play. But the goad of emulation never ends. Its influence upon the older girls is especially powerful. By it all sanitary precautions are swept away. Vehement excitement, with alternate elevation and depression of spirits in rapid succession are incessantly harassing the brain and nerves. This does not end with the school hours, but often extends through the play hours, and not unfrequently through sleep.

2. The grading of the pupil is also a perpetual source of worry. Will I pass or shall I be set back in grade? Such is the question children are led to ask, rather than some intelligent query respecting the subjects of study. It is this grading stimulus that is the motor power of both the average teacher and scholar. The hope to get into the next grade and the fear that the pupil may fail keeps the pupil in a state of worry.

A boy finds himself literally part of a great machine. If he can work as does the machine he is all right, but if he cannot he is crushed. Failure to keep up with the machine implies disgrace, loss of self-respect and confidence, grieved or angry parents, the jeers of school-fellows, etc. Often sickness compels him to desist so that days and weeks are finally lost, and so the grade is lost. Besides he often feels that his rights have been outraged, that he is a better scholar than one who has walked by him.

There are in general two grades of minds—one is quickly perceptive and the other is the reflective. The latter is the one who

is most likely to suffer by the school machine. In it is no provision for the reflective mind. Of course if the physical frame be one of iron the boy may survive and become a great mind. But the masses are not so. The results, as given by the author, and as they may be seen in any large town are: "In after life, helpless hysterical women; feeble irritable men, and, in extreme cases, epilepsy idiocy, and insanity."

The teachers also suffer from this machine. The writer says that a truly healthy woman teacher is rarely found in the public schools of Tennessee, and almost all teachers are women. An ex-superintendent of the State is a palsied man, also an existing superintendent of the largest city school.

Other great evils of this school machine are obvious to every thoughtful physician.

The query constantly presents itself, what can be done to avert these evils?

1. It may be settled that proportionately more money cannot be obtained for educational purposes.

2. This being admitted, it is clear that the present assessments must be made to go farther. This cannot be done by lowering the wages of teachers, as they are already at starvation rates.

3. It will diminish the number of students for each teacher to forbid children entering the public schools before they are eight years old.

4. It will diminish the labour of teachers to reduce the school-hours of all children under twelve years of age one-half.

5. It will increase the funds for hiring teachers to abolish all high schools.

In these ways more funds are saved to hire more teachers for the students between the ages of eight and time of entering the high school. With this increased number of teachers and diminished number of scholars to each pupil, it will be possible to make the process of teaching less an inexorable machine, and more an artistic work by which each pupil will have more of such a specialized training as his nature calls for. In these ways the machine worry of the public schools might be measurably diminished to the point of greatest benefit to all interested parties.—*American Lancet.*

HOW TO LEARN LANGUAGES.

A TEACHER of German, well known in New York, was conversing recently with one of his pupils.

"What do you think," asked the pupil, "of the various methods of learning foreign languages, which have been so talked of lately?"

"They all have more or less utility," replied the professor, "but they can none of them dispense with earnest, systematic work on the part of the learner. The promise to

teach German or French in a month or six months is a promise which can never be redeemed. Euclid's old saying is absolutely without exception, 'There is no royal road to learning.' The theory on which most of the modern 'methods' proceed is simple and logical. It is that one should learn a foreign language in the same way as he learns his own language—that is, by the ear rather than by the intellect. This theory, however, may easily be pushed to an extreme. It requires four or five years for a child to learn its own language, and during these years its mind is in reality concentrated on this study, though the child does not know it. Now a man whose ideas are already formed, who has learned the elementary rules of construction which are common to all languages, can easily shorten the period in acquiring a foreign tongue. To do this, however, a systematic grammatical study is necessary, in which his knowledge of the grammar of his own language will aid him in learning that of another. The man who should attempt to learn a language like German, with a really complicated grammar, simply by hearing it spoken, would probably never arrive at proficiency. To learn a language in that way the mind must, like the mind of a child, be a perfect blank, ready to receive and retain first impressions.

"My experience abroad with Americans and Englishmen who have come to Germany to learn the language teaches me that they often push this ear theory to an extreme. For instance, they come to Berlin without knowing the first word of German. They immediately matriculate in the University and begin to attend lectures. In this way they learn nothing, or very little. A child a year old would learn as much if it were brought into the lecture hall to hear Dr. Grimm talk about art and Dr. Virchow about anatomy. The learner must first have a certain vocabulary; he must be taught something about the grammatical construction of the language; above all, the idioms that he will hear must be explained to him. In other words, he must be taught how to hear. It is a curious fact that when an idiom has once been explained to a learner he immediately begins to hear it employed on all hands, and finds himself unconsciously making use of it—in the right way, too. Probably he had heard that idiom used a hundred times before, but it had fallen on deaf ears. This is what I mean when I say that in learning a foreign language a man should supplement the ear by the intelligence, and should not be content to proceed by the same slow progress as a child."

