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# Educational Weekly

VOL. III.

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## The Educational Weekly.

Edited by T. ARNOLD HAULTAIN, M.A.

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TORONTO, APRIL 1, 1886.

THE *Popular Science Monthly* for April contains, in an article upon the "Blair Bill," some remarks so pointed and pithy that no apologies are necessary for giving them a place in these columns. It is writing on the influence of politics upon education, and proceeds: "Another exemplification of the influence of politics upon education is seen in the 'Blair Bill,' which proposes that Congress shall make a gift of seventy-seven million dollars, to be divided among the States of the Union to help them maintain their schools. The success of the bill, as we write, is said to be uncertain; but, whether it pass or not, it has had so extensive a backing as to well illustrate the sort of influence which politicians would bring to bear upon edu-

cation. The tendency to make education a charity, and to bring school-houses into the same category with poor-houses, is sufficiently strong; but this measure, by an audacious stretch of constitutional power, would give the stamp of nationality to the charity policy. The scheme proceeds upon the peculiarly American assumption that anything can be done with money, and that the Central Government has only to scatter millions enough and all the people will be educated. But the assumption is false: there are things which no amount of money can do, while the evils of its lavish distribution are not only palpable and certain, but may result in the absolute defeat of the object intended. That the distribution of this seventy-seven million largess among the States would be profoundly injurious to the interests of popular education does not admit of a doubt; and the American Congress would have to make the experiment but once more to paralyze and destroy the existing common-school system of the country. For, by the results of all experience and the very necessity of things, those who expect to be helped will depend upon help, and put forth less effort to help themselves. Whatever lessens the interest taken by parents and citizens in the working and character of the schools, whatever tends to diminish their direct responsibility in regard to them, and to weaken the sense of obligation to make sacrifices for the instruction of the young, strikes a demoralizing and deadly blow at the springs and incentives of all educational improvement. Our people have yet to learn that one of the highest benefits of a popular educational system is in training parents and citizens to the efficient discharge of their social duties, and a national policy which undermines these obligations cannot be too strongly reprobated."

"No intelligent person," the *Popular Science Monthly* precedes these remarks by saying, "will deny that the general subject of education is one of great complexity and difficulty, and that to control it wisely and improve its practical methods

is a task requiring much ability, long and profound devotion to its fundamental questions, and a wide and varied experience in educational work. But very few men can be found combining the rare qualifications needed in a State Superintendent of Education; at the very best these qualifications can only be secured in a partial degree, but this makes it all the more necessary that no effort shall be spared to secure the best talent available for so responsible a trust. It is needless to say that this desirable object is impossible under the political régime into which our popular education has now passed. The superintendency of schools of the State of New York has become a foot-ball of partisan faction among the politicians of the New York Legislature. The former Superintendent resigned some weeks ago, to take a more profitable office; and the temporary incumbent of the place will vacate the office in April, to be succeeded by whomsoever the Legislature appoints. A crowd of applicants of all sorts are after the place, lobbying and intriguing in Albany by all the means that are necessary to secure 'success' in the scramble for a desirable position. That a competent man will be appointed under these circumstances is virtually impossible, for no thoroughly competent and self-respecting man would enter the lists of competition under these circumstances. The appointee will win because he or his friends can beat all competition in the questionable arts by which politicians are influenced, and the result will be legitimate—a natural outcome of the system by which the instruction of the young has been brought under political and therefore, of course, under partisan control."

It is very pleasant to see such bold assertions so well expressed by one of the best of the greater American periodicals. That they recognize their deficiencies and are not afraid to hit straight from the shoulder argues well for the removal of the shortcomings of which the *Popular Science Monthly* complains.

## Contemporary Thought.

IN this age of the world new ideas will come fast enough and be accepted readily enough; the danger is lest they be not properly weighed, appreciated, and applied. An idea is of little value to the world until it gets age enough to make its permanency hopeful. The first year's trial of any educational experiment is almost invariably at the expense of the school. The new must wear off before its value is a definable quantity. We usually see the virtue of the new idea, and become weary with the old. The days of too great conservatism are fast passing; there is danger of too great fickleness now. We need to heed the warning to hold fast that which is good.—*New England Journal of Education.*

It was asked of the *New York School Journal*: How is it expected that we can make teaching a profession when we—that is, the most of us—merely get enough salary to keep us meagrely? To make it a profession we must have more money—not to make us rich, but to enable us to live comfortably, so that we can devote all our time to the work. May the day hasten when we shall get more salary! The *Journal* well answered: Why is it that teachers get such small salaries? It is because Tom, Dick, and Harry are allowed to teach. And why are they so allowed? Because public opinion says they can do it just as well as Ben, who has studied the science of teaching and been specially trained for the work. The public must be shown that it isn't so. Its attention must be called, clearly, forcibly, and persistently to the difference in the work of the two classes. Every teacher who is able to do this will increase his own salary and help along the establishment of the profession.

WHAT could Sidney Lanier have meant, when he wrote to his friend Hayne that a wicked fairy seemed to have given Robert Browning "a constitutional twist i' the neck," whereby his windpipe has become a "tortuous passage," "a glottolabyrinth," out of which "his words won't and can't come straight"? He was speaking at the moment of "The Ring and the Book," for parts of which he expressed a tremendous admiration, although the poet's "jerkiness" sadly marred his enjoyment of the work. But there are two Brownings—two Robert Brownings, I should say—one a lyrist, the other a metaphysician. The philosopher may have a twisted windpipe, but the throat of the singer is as free of involution as that of a nightingale. No poet has written in the English language "straighter" songs than some of Browning's—"Prospice," "Evelyn Hope," the "Cavalier Songs," "You'll Love me Yet," "Give Her but a Least Excuse," "The Lost Leader," "Over the Sea our Galleys Went," "Wanting is—What?" "Never the Time and the Place," etc. If the singer of these songs had a confirmed "twist i' the neck," I should like to twist the necks of some of our younger song-writers in just the same way.—"Lounger," in the *Critic*.