"What do you consider the best method by which the ear can be taught to hear, as you say?"

"Of course, each teacher champions his own method, but this is the way I generally

proceed, and I find it serves the purpose well. After the student has obtained a knowledge of elementary grammar and a limited vocabulary, let the teacher select some novel of the day, written in the colloquial language of the tongue to be learned. Poetry won't answer the purpose, least of all classical poetry, which is generally full of obsolete words and expressions. If you are studying French don't begin by reading a play of Corneille or Racine. Their language is not the language spoken in the cafes and on the boulevards. Faust, however, forms an exception to this general rule, for there is hardly an idiom in the German language which does not turn up in the course of this work. Armed with such a book let the teacher and the student study together. As each idiom is met, its meaning and uses should be thoroughly explained to the learner and then written down for future reference. The same should be done by every new word. No one, remember, can ever expect to learn a language by studying a book, but this is an excellent method of calling the attention to words and expressions, so that the ear may be ready to detect them when heard. To study of this kind add the conversation lesson, or better still, the lecture and the theatre, and you have the elements necessary to the complete acquisition of a foreign language."

"What degree of proficiency is it possible for a foreigner to obtain in a language not his own?"

"In my opinion there is only one limit in that direction, and that limit is rather theoretical than practical. I do not believe that a man can ever create in a foreign language. He may write it and speak it grammatically, idiomatically, with all the fluency of his mother tongue. But he will always express himself according to forms which have been created for him, and which he has learned. He can never so far master the genius of the language as to mould it to his own ideas. His thoughts will rather fall into the moulds which others have made. Hence to write poetry, poetry with the real creative fire in a foreign language, I consider impossible. Yet, that need discourage no one, for how many are real poets even in their own tongues."—*New York Tribune*.

AFTER SCHOOL WHAT?

THE May number of *Cassell's Family Magazine* makes the following suggestions:—

"What am I to do after school?"

This is a question asked, I believe, by every school girl, some time or other, as she gets older; and to answer it is by no means so easy as some people imagine.

The leaving of school is, I think, one of the greatest crises of a girl's life. The

period ended has probably had all clearly mapped out with guidance and direction given. The future is now full of vague and shadowy uncertainty, and the beauty and completeness of a woman's life will depend mainly on the girl's own exertions.

Every girl has three distinct lives to live, and on the observance, combination and due proportion of these lives depends the good that she may leave behind her in the world. They are:—

I. Her life to herself.

II. Her life to her family.

III. Her life to the community.

It is certain, to begin with, that in each of these three there must be some settled plan of action.

That girl who lives on from day to day in an idle, desultory manner, with no aim in view but amusement, makes her life, instead of a great, harmonious whole, a miserable failure—the life which has been given to her as very precious, and as something to be rendered strict account of in a day to come.

Teaching, at present, is the greatest and noblest profession open to women.

If that is entered upon direct from school there is little fear of life being wasted in an idle, desultory way.

There will come sooner or later the satisfaction of having been a labourer in the grandest work of life—the spreading of knowledge.

Teaching, however, is not for every girl. To such I would say, do not give it up altogether; if you cannot make a profession of it, you can at least teach in your neighbourhood in the Sunday school, etc. Let not this branch of the work be despised, for it is one of the most difficult, and to do it properly requires much preparation.

Then, too, there is always in these days, when good classical literature is so cheap, the possibility of forming a regular plan of study at home—downright earnest reading for a certain space of each day. However small this is, if it is done with a definite aim in view, and not merely for selfish enjoyment, great good will come into a girl's life from it. There is always a natural bent in every one's mind—a natural genius for one kind of work more than for others; let a girl, then, not try to do a little of everything, but work steadily at that in which she has put her heart.

AN ingenious application has been made of photography in teaching deaf mutes to speak. All the movements of the mouth necessary for pronunciation have been accurately photographed; and in this manner the deaf mute pupils, though not able to hear words pronounced, are enabled to see them, and study their lesson of pronunciation from the photograph, as we learn it by the ear.

Methods and Illustrations

PAPERS SUITABLE FOR CANDIDATES PREPARING FOR THE ENTRANCE EXAMINATION.

GEOGRAPHY.