IN many of the (American) newspaper offices lady reporters are engaged; but not for court or shorthand work. They usually take charge of the "Society" news column, and attend weddings,

balls, evening parties, and receptions. Their employment is certainly most advantageous for the newspapers, for there is scarcely a reporter who will not admit the difficulties he has experienced, and the misgivings he has felt, in writing anything like a satisfactory descriptive account of a wedding, particularly if he has been called upon to note with anything like detail the dresses and toilettes of the ladies in attendance. American women seem to have a stronger appetite for details of this kind than have English women. It frequently falls to the lot of the lady reporters of an American paper to write a two-or-three-column report of a ball, describing the dress of almost every lady present. I have known instances where a corps of lady reporters has in this way described the dresses of four or five hundred ladies who have been at a ball. If a corps of ordinary reporters had been deputed to undertake such a task they would have given it up in despair. And what newspaper man, who has had any experience in this kind of work, would have blamed them?—*Phonetic Journal.*

THE new Professor of Poetry at Oxford (Mr. F. T. Palgrave) as befitted the nominee of Mr. Matthew Arnold, takes a serious view of poetry—regarding it, however, not as his predecessor in the chair used to do, as the handmaid of religion, but rather as the handmaid of Imperial policy. Above the reproaches so often made against it and so often justified by those who love it unwisely, "poetry is lifted most"—says Professor Palgrave—"when performing its imperial function." Mr. Palgrave has, as we all know, put into practice as a poet what he preaches as a professor; and his "Visions of England" is an attempt to discharge the imperial function in a criticism of the past. But who and where is the poet, it is interesting to ask, who discharges that duty in the England of to-day and for the England of to-morrow? Homer, Virgil, Shakespeare, were not, to carry on Mr. Palgrave's figure, writers so much as makers of history; and Dante, as he showed yesterday, was a prime mover in the unification of Italy. There are fragmentary snatches of political song in Lord Tennyson; but where, unless it be in Mr. William Morris' "Chants for Socialists," is there any serious and consistent discharge of imperial function in English poetry to-day?—*The Pall Mall Gazette.*

THIS is true, inasmuch as it is not the child who is encouraged to talk continually who in the end learns how to arrange and express his ideas. Nor does the fretful desire to be told at once what everything means imply the active mind which parents so fondly suppose; but rather a languid percipience, unable to decipher the simplest causes for itself. Yet where shall we turn to look for the "observant silence," so highly recommended? The young people who observed and were silent have passed away—little John Ruskin being assuredly the last of the species—and their places are filled by those to whom observation and silence are alike unknown. This is the children's age, and all things are subservient to their wishes. Masses of juvenile literature are published annually for their amusement; conversation is reduced steadily to their level while they are present; meals are arranged to suit their hours, and the dishes thereof to suit their palates; studies are

made simpler and toys more elaborate with each succeeding year. The hardships they once suffered are now happily ended, the decorum once exacted is fading rapidly away. We accept the situation with philosophy, and only now and then, under the pressure of some new development, startled into asking ourselves where is it likely to end.—*Atlantic Monthly.*

OF the three methods of historical writing which answer to these demands of the student and writer—the philosophical, the scientific, and the literary—there can be little doubt that the scientific method is now at the front. It agrees most perfectly with the spirit which dominates all departments of intellectual activity. George Eliot in her *Middlemarch* turned restlessly from one to another of her characters, in the hope of finding one that was built upon an unyielding foundation. Caleb Garth was the only one whom she heartily admired and respected. He was wont to speak of business, as many of religion, with reverence and a profound sense of its reality and comprehensive power. His character is built from this idea and for the expression of it. He is the incarnation of that consciousness of reality in one's self and firm fulfilment of the end of one's being which is the cry of *Middlemarch*. The historian is impelled by the same spirit which drove George Eliot. He wishes to get down to hard pan. He is skeptical, not as one who doubts from choice, but from necessity must push his inquiries until he comes upon the last analysis. Hence the historical student of the day is after facts, and he is ready to put his hook into any unlikely dust heap, on the chance of laying bare a precious bit. There is patience in the sifting of historical evidence, steadfastness in the following of clues, and a high estimate of the value of accurate statement.—*Atlantic Monthly.*

WHILE word-music appeals to our intellect through its force of representation, instrumental music appeals directly to the emotions. The former appears clad in shadowy generalities, and the latter arises in its primitive life-giving power. Music is of a lyrical nature, and therefore remains all-powerful where the expression of poetry ceases. Music can be an aid to poetry and can increase its effect on the ear and heart by means of melody, but it can also act independently, forming its theme from its own resources. In the former case it is hampered by the text and must conform itself to the pace of the stream of words. Its compass of tone is prescribed and its liberty restricted thereby. Instrumental music stands alone in its unapproachable sovereignty. In its lyric nature it unfolds the most tender, mysterious feelings hidden in the inmost depths of the human heart. The orchestral instruments are the highest means through which the composer expresses his genius as well as the purest utterances of his soul in tender or powerful strains, representing the same in the form of a symphony. While in the opera the combination of song, poetry, decoration, acting, costumes, and orchestral effects produce an impression on the listener, and through their union take possession of the senses by their representations of the outer world, it is the sphere of pure instrumental music, of the symphony itself, to enter the recesses of the heart, and find an echo there where love, joy, friendship, sorrow, hope, and earnest striving reign supreme.—*M. Steinert, in Musical Items.*

*Notes and Comments.*

WE commence in this issue the answers to the algebraical problems for first-class A and B set in 1885. Mr. Miles Ferguson, the writer, was diffident in allowing us to insert them, but we feel confident that they will be highly appreciated by our readers.