1. GIVE the names of the motions of the earth. What are the results of these motions?
2. Explain the meaning of "equator," "parallels of latitude," "first meridian," "the tropics," "meridian," "circle of illumination," "zenith."
3. What facts about the geography of a country would you infer from a knowledge of its mountains?
4. What places of historic interest are to be found in the Dominion of Canada?
5. What and where are St. John, St. John's, Monrovia, Valetta, Upernavik, Battle, Nanaimo, Grand Falls, Burrard, Itasca, Gatineau, Mistossini, Saugeen, Rossignol, Schaffhausen, George, Orleans, New Orleans, Montcalm, Kennebecasis, Winnipegosis?
6. Make a list of the leading (1) lakeports, (2) seaports of Canada.
7. What are "llanos," "fiords," "pampas," "atolls," "steppes," "geysers," "the maelstrom," and where would you go to find illustrations of them?
8. (a) What parts of Canada are noted for canned salmon, copper, petroleum, orchard fruits, silver?
(b) Make a list of the names of the districts of Canada in which coal and gold are found.

HISTORY.

1. Explain what is meant by the "balance of power," the "Saxon Heptarchy," a "Roundhead," the "Prince of Wales," the "Trial of the Bishops."
2. Who is the present Prime Minister of Great Britain? What is the chief subject of debate in the Imperial Parliament at the present time? For what are years 1172, 1801 noted?
3. What three English kings carried on extensive wars in France? What was the claim of the first one of them to the French throne? Mention the names of the battles which occurred in each war, and the treaties concluding the wars.
4. Name the three great charters of English liberty. Mention the leading provisions of them.
5. How do you distinguish between a Convention and a Parliament? Give an example of a Convention and a Parliament that are famous.
6. Whose name is connected with each of the following events: Introduction of Printing, Founding of Quebec City, Passing of the Reform Bill, Emancipation of the Slaves, Relief of Orleans, Battle of the Plains of Abraham?

7. For what are the following places noted in English History: Utrecht, Runnymede, Yorktown, Crecy, Trafalgar, Thanet?

8. Why are these dates important in English History: 1815, 1513, 1820, 1611, 449, 1138?

ORTHOGRAPHY AND ORTHOEPY.

A.

For Dictation.

Never, perhaps, was English liberty in such deadly peril as when Wolsey resolved on the practical suppression of the two Houses. But the bolder genius of Cromwell set contemptuously aside the apprehensions of his predecessor. His confidence in the power of the Crown revived the Parliament as an easy and manageable instrument of tyranny. The old forms of constitutional freedom were turned to the profit of the royal despotism, and a revolution which for the moment left England absolutely at Henry's feet was wrought out by a series of Parliamentary statutes.

Precede, proceed, exceed, accede, recede, believe, receive, bereave, perceive, recourse. balance, economy, harass, abolished.

B.

Indicate fully the pronunciation of these words: Berlin, lynx, kiln, apparent, trio, Christmas, father, supple, geography, Newfoundland, height, Worcester, column, recess committee, opponent.

2. Mark the accent on the italicised words: The *perfume* of the musk did not *perfume* the whole room. A. M. B.

PRACTICAL ELOCUTION.

VIII.

GOOD reading consists in correctness of *voice, articulation and expression*. The voice should be *natural, pure and full*, the articulation *correct and distinct*, the *expression adapted to the sentiment*. Of these three elements that of articulation should be most carefully looked after in the school-room. But bear in mind that articulation does not alone mean distinctness of utterance—it means as well correctness of utterance. If you pronounce the syllables of a word distinctly and pay but little heed to the vowel sounds your very distinctness is betraying the incorrectness of your pronunciation.

A slovenly habit of pronunciation acquired or left uncorrected in the schoolroom will follow a boy or girl through life—nay, more, it will thrust itself in as an unwelcome guest at the very moment we would fain present to the public our best testimonials of address. Every teacher should see to it then that a taste for correct pronunciation holds a place in the class-room, whether literature, classics or mathematics for the time hold sway. We cannot afford to put on pronunciation as a Sunday garb—it must be a ruling element in our whole education. And here the ques-

tion arises, what should be your guide in the matter of pronunciation? I answer a standard dictionary and the custom of a truly educated society. I have no sympathy with hair splitters in the realm of pronunciation. Be assured that if you give every syllable its full import and follow the custom of the educated and the instruction of a standard dictionary, you will not be very far astray, nor will you be guilty of many verbal sins of *omission or commission*. It is worth noting that ninety per cent. of the mistakes made in pronunciation have their origin in monosyllables and dissyllables. We must guard, however, against adopting the pronunciation of every word that society takes to its bosom. Let me illustrate by a poem I read a few days ago a little of the vagaries of society in this respect. The word which gives its title to the verses I here quote is but one of many which rocks society to and fro, and marks the line of demarcation between *bourgeoise* and *proletarian*, between patrician and plebeian:

THE V-A-S-E.

From the madding crowd they stand apart,
The maidens four and the works of Art;
And none might tell from sight alone
In which had Culture ripest grown—
The Gotham Million fair to see,
The Philadelphian Pedigree,
The Boston Mind of azure hue
Or the soulful soul from Kalamazoo—
For all loved art in a seemly way
With an earnest soul and a capital A.
Long they worshipped; but no one broke
The sacred stillness, until up spoke
The Western one from the nameless place,
Who blushing, said: "What a lovely vase!"
Over three faces a sad smile flew,
And they edged away from Kalamazoo.
But Gotham's haughty soul was stirred
To crush the stranger with one small word.
Dearly hiding reproof in praise,
She cries: "'Tis indeed a lovely vase!"
But brief her unworthy triumph, when
The lofty one from the house of Penn
With the consciousness of two grandpapas,
Exclaims: "It is quite a lovely vase!"
And glances around with an anxious thrill,
Awaiting the word of Beacon Hill.
But the Boston maid smiles courteouslee,
And gently murmurs: "Oh, pardon me!"
I did not catch your remark because
I was so entranced with that charming vase!"

*Dies erit praeaelida
Sinistra quum Bostonia.*

So the fair maid from the City of the Hub, where Bunker's tall shaft marks the glory of arms, would pronounce *v-a-s-e vaws*, and two-thirds of our nominal Society, suffering from the *rabies* of affectation, not only sanction this pronunciation, but actually parade it in the presence of true culture, although no dictionary under the bending heavens speaks a friendly word in its favour.

THOMAS O'HAGAN.

ORTHOEPY AND ORTHOGRAPHY.

PAPER SUITABLE FOR SECOND AND THIRD CLASS TEACHERS' EXAMINATIONS.

1. Indicate by phonetic spelling and accents the pronunciation of the following words:—

Advertisement.	Oppose.
Bibliophile.	Pretty.
Cayenne.	Promptitude.
Cecity.	Quality.
Debtor.	Rough-hewn.
Decision.	Salmon.
Dishonour.	Shackle.
Ephemeral.	Solder.
Grange.	Talk.
Homœopathy.	Union.
Homogeneous.	Viscera.
Lapidary.	Vogue.
Mutual.	Wranglesome.
Neutrality.	Zoology.
Officiate.	

2. What are the elementary sounds represented by the letter *a*? What are the diacritical marks generally used to indicate these sounds? Give a list of words illustrating these sounds.

3. Indicate by phonetic spelling or otherwise the various common pronunciations of the following words. State in each case the pronunciation you prefer, and give the reason for your preference:—

Ruffians.	Humble.
Conversant.	Odiun.
Crook.	Promenade.
Daunt.	Gape.
Leisure.	Vaccine.
Porpoise.	Yolk.
Forehead.	Herb.
Dynasty.	Giraffe.
Bellows.	Chagrin.
Proceeds.	Contemplate.
Extraordinary.	Mercantile.
Docile.	Moose.
Javelin.	Indian.
Handsome.	Obeisance.

4. State your preference, with reasons, in regard to the spelling of the following words:

Almanack or Almanac.
Apostasy or Apostacy.
Advertize or Advertise.
Bequeath or Bequeathe.
Briar or Brier.
Councilor or Councillor.
Defence or Defense.
Dryly or Drily.
Economise or Economize.
Enquiry or Inquiry.
Further or Farther.
Fulfi'ment or Fulfillment.
Jeweled or Jewelled.
Meagre or Meager.
Meter or Metre.
Protector or Protector.

Purr or Pur.
Resin or Rosin.
Sate or Sat.
Spirituos or Spiritous.
Scepter or Sceptre.
Thresh or Thrash.
Trousers or Trowsers.
Waggon or Wagon.
Woeful or Woful.
Woollen or Woolen.

EMERITUS.

POINTLESS OBJECT-LESSONS.

To a teacher who can look back over an experience of a quarter of a century, the changes that have taken place in methods of instruction, and more especially the change of opinion with reference to the value of the natural methods, as they are called, are most interesting and most encouraging. Much has been done, and in the right direction, but much still remains to be done.

Twenty years ago the instructor who advocated the utility of object-lessons in the school-room was treated with contempt, not only by those who knew nothing about the principles of education, but also by those who were supposed to know most concerning such principles; to-day there is, if we may be allowed the expression, an object-lesson craze. Every young teacher gives object-lessons, and, unfortunately, upon everything, from the legs of a chair to the supports of the universe. You ask such a one why she takes time to study with the children a chair, a pair of scissors, or a piece of putty, and she will tell you that she is giving a language lesson. But a lesson upon a plant or an animal is a language lesson, and has the added value of being elementary to botany, zoology or geography. Of course many teachers are clear-sighted enough to see that some objects are of more value as a means of giving experimental knowledge to children than are others, and, if allowed to choose, will give a lesson upon the legs of a cow rather than upon the legs of a chair: but some of these teachers do not seem to know what to aim for in making out a plan for their lesson, and are apparently governed by what the children can easily be led to observe, rather than by what will give them useful knowledge.