PURISTS will see with alarm another word added to the English language. In the February number of the *Cosmopolitan Short-hander* is an article entitled "A Hint to Type-writers." The *Shorthand* apparently wavers between writer and writist, for in the same column appears the word "type-writers." But perhaps it considers that our vocabulary cannot be too large, be the additions what they may.

CANADIAN literature, if such a term is permissible, is giving signs of lively growth. Within a few days of each other have appeared recently two works of great merit, each destined to live long—Mr. Mair's "Tecumseh," and Major Boulton's "Reminiscences of the North-West Rebellions." We hope at an early date to put before our readers a lengthened review of each of these admirable books.

A COMMUNICATION has been received from the Education Department to the effect that reduced rates on railways and ocean steamships have been promised to those teachers intending to visit the Colonial and Indian Exhibition to be held in London, England, this year. Dr. May, representative of the Education Department in London, will be happy to render any assistance in his power to teachers on their arrival in the way of pointing out to them the best objects of interest to see and how best to see them. We hope to give next week full particulars in connexion with these plans, and also to insert articles giving practical hints and suggestions to guide those who are purposing spending a few weeks in London.

A CORRESPONDENT signing himself "Omega" writes to protest against what he describes as a "process of mental stuffing." He refers to the attempt to pass boys and girls through different examinations at comparatively early ages—through an entrance examination at ten and eleven years of age; through Third and Second Class at twelve and fourteen years of age; through First Class at fourteen and fifteen years of age. And he adds, "it is manifestly true that it is done chiefly by memory stuffing, not by good mental training. Is that the leading product of our educational system? This is one of those 'bad eminences' that I hope all true teachers will not strive for." He also enters a protest against the method of

examining in dictation by giving pupils misspelled words to correct.

DR. HODGINS added the following rider to his article on "Canadian National Homogeneity," which appeared in last week's issue. We gladly print it in these columns, and hope his remarks will be enhanced in value by gaining an interest peculiar to themselves:—

"Canada is rich in historic memories: Parkman's works; Stone's 'Brant and Sir William Johnson'; Ryerson's 'United Empire Loyalists'; 'Details of the War of 1812'; Richardson's 'Wacousta,' and 'Canadian Brothers'; Mair's 'Tecumseh'; and many other such works, are full of historical and heroic incidents. If properly presented to the pupil on fitting occasions they would exercise a powerful influence in promoting a good, healthy, national feeling throughout Canada."

A CORRESPONDENT writes to the *London Times* as follows:—Operations have been lately begun for the purpose of clearing away the mass of sand which has accumulated during centuries around the famous statue of the Sphinx. Brugsch Bey, brother of the distinguished Egyptologist, has charge of the work, which is being carried out according to a plan proposed by Signor Maspero, and will, it is expected, be finished by Easter. The portion of the statue at present above ground is about 30 feet. It is supposed that as much more, at least, is buried in the sand, and the amount of sand to be cleared away is estimated at 20,000 cubic metres. A small tramway is being constructed to carry away this mass of sand to a distance, and 150 laborers are employed on the task. When the statue has been laid bare to the level of the foundations a broad circular walk will be constructed around it, and a high wall will be built to guard against future encroachments of the sands of the desert.

THE supposed autograph of Shakespeare, said to have been discovered by a Mr. Gunther, the *Literary World* believes to be a copy of a signature in Shakespeare's will. It says:—"We had the privilege of examining a photograph of the thing some weeks ago, and at once recognized its close resemblance to the third signature on Shakespeare's will. On comparing it carefully with one of the engraved fac-similes of that signature, we saw that it was an extremely accurate reproduction thereof. Every letter and every stroke of every letter were minutely copied; and even the slight deviation from a straight line in the two words of the name (the *Shakespeare* being slightly "uphill") was perfectly imitated. It was evidently a fac-simile of that signature made not "with intent to deceive," but merely to give an idea of the poet's handwriting. No forger, unless he were more fool than knave,

would copy a well known autograph so exactly, for no man writes his name twice in just the same way. No two signatures of Shakespeare have anything more than a very general resemblance."

THE following statistics taken from a letter written by Mr. Bain, Librarian of the Free Library of Toronto, and read at a meeting of the Board, are interesting. Mr. Bains says: "I take the occasion of the first meeting of the committee to lay before you some facts that have exhibited themselves in the statistics of the past year, and the deductions which I have drawn from them. That the circulation during the past year has been unprecedented when the number of volumes in the library and the population of the city is considered. The following comparison will make this clear:—

|               | Circulation. | Readers. | No. of Vols. | Population. |
|---------------|--------------|----------|--------------|-------------|
| Detroit.....  | 126,378      | 16,420   | 56,668       | 80,000      |
| Cleveland ..  | 198,203      | 22,266   | 45,905       | 93,000      |
| Cincinnati .. | 209,438      | 16,362   | 150,126      | 217,000     |
| Toronto... .. | 266,730      | 11,854   | 41,286       | 87,000      |
| Chicago.....  | 519,691      | 25,906   | 111,521      | 299,000     |

These figures, I think, show clearly that the desire for reading facilities was very great and fully justified the movement for the establishment of a public library. The fact also that the library was new and that many books which heretofore had been confined to a few private libraries were now thrown open for public use, aided very materially in bringing about this result."

"JUDGING," says *Education*, "from the record of popular education in foreign countries, there is no middle ground between strict religious neutrality in the schools and a perpetual conflict between church and state and church authorities. In England, as a result of recent elections, the ecclesiastical influence is in the ascendant in the school boards of London, Manchester and Sheffield. Thus far with the new boards, the first consideration seems to be 'the vested interests of the churches'; second, 'the objection of the ratepayers to increased expenditure'; and last, 'educational efficiency.' The *Daily News* and other London papers protest against the reaction policy. In Birmingham hot controversy has been excited over a proposition for religious instruction in the schools. The Rev. Dr. R. W. Dale, an advocate for strict neutrality, combats the proposition in a vigorous pamphlet. The Minister of Public Instruction in Austria, M. le Baron Conrad, who was objectionable to the clerical party, has given place to M. le Dr. Gautsch, who, while not strictly a clerical, is more acceptable to that party. In Holland the government has yielded to the demand of the Conservatives for a revision of the article of the Constitution relative to public instruction. The proposed text is in the interests of the clerical schools."

## Literature and Science.

### SUNBEAMS.

OUT of the quiet spaces of heaven,  
Out of the deep blue air,  
Burnished, riven and slanted, fall  
The sunbeams everywhere.

Into the dusty city streets  
And quiet country lanes,  
Lighting up with a golden fretting,  
Church spires, turrets and panes.

Over the lofty peaks of mountains  
Into the sea below,  
Weaving out of its unseen texture  
A web of mist and snow.

They are the spirits that toil for nature,  
With a golden shuttle and loom,  
Ever working without cessation,  
The season's being and doom.

They weave a web of light and shade  
In leafy nooks at noon,  
And in the caverns of night, they spin  
The white locks of the moon.

They woo with kisses the violets,  
Each out of its earthy bed;  
Till each one steals up, filled with a love  
Of the genii overhead.

They build the walls of nature's house;  
Each smites with a golden bar:  
They climb down at night on silver strands,  
And each is tied to a star.

And then at dawn they softly steal  
In the east through their golden door,  
And spread a woof of rosiest hues  
On the ocean's gleaming floor.

And every shell of lustrous tint,  
And every gem divine,  
That borrows its light from the ocean's night,  
Is the child of their airy mine.

They weave the dew-drops on the rose,  
In a glorious diadem;  
And every life that nature knows  
Grows up with a love of them.

Then over all, in a dome so blue,  
They build up a roof of the air;  
And fasten it down all closely around,  
With the strands of their shimmering hair.

They are the spirits of the air,  
Mysterious and unseen,  
Ever weaving a web of white,  
And ever a web of green.

And whether by night, or whether by day,  
They loosen their shining skein,  
It falls down out of the heaven's deep,  
In a silver or golden rain.

WILLIAM WILFRED CAMPBELL.

West Claremont,  
New Hampshire, U. S.

### THE CHOICE OF BOOKS.

[THE following is Mr. Ruskin's letter to the *Pall Mall Gazette* anent the questions published in regard to his criticism of Sir John Lubbock's list of a hundred books.]

SIR:—Several points have been left out of consideration both by you and Sir John Lubbock, in your recent inquiries and advices concerning books. Especially Sir John, in his charming description of the pleasures of reading for the nineteenth century, leaves curiously out of mention its miseries; and among the various answers sent to the *Pall Mall* I find nobody laying down, to begin with, any one canon or test by which a good book is to be known from a bad one.

Neither does it seem to enter into the respondent minds to ask, in any case, whom, or what the book is to be good *for*—young people or old, sick or strong, innocent or worldly—to make the giddy sober, or the grave gay. Above all, they do not distinguish between books for the laborer and the schoolmaster; and the idea that any well-conducted mortal life could find leisure enough to read a hundred books would have kept me wholly silent on the matter, but that I was fain, when you sent me Sir John's list, to strike out for my own pupils' sake, the books I would forbid them to be plagued with.

For, of all the plagues that afflict mortality, the venom of a bad book to weak people, and the charms of a foolish one to simple people, are without question the deadliest; and they are so far from being redeemed by the too imperfect work of the best writers, that I never would wish to see a child taught to read at all, unless the other conditions of its education were alike gentle and judicious.

And to put the matter into anything like tractable order at all, you must first separate the scholar from the public. A well-trained gentleman should, of course, know the literature of his own country, and half-a dozen classics thoroughly, glancing at what else he likes; but, unless he wishes to travel, or to receive strangers, there is no need for his troubling himself with the languages or literature of modern Europe. I know French pretty well myself. I never recollect the gender of anything, and don't know more than the present indicative of any verb; but with a dictionary I can read a novel—and the result is my wasting a great deal of time over Scribe, Dumas, and Gaboriau, and becoming a weaker and more foolish person in all manner of ways therefore. French scientific books are, however, out and out the best in the world; and, of course, if a man is to be scientific, he should know both French and Italian. The best German books should at once be translated into French, for the world's sake, by the French Academy;—Mr. Lowell is altogether right in pointing out that nobody with respect for his eyesight can read them in the original.

I have no doubt there is a great deal of literature in the East, in which people who live in the East, or travel there, may be rightly interested. I have read three or four pages of the translation of the Koran, and never want to read any more; the Arabian Nights many times over, and much wish, now, I had been better employed.