Lessons given for the purpose of leading a class to discover that a cow has one head, four legs, and one tail, would seem to be of little value, for two reasons: First, because this description will apply equally well to a dog, a cat, a horse, or any one of numberless other animals; and, second, because the knowledge derived from this kind of instruction has not even the merit of being new to the children.

As soon as a child begins to talk, this sort of information is given him in the charming little conversations carried on with him by his mother or by his nurse. If he is not

taught that a cow has two eyes, he is taught that baby has; so, when time is taken in school to direct his powers of observation to these points in some animal, he is neither given new knowledge nor led into new fields of discovery.

Now, a cow may very properly be chosen as a subject for a lesson. Such a lesson may be made elementary to either zoology or geography; that is, the children may be led to notice these peculiarities of the animal which are sometimes made the basis of classification, or they may be led to discover those parts of the cow which are of special use to man for food, shelter and clothing, and so gain knowledge elementary to two of the most important industries of our country; namely, stock-raising and grazing.

To a young teacher who is attempting to make out for herself a course of lessons upon objects, two or three suggestions may prove helpful.

Do not give an object-lesson upon something simply because that thing is an object; do not give object-lessons without objects, especially to young children; do not teach untruths. A child should not be allowed to say, "An apple is anything that is round and red;" "a brick is a cube because it has six sides." Neither should he be allowed to say that vapour is water made light; he might with equal propriety say that ice is water made light.—*New England Journal of Education.*

TEACHING ARITHMETIC.

IN arithmetic, in many schools, teachers are trying to teach boys and girls, from twelve to fourteen years of age, those portions of the subject which are of such a difficult nature as to be understood only by minds in which the reasoning faculty has been considerably developed. With one long step, and without any preparation whatever, pupils are hurried from the mechanical operations which any one who has a good memory can easily master, to the application of those operations to the solution of difficult problems, and as a result many fail. It would be miraculous if they did not. It is the exception to find a pupil or even a teacher who thoroughly understands arithmetic. This is the direct result of the influence of a large number of so-called educators who never fail to make good use of an opportunity to talk about the sinful waste of time in teaching arithmetic. They have talked the subject down until one of the grandest studies in the whole course for developing the reasoning powers has been entirely crowded out of our high school courses, and taught to pupils whose minds are not developed sufficiently to grasp it by reasoning, and as they can not understand it they try to memorize it. The undervaluing of the importance and diffi-

culty of arithmetic, which leads to crowding the subject into the primary and grammar grades, and which in turn leads to *memorizing* instead of *reasoning*, is the prime difficulty in the teaching of this subject. The remedy lies in teaching it at the proper time.

Our high schools should have arithmetic in the first year at least, and then after algebra and geometry have been studied, the subject should be again taken up in the senior year. If some of the college students in this country had a year in it they would be benefitted. We may not need to devote *more* time to it, but pupils should study it farther on in the course. In conclusion we would say, teach your pupils to reason and not to memorize, and require the proof for the solution of every problem; and always remember, as a teacher, that the subject is both important and difficult.

I have full faith in *mental* arithmetic as a whet-stone on which to sharpen dull pupils. In mental arithmetic the teacher soon discovers the mental ability of each of his pupils, and by thorough questioning and cross-questioning, he can soon strengthen his pupils' arithmetical faculties. *Principles* must be *well* understood before you can expect good, *clear* language from pupils. The pupils will, in many cases, travel in darkness, in mental arithmetic, if the teacher is not watchful in detecting *weak statements* made by *inattentive* pupils. Each little step must be watched, and, if necessary, invite criticism from the class. It is a pleasant task for me to lead pupils through the intricacies of written arithmetic, who have already had a full mental drill. Teach pupils to seek and understand *principles*, rather than to find answers. The teacher must be a *bright, live leader*, going ahead with the light and then he will have bright followers.

Text books on arithmetic are much to blame. The trouble does not lie entirely in the teaching. Answers to problems should be taken out of text books. Pupils easily learn to depend upon these answers in the solution of problems. Their efforts cease to be independent, and when confronted in examination by a problem, without the trusty answer to guide, they fail even to take the first step correctly. Good teachers overcome this tendency, in a measure, but not entirely. The reason for each step and the correctness of operation should be the *only* tests of the accuracy of the result. The test now too frequently is a look at the answer. In no other of the common branches are such answers given. Why are they thought necessary in arithmetic? The nicety and accuracy of mathematical reasoning is

proverbial. Let us teach our pupils to depend upon it alone, and we will succeed in teaching arithmetic.