As for advice to scholars in general, I do not see how any modest scholar could venture to advise another. Every man has his own field, and can only by his own sense discover what is good for him in it. I will venture, however, to protest, somewhat sharply, against Sir John's permission to read any book fast. To do anything fast—that is to say at a greater rate than that at which it can be done well—is a folly; but of all follies reading fast is the least excusable. You miss the points of a book by doing so, and misunderstand the rest.

Leaving the scholar to his discretion, and turning to the public, they fall at first into the broad classes of workers and idlers. The whole body of modern circulating library literature is produced for the amusement of the families so daintily pictured in *Punch*—mama lying on a sofa showing her pretty feet—and the children delightfully teasing the governess, and nurse, and maid, and footman—the close of the day consisting of state-dinner and reception. And Sir John recommends these kind of people to read Homer, Dante, and Epictetus! Surely the most beneficent and innocent of all books yet produced for them is the Book of Nonsense, with its corollary carols?—inimitable and refreshing, and perfect in rhythm. I really don't know any author to whom I am half so grateful, for my idle self, as Edward Lear. I shall put him first of my hundred authors.

Then there used to be Andersen, but he has been minced up and washed up, and squeezed up, and rolled out, till one knows him no more. Nobody names him, of the omnilegent judges; but a pure edition of him, gaily illustrated, would be a treasure anywhere—perhaps even to the workers, whom it is hard to please.

But I did not begin this talk to recommend anything, but to ask you to give me room to answer questions, of which I receive many by letter, why I effaced such and such books from Sir John's list.

1. *Grote's History of Greece*.—Because there is probably no commercial establishment, between Charing-cross and the Bank, whose head clerk could not write a better one, if he had the vanity to waste his time on it.

2. *Confessions of St. Augustine*.—Because religious people nearly always think too much about themselves; and there are many saints whom it is much more desirable to know the history of. St. Patrick to begin with—especially in present times.

3. *John Stuart Mill*.—Sir John Lubbock ought to have known that his day was over.

4. *Charles Kingsley*.—Because his sentiment is false, and his tragedy frightful. People who buy cheap clothes are not punished in real life by catching fevers; social inequalities are not to be redressed by tailors falling in love with bishops' daughters, or gamekeepers with squires'; and the story of "Hypatia" is the most ghastly in Christian tradition, and should forever have been left in silence.

5. *Darwin*.—Because it is every man's duty to know what he *is*, and not to think of the embryo he was, nor the skeleton that he shall be. Because, also, Darwin has a mortal fascination for all vainly curious and idly speculative persons, and has collected, in the train of him, every impudent imbecility in Europe, like a dim comet wagging its useless tail of phosphorescent nothing across the steadfast stars.

6. *Gibbon*.—Primarily, none but malignant and the weak study the Decline and Fall either of State or organism. Dissolution and putrescence are alike common and unclean in all things; any wretch or simpleton may observe for himself, and experience himself, the processes of ruin; but good men study, and wise men describe, only the growth and standing of things—not their decay.

For the rest, Gibbon's is the worst English that was ever written by an educated Englishman. Having no imagination and little logic, he is alike incapable either of picturesqueness or wit: his epithets are malicious without point, sonorous without weight, and have no office but to make a flat sentence turgid.

7. *Voltaire*.—His work is, in comparison with good literature, what nitric acid is to wine, and sulphuretted hydrogen to air. Literary chemists cannot but take account of the sting and stench of him; but he has no place in the library of a thoughtful scholar. Every man of sense knows more of the world than Voltaire can tell him; and what he wishes to express of such knowledge he will say without a snarl.

I cannot enter here into another very grave and wide question which neither the *Pall Mall* nor its respondents ask—respecting literature for the young—but will merely point out one total want in the present confused supply of it—that of intelligible books on natural history. I chanced at breakfast the other day, to wish I knew something of the biography of a shrimp, the rather that I was under the impression of having seen jumping shrimps on a sandy shore express great satisfaction in their life.

My shelves are loaded with books on natural history, but I could find nothing about shrimps except that "they swim in the water, or lie upon the sand in shoals, and are taken in multitudes for the table."

JOHN RUSKIN.

## Special Papers.

### LITERATURE FOR ENTRANCE INTO HIGH SCHOOLS.

#### IV. LOCHINVAR.

1. \* "LOCHINVAR." A chief of the Gordon family.

"Out of the west." From Kirkcudbrightshire.

"Wide Border." What is the Border? Mention the border counties.

"His steed." Why is "steed" used rather than *horse*?

"Save." Give the meaning.

"Save has good broadsword." What other weapons might he have had?

"Broadsword." What is the more common Scotch term for this word? [Claymore.]

"He rode all unarmed," etc. What characteristics of young Lochinvar are to be understood from this line?

"All unarmed." "All alone." *All* is a common word in poetry. Compare with "Cheeks *all* pale that but an hour ago," etc. What is its meaning?

"So faithful in love." This phrase and the next is epenthetic—thrown in without syntactical connection with the remaining part of the sentence. To attempt to supply the ellipsis would destroy their meaning as well as their beauty.

"Dauntless." Literally *untameable*; here and generally, *fearless, unconquerable*. Notice that the pronunciation of this and the other similarly spelled words after many vicissitudes is now generally recognized by orthoepists to be as if *dauntless*.

"Knight." Originally, a young man when first admitted to the privilege of bearing arms; then, generally, a soldier who is also a gentleman. Here used with something of both meanings.

2. "He stayed not, he stopped not." Notice the alliteration.

"Brake." Bush, fern. So called perhaps because it grows on rough, *broken* ground. Compare with *bracken*, sedge, rough grass, or fern.

"He stayed not," etc. Notice that the repetition of the same thought in two expressions gives poetic emphasis to it.

"The Esk river." The Grahams lived in Cumberlandshire. Show how the Esk river intervened in the young knight's journey.

"Ford." *Fare*, to travel (and hence thorough-*fare*, *wel-fare*), *ferry*, *ford*, *firth*, *frith*, and Danish *fiord*, are all allied. Point out the common element of meaning in these words.

"Netherby gate." The Grahams lived at Netherby Hall.

"Gallant." Distinguish from *gallant*'.

"Laggard." From *lag*, as *braggard* or *braggart* is from *brag*.

"Dastard." Notice the contemptuous force of "ard." Compare with "coward," "laggard," "braggard," "drunkard," "slug-gard," etc.

"Ellen." Helen Graham.

3. "Bridesmen." What is the modern term?

"And all." What is the force of this phrase?

"His hand on his sword." Why? Where would the sword be?

"Craven." Literally *cracked* or *broken*, but now always *spiritless*. What is the use of "poor"?

"Never a word." For what is this a poetical form?

"Ye." Ancient and poetical for *you*.

"O come ye in peace here," etc. What is the meaning of this line? Express in other words. What is the homonym of "peace"?

"Dance at our bridal." Why *dance*?

4. "My suit you denied." Express in other words. What is the meaning of "suit"? What different meanings has this word? Distinguish in pronunciation from *soot*.

"Love swells like the Solway," etc. In the Solway the tide ebbs and flows with great impetuosity. Show the aptness of this comparison. Of what character is the statement of the young knight—true or false? Was it true in reference to himself? Was it fair and kind to Ellen? Was there not dissimulation in it?

"Am I come." For "have I come." The verb "to be" is often used instead of "to have," as an auxiliary to the verb "to come."

"Lost love of mine." What does this mean?

"To lead but one measure." To lead but in one dance. As the partner of the bride he would have the honor of *leading*.

"More lovely by far." Was this not unkind to Ellen?

"The young Lochinvar." The article "the" is frequently used before the names of Scotch and Irish chieftains. "The Bruce," "The Phairson," "The O'Donoghoe," "The O'Connor."

5. "He quaffed off." Denoting rapidity and completeness.

"Ere her mother could bar." What is the meaning? Why should the mother wish to hinder the dance?

"Now tread we a measure." Express in ordinary language. Notice how the quickness and self-possession of the knight's movements put all resistance and opposition out of countenance.

6. "Galliard." A kind of dance, lively and bright; here used simply for "dance."

\* The numbers refer to the stanzas.

"Never." Not "never a." The construction is "never did such a galliard grace a hall."

"Bride-maidens." What is the modern word?

7. "One touch to her hand," etc. The action is here expressed by phrases and not by complete sentences.

"Charger." What other meanings has this word? [For one meaning see Matt. xiv., 8.]

"Croup." The place behind the saddle. The hinder part of the horse's back where it is largest and most bunched out, is properly the "croup." This word is quite closely allied with *crop*, which means *to bunch out*; hence the "crop" of a bird is that part "bunched out" by the food which it eats.

"Scaur." Same as *scar*. It means a large, isolated rock or stone, "sheared" off from a greater mass. *Scar*, *shear*, *share* (as in ploughshare), also *share* a portion, *shard*, *sherd*, (as in *potsherd*), have all a common root. What is it?

"They'll have fleet steeds that follow." What does this mean? What did Lochinvar mean by saying it?

7. "Graemes." For "Grahams."

"Musgraves." The intended bridegroom was a Musgrave.

"Cannobie Lec." In Dumfriesshire, in the valley of the Esk.

#### GENERAL.

The beauties of this poem are evident, and yet they will be better understood if talked about and elicited by questions given to the pupils. They abound in every line. A few more questions may be here given, some of which should be answered in writing.

1. How does the metre suit the theme?
2. Describe the character of young Lochinvar.
3. What reason may be given for the refusal of Ellen's hand to young Lochinvar?
4. Of what features in the knight's character do the four last lines of stanza 4 give evidence?
5. Why did not Ellen's father prevent the dance of the lovers?
6. Express in prose the whole story. [This will be a far more useful exercise than paraphrasing the poem bit by bit. The opportunities for diverse treatment are numberless.]

EMERITUS.

### WHAT TEACHERS SHOULD STUDY.

(Read before the Brant Co. Teachers' Association.)

THE course of study which must be completed by every candidate for the teaching profession, before being admitted as a duly qualified member, is carefully prescribed by the Education Department. This course has been revised from time to time, and additional subjects have been introduced, increased

amounts of the original subjects required, until the curriculum has become a rather formidable one in the estimation of candidates for teachers' certificates. The Model School Session, too, with its professional course of reading and practical work, gives a very substantial addition to previous acquirements, so that the young teacher, having completed his obligatory course of study, and having successfully passed all examinations required, very naturally considers himself thoroughly qualified for his work, and above the necessity of further study. The conclusion, however, is a very erroneous one. A good beginning has been made, but nothing more than a beginning. The teacher who wishes to be worthy of his profession must be a diligent student for years to come: he must learn more than the best of his pupils if he would discharge his duties in the most efficient manner. I shall direct your attention to a few of the subjects with which it is very desirable for every teacher to be acquainted, but which are not prescribed for examination. In fact, a very large portion of the teacher's qualifications is of such a nature that the practical work of the school-room is the only examination possible, and success therein the only certificate of any value.