I will give some of my experience of seven years, in the Wickliffe public schools, in teaching arithmetic.

In the month of September, 1879, I took a class of pupils, whose average age was about 12 years. At that time they were in reduction of compound numbers, and had never gone farther. As we reached new subjects, those just taught were reviewed, informally, every week, at times oftener. These reviews never consisted in reciting definitions merely, but in the statement of *principles, in the pupil's own language*, and in their application in the solution of examples generally furnished by myself. I made the questions of a practical and common-sense nature, drawn from something in the neighbourhood or school. This increased the interest. I sent the pupils to a grocery for bills of goods that a clerk kindly lent them; and the boys went with tape-lines, measuring fields of all shapes, but bounded by *straight lines*. They brought their "field notes" in for the girls. So we worked. I taught in this way, as much as possible, in all the common branches. When the class averaged 16 years, four of them took certificates for teaching.

The difficulty of our friend at Ashtabula is encountered by every teacher, and seems to me to have a triune origin. He mentions two sources of the evil, viz., "Insufficient language training, and a lack of drill in mental arithmetic."

I have seen pupils able to give satisfactory explanations of problems stated in one way, and yet fail to solve similar ones when stated differently — a lack of language training.

Having taught four years in Kentucky, where the school system is far inferior to that of Ohio, but where instruction in mental arithmetic is enforced by law, I am convinced that I found better arithmeticians in Kenton County, Ky., with but five months of school yearly, than I found in Preble County, Ohio, with nine months.

But the great source of that which causes our chagrin is the rapidity with which we are compelled to pass over the work in order to accomplish the required amount, being tacitly, if not audibly, threatened with the loss of our positions for non-compliance. Pupils at the age of twelve or fourteen are expected to comprehend all the complexities of fractions, weights and measures; to perform the multitudinous computations of the agent, the merchant, the banker, the broker, the custom-house clerk, etc., to understand taxes, direct and indirect, and percentage in its various applications. All this is expected of poor pupils who have so little knowledge of the world and its wealth, that perhaps

they have never handled a dollar that they called their own. They are expected to do part of the work of the surveyor, and to apply correctly the rules of mensuration to the numerous problems found in the arts, or in the imagination. Can we, as teachers, go to an examination confident that we are able to answer all that may be asked? If not, why expect it of pupils?

Be patient, expect but little, "make haste slowly."—*Ohio Educational Monthly*.

Educational Intelligence.

ARBOUR DAY AT ALLISTON.

THIS day was duly observed by the teachers and scholars of our public school. Five teams accompanied by about twenty-five pupils were engaged in drawing sod and evergreens to the grounds, where the trustees, teachers, and scholars were busily laying out flower plots and sodding and planting trees and flowers. A beautiful hedge of cedars was planted in front of the building, and it is to be extended round both sides of the block pavement to-day and to-morrow. Considerable sodding was also done. It is the intention to sod round each flower plot at their earliest convenience. We believe it will be the prettiest and most tastefully laid out grounds of any school in the county when completed. The teachers and pupils deserve great praise in their efforts to beautify the school grounds. The trustees are to be congratulated on their success in getting such a handsome building erected and so neatly finished.—*Alliston Herald*.

Now that the cricket season is begun, head masters (says the *St. James' Gazette*) are naturally anxious to complete their first elevens. The following advertisement in a sporting journal need surprise no one: "Head master of a flourishing school could receive one or two boys, promising cricketers, at thirty guineas a year. Good all round education and comfortable home." We may shortly expect to see in school advertisements for pupils such announcements as "None but good cricketers need apply," or "A preference given to a medium-paced bowler," or "Fees not so much an object as smart fielding and a safe defence." In this advertisement even the promising cricketers have to pay thirty guineas; but in a year or two a brilliant bat should get his board and schooling for nothing. To the question, What should we do with our boys? we would say, Make cricketers of them; but the advice hardly seems to be required.

THE attention of the Government of the Netherlands has recently been directed to the consideration of an important question affecting the future of education in that country. That question is none other than a proposal to abolish the Government schools, and to leave primary instruction to private institutions. A Ministerial Bill, embodying a proposal to this effect, recently passed the Lower Chamber of the States General, and was finally debated in the Second Chamber on April 9th. At this stage of the progress of the bill, the Government proposed an alteration, leaving it to the Legislature to decide whether or not private schools should be subsidised by the State, and

secondary education of an undenominational character be made, by State aid, supplementary to private teaching. The Left proposed a formal amendment, which, on a division, was lost by sixty-four to twenty-two votes; whereupon the Right, which is dominated by the Clerical party, proposed an amendment for "the abolition of the certificates of fitness for secondary education, for children taught at State schools, and for the granting of a subsidy to sectarian school." This amendment was also rejected, by a still larger majority. Subsequently, however, the Chamber divided on the Government proposal as it stood, and rejected it by fifty-six to thirty votes. The Government were thus defeated, and the Minister of the Interior, who had charge of the bill, announced its withdrawal, in order that the entire proposal might be reconsidered.