First:—The teacher should study diligently the subjects he is about to teach. It does not follow that you have a thorough knowledge of any subject because you have passed a successful examination in it. It is quite possible to make a high percentage on a difficult examination and still to be without that living knowledge which is indispensable for effective teaching. It has been truly said that one never knows a subject well until he has taught it to some one else. Certainly, one of the best and severest tests of our knowledge is our ability to make a person understand that of which he was formerly ignorant. There are two distinct stages in studying; the first is the preparation for examination, which simply means the ability to answer straightforward questions which may be proposed, and a fair knowledge of the general outline of the subject is sufficient for this purpose. When this has been accomplished the student is ready to begin the second and more difficult task of arranging a consecutive course of reasoning with illustrations, to make the matter clear to one who does not already understand it. Your knowledge must be complete in every detail; if one link is missing the whole chain is worthless. You must have complete command of the subject; know it backwards, forwards, cornerwise, every way; you must know it through and through, or you are at the mercy of the slightest accident or interruption which is liable to throw you into confusion, and make the lesson an utter failure. Again, you must know a great deal

more than you are required to teach. The question is frequently asked by young teachers, Why have we to study so much when we have to teach so little? There are two good reasons: First, because you cannot teach the whole nor yet the half of what you know; and second, because you need mental training. A perfect understanding of even the elements of mathematics, for example, is only to be obtained by a careful study of advanced reasoning. The same is true of every other subject. You must study the whole of a subject to get a clear idea of a part of it. If you want a clear view of any object you must be above it, so that you can look down on it: if you have to stretch on tip-toe to overlook the barrier your vision will be imperfect, so in teaching; to do your work well your knowledge must be so far beyond what you teach that the lesson in hand does not even approach the limit of your ability.

But the second reason, mental training, is perhaps still more forcible. Let me try to explain what I mean by mental training. By mental training I mean the acquisition of mental power, and the bringing of that power under the control of the will. You probably have noticed the powerful muscles developed in a blacksmith's arm by his constant exercise in swinging his hammer. You are accustomed yourselves to exercise with dumb-bells, Indian clubs, or by taking a walk. You know that muscular power is obtained only by exercising the muscles. You know, too, the clumsy attempts made by children to grasp a pen and begin to write, how little control they have over the muscles of their fingers. You know the time spent by musicians in finger exercises simply to bring the fingers under control, and even in so simple an act as walking, you know the difference between the uneven steps of a motley crowd and the firm, even tread of a company of well-drilled soldiers. These are a few familiar examples of trained and untrained muscles, and from them you will easily infer what I mean by a trained or untrained mind. The former alone is able to grasp the essential ideas in any subject, strip it of all irrelevant matter, retain the truth and reject all error, concentrate all its powers upon any chosen object, and in general to do the same in the mental world as powerful, vigorous, and well-trained muscles can do in the physical world.

Now, having shown what I mean by a trained mind, you ask how it can be obtained; what subjects of study will produce the required result? I reply that any mental exercise is of service, and will tend to strengthen and develop the power of clear and accurate thinking. Some studies are better adapted for mental culture than others, and each has its own peculiar effect upon the mind. I do not wish to discuss this question, but only to impress upon you the idea

that mental discipline is absolutely necessary to make successful teachers.

Now supposing you have really a liberal amount of knowledge on each subject you are to teach: you have studied advanced work in each department, and you know the part you have to teach in the minutest details. You have been trained to think closely, clearly, and accurately; is there any further qualification necessary for the teacher's work? Yes; you need to know the "science of mind." You need to know the nature of the mind which you undertake to train, how minds grow, what food they require—how much—how it should be given? In the case of any mental peculiarity you should know what powers are weak and which unnaturally strong; how the former may be strengthened and the latter restrained. You should know the mind in all its parts or powers, just as a watchmaker knows every wheel in a watch, what it is for, and when it is in its right place. To know *all* these things, you say is very desirable, but is beyond our power. True, but to be ignorant of all and not endeavor to learn, and still attempt the training of immortal minds, is a crime.

The science which treats of the human mind is Psychology. Whilst comparatively few persons study the science formally, *all* know something of the subject, and every one whose occupation brings him much in contact with others must know a very considerable. Psychology distinguishes the different states or conditions of the mind, with the causes which lead to them. You all know the difference between anger and pleasure, attention and inattention, passion and self-control; you distinguish memory from forgetfulness, understanding from mere repetition of words; and you all know something of the way these various mental states may be produced. You need to know more of these things, and to have your knowledge clearly arranged. We all learn more or less of such things from daily intercourse with each other, and those who know them well are said in popular language to have a good knowledge of human nature; they might be said to have a knowledge of Psychology, this latter term is used in reference to *book*-knowledge, and the former to that acquired by experience. In reality, all that any one knows is acquired by observation and experience, and a text-book of Psychology simply consists of this knowledge arranged in an orderly way. This, then, is *one* of the most, if not the *very* most important of the teacher's qualifications. It is now a part of the Normal School course, so that in future all second class teachers will have some training in it. But if you wish to become at all proficient, if you wish to obtain a real, live, practical knowledge of it, you must study while engaged in teaching.

Read a little each day, and watch for a living illustration of the truth of what you read. Observe carefully the results of your teaching on your pupils—what they like, what they dislike, what they comprehend, and what they do not. There are difficulties in the various subjects you teach, watch the efforts of your pupils to master them, and endeavor to find the exact idea which they fail to grasp, and then seek for means to supply that idea. There are certain errors into which, as you all well know, pupils are almost certain to fall. Why is this so? Why do nearly all make this particular mistake? A study of Psychology both from the book and from the living subject will enable you to answer their questions, and to keep your pupils on the road that leads to knowledge.