HERR WYCHGRAM, a professor at the Higher School for Girls at Leipzig, has been making a tour of inspection through the girls' schools of all grades in France, and has been immensely struck by the high and genuine character of the education given in them. Though a German, he gives the palm in this respect to a foreign country, that foreign country being France, which is a tribute of admiration indeed. But, while finding much to praise all round, and very little to blame, he was principally struck by the care with which French girls of all classes are taught to speak and to write their own language, and, above all, to the use made of reading aloud. In this accomplishment, or rather branch of education, even young persons become acute critics, and observe canons of taste whereof the more slovenly German, or, we may add, the shy Briton, would never dream. The result, Herr Wychgram, adds, throws a shadow over social intercourse, as well as a light—a tendency to admire what is simply well spoken without respect to sense or matter. That is to say, he thus accounts for the essentially French characteristic of phrase-mongering. Probably the cause for this lies a good deal lower, and we may be allowed to envy the easily cultivated, but, with us, absolutely neglected, faculty of correct speaking and of reading aloud without inflicting torture upon any ordinarily sensitive ear. For one reason or another, the average British girl or boy is absolutely ashamed of speaking anything but carelessly, and of reading anything but execrably—unless, growing up, he or she is afflicted with the *cacoethes recitandi*, when want of every requisite is at once painfully displayed. Our amateurs have not even yet discovered that essential difference, noted even by so ancient an authority as Quintilian, between reading and acting, which seems familiar to every French school girl. Perhaps the next conference of elementary teachers will (says the *Globe*) suggest some means of promoting the acquirement of an elementary reverence for our mother tongue. — *The Schoolmaster (London, Eng.)*.

PROGRAMME of the North Wellington Teachers' Association, to be held on May 27th and 28th.

1. Opening Exercises; 2. Induction of new President by retiring President; 3. President's annual address to association; 4. Roll call; 5. Reading minutes; 6. Appointment of general committee to name the standing committees; 7. Auditors' report; 8. Officers' reports; 9. Question Drawer in charge of Messrs. Noble, Westervelt,

Sanderson, and Bright; 10. "How to Teach Transitive Verb with Class," — Miss Rachel Mitchell, Mount Forest P.S.—Discussion opened by Messrs. Sanderson, D. McEachern and Miss Anderson; 11. "How to Teach Arithmetic to a Second Class,"—Miss Mary A. Noonan, S.S. No. 11, Minto—*Critics*—Messrs. Darroch and Fyfe, and Miss McKinnon; 12. "How to Teach Arithmetic with a Third Class,"—Henry T. Jarrett, S.S. No. 8, Arthur—*Critics*—Misses McTaggart, Ghent and McCloy; 13. "How to Teach G.C.M. to a Third Class,"—Miss Helen Spark, S.S. No. 1, West Luther—*Critics*—Misses Laurence and Lewis, and Mr. Hamilton; 14. "Fitch on Discipline, Chap. IV,"—J. J. Tilley, Esq., Model School Inspector, Toronto — Discussion opened by Messrs. Westervelt, Noble and McMurchy; 15. "Sequence in Education,"—S. B. Westervelt, H. M. Mount Forest Model School—Discussion opened by Messrs. Tilley, Munro and Wilkins; 16. "Writing for Junior Classes,"—Miss Sara McCloy, S. S. No. 5, West Luther—*Critics*—Misses Franks, Craig and Mitchell; 17. "How to Conduct a County Promotion Examination,"—D. C. Munro, H. M., Palmerston P.S.—Discussion opened by Messrs. Bryans, Gray and Murchison; 18. "Question Drawer"; 19. "How to Teach Composition,"—J. J. Tilley, Esq.—Discussion opened by Messrs. Masales, Bright and Harper; 20. "Drawing for Entrance Examination,"—R. W. Bright, H.M., Drayton, P.S.—Discussion opened by Messrs. Wiseman, Philp and Hastings; 21. "A Grain of Sand,"—D. F. Wilkins, B.A., Mt. Forest H. S.—*Critics*—The Convention; 22. "Written Examinations,"—A. B. Cushing, S.S. No. 4, Arthur—*Critics*—Misses McIntyre, Ross and Hyndman; 23. "Aims in Teaching,"—J. J. Tilley, Esq.; 24. "Reports to Parents,"—James L. Smith, Glenallen P. S.—Discussion opened by Messrs. P. McEachern, Ferguson and Fotheringham; 25. "Our Profession,"—R. Sanderson, H.M. Harriston P. S.—*Critics*—The Convention; 26. "Reading Course"; 27. "Should Teachers Form a Union?"—John Noble, H.M. Arthur P. S.—*Critics*—The Convention; 28. "School Hygiene,"—Discussion opened by H. P. Yeomans, M.D., Mount Forest. Subjects taken up as may best suit the convenience of the association. Parties wishing classes must apply to Mr. Westervelt, Prin. P. S. All the classes of the Mount Forest Model School, except the highest division, will be in session during Thursday forenoon. A musical and literary entertainment, followed by a lecture on "A Plea for National Education," by J. J. Tilley, Esq., Model School Inspector, will be held on Thursday evening, May 27th, 1886, in the Town Hall. All schools shall be closed on Thursday and Friday, the 27th and 28th May, 1886. According to law, all teachers must attend the association the whole time. Roll called at every session, and each teacher must answer to his or her name. Trustees and other friends of education are cordially invited.

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,

THOS. BENGOUGH,
Shorthand Institute, Public Library Building, Toronto.

EDUCATION DEPARTMENT, ONTARIO,

TORONTO, 29th April, 1886.

SIR,—I have been informed that many High School Masters and Assistants would gladly avail themselves of a course of lessons in Botany during the summer vacation, provided arrangements were made by the Education Department for that purpose.

It has occurred to me that a series of lectures by some competent teacher each forenoon for three weeks, with field work in the afternoons, would be such a happy combination of both theory and practice as would secure the best results, and at the same time prove the least irksome to many who could not very well dispense with the relaxation which the summer vacation is intended to provide. The lectures would be given in the Public Hall of the Education Department by Mr. Spotton, M.A., and the field work directed according to his instructions.

As it is desirable to ascertain the number likely to take this course in order to complete arrangements, would you kindly let me know, at your earliest convenience, how many of your staff are prepared to join this class.

Yours truly,

GEO. W. ROSS.

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 to write at the Departmental Examination in Drawing in 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.

We will send the Educational Weekly **four months**, and the New Silver Carols, postpaid, for \$1.00.

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We will send the Educational Weekly **three months**, and the New Arithmetic, postpaid, for \$1.00.

We will send the Educational Weekly **one year**, and the New Arithmetic, postpaid, for \$2.15.

We will send the Educational Weekly **four months**, and Williams' Composition and Practical English, postpaid, for \$1.00.

We will send the Educational Weekly **one year**, and Williams' Composition and Practical English, postpaid, for \$2.10.

We will send the Educational Weekly **three months**, and Ayres' Verbalist and Orthoepist, postpaid, for \$1.00.

We will send the Educational Weekly **one year**, and Ayres' Verbalist and Orthoepist, postpaid, for \$2.25.

We will send the Educational Weekly **one year** and Stormonth's Dictionary (Full Sheep), for \$7.50.

We will send the Educational Weekly **one year**, and Worcester's Dictionary (Full Sheep), for \$9.50.

We will send the Educational Weekly **one year**, and Webster's Dictionary (Full Sheep), for \$11.50.

We will send the Educational Weekly **one year**, and Lippincott's Gazetteer (Full Sheep), for \$11.50.

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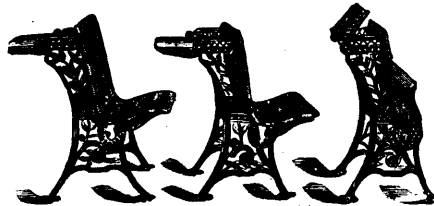
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IMPORTANT ANNOUNCEMENT.

TEACHERS' EXCURSION TO THE COLONIAL AND INDIAN EXHIBITION, IN LONDON, ENGLAND, 1886.

At the request of several School Inspectors and Teachers, DR. MAY, the representative of the EDUCATION DEPARTMENT at the Colonial Exhibition, has applied for Excursion Rates from the principal Ocean Steamship Companies.

The lowest rates offered are from Niagara Falls to London, via New York and Glasgow, for \$100, including first-class to New York and return; first-class Ocean Steamship passage from New York to Glasgow and return; and third-class from Glasgow to London and return.

MR. C. F. BELDON, TICKET AGENT, NEW YORK CENTRAL R. R., NIAGARA FALLS, N.Y., will give further particulars as to Tickets, etc.

DR. S. P. MAY, COMMISSIONER of the EDUCATION DEPARTMENT for Ontario, at the Colonial and Indian Exhibition, London, England, will make arrangements on due notice, for Teachers to visit Educational Institutions and other places of interest in London.