Thus far I have spoken only of the qualifications necessary to enable us to discharge our duty to our pupils in the school-room, but though we live in the school-room a considerable part of our time, we are not always there. A teacher who knows nothing outside of ordinary school work cannot command the full respect of either parents or pupils. He should be able to answer a riddle or solve a puzzle for the boys, or discuss intelligently any of the social topics of the day with their parents. He should be a leader of thought in his own social circle; a live man (or woman) outside the school-house as well as in it. In particular every teacher should be well read in the history of our own country, and well acquainted with our form and mode of government, with the duties and responsibilities of its various officers, and with our various municipal, political, and civil institutions.

The teacher's duties to himself from an intellectual standpoint are, to guard against the undesirable qualities of mind which teaching tends to produce. I shall notice only one or two, and leave you to discover others for yourself. Our duties compel us to spend a large portion of our time in company with those who are mentally our inferiors, and whose duty is to obey our commands. We are looked up to as prodigies of learning, and are accustomed to have our words believed as the embodiment of wisdom. We give counsel and are listened to with respect, and our directions are followed without questioning or hesitation. This is perfectly proper in the school-room, but not when we take our places as citizens in society. We all know the power of habit; how we do unconsciously what we have been accustomed to do, and if we do not earnestly strive to correct our faults they soon become a part of ourselves, after which correction is impossible. We must do something to lift us out of the school-room routine and school-room manners. A special course of reading on some subject not directly connected with

professional work is very good. Conversation with those who are our intellectual superiors is beneficial. An occasional comparison of our own acquirements in our own pet subject with those of the standard writers will tend to give us an idea of our true position. Those, and other methods which will suggest themselves to each of us individually, if carefully employed from the beginning of our professional work, will do much to make us agreeable and useful members of society, and at the same time make us more efficient and successful in our professional work.

In conclusion let me say a few words concerning the course of reading recommended for teachers by the Minister of Education. You will not be surprised, I think, to hear me say, that it has my unqualified approval. I have read a considerable portion of the strictly professional work, and find it well adapted to improve the teaching powers of those who study them. If the teaching profession is ever to be recognized as the peer of the other learned professions, to which it is most justly entitled, such recognition must be won by each individual member making and proving himself worthy of it. We have special difficulties to encounter, but they are not insuperable. Our work has a tendency to dwarf the intellect and sour the temper, but the tendency can easily be counteracted. If eternal vigilance is the price of liberty, equally so is eternal study the price of a vigorous intellect, whilst a clear conscience and a healthy body will furnish a cheerful disposition. The course of study recommended will make us acquainted with the workings of the minds we have to train, and give us the experience of the greatest and best of the teachers who have gone before us. It is our duty to know these things—duty to our pupils, that we may train them aright—duty to our profession, that we may be worthy members of it—duty to ourselves, that we may enjoy the pleasure of knowing that our work has been well done, and that the world is the better in consequence of it.

I. J. BIRCHARD, M.A., PH.D.

"FOR some years," says Edison, "I have been at work looking for a new force, traces of which I have often observed in my study of electrical and other action—a force which is constantly present in many forms and places, but has never been measured, named, or brought under control. I have devised dozens of machines to test this unknown force and ascertain its characteristics; and I have now planned a test which may, within a few months, give me a clear proof of its existence and may put me on the trail by which I can follow it up and capture it."



TORONTO:

THURSDAY, APRIL 1, 1886.

*THE CULTIVATION OF ART.*

This nation inhabiting the country contiguous to Canada is truly a wonderful one. It is not a matter of surprise that such great men as Matthew Arnold, Herbert Spencer, Archdeacon Farrar, James Anthony Froude, Sir Leppel Griffin, Lord Coleridge, and others, are attracted by its extraordinary powers of progress, and are tempted to cross the Atlantic for the express purpose of examining for themselves the secret of its success.

By no means a small evidence of the prosperity and intelligence of the American people was given last Saturday week at Detroit. It had been proposed that a museum or repository of art should be built and equipped. For this the sum of \$100,000 was necessary. Some of the most wealthy of the inhabitants offered sums of considerable magnitude provided the entire amount, less their subscriptions, were collected within a period of twelve months. This period expired on Saturday at twelve, midnight, and by that hour the whole sum of \$100,000 was fully subscribed. This, we think, is no small matter for self-congratulation. That a city of not more than, say, 150,000 inhabitants could within a year raise so large a sum by voluntary contributions, and for such a purpose, shows, if not a positive and refined taste for the beautiful, at all events a willingness to spend lavishly in order that such a taste may be acquired.

One by no means insignificant feature in the raising of the fund was, that the money came from all classes. In the published lists of the names of the subscribers might be seen those of wealthy merchants who put four figures of dollars after their signatures, as well as those of the humblest and poorest of the artisans and *employés* who gave often a ten cent piece to help to swell the fund.

This, of course, does not argue a deep love of art in the inhabitants of the city of Detroit. For ourselves we confess we should exhibit no sign of astonishment or surprise if, when the building were completed, it were found to be furnished with materials very far indeed from a high standard of artistic excellence. Money will buy works of art of the highest rank; it will not create a true appreciation of

them. An affected appreciation it may and does engender; but, like the effects of the atmosphere of a hot-house upon a plant, wealth generally succeeds only in forcing art at the expense of its vitality. Art is a tender and delicate plant. It thrives only in certain surroundings. Forcing always causes it to deteriorate. As an exotic it evokes no admiration. Our neighbours are too fond of forcing everything. Whatsoever things are lovely or of good report they prosecute to excess. There seems to be a superabundance of latent energy craving for an avenue in which to show its power. The result is that, save amongst the highest classes and in the most cultured cities, there is visible a degree of elaborateness disproportionate to the things elaborated. The elaboration becomes meretricious, and true excellence is lost sight of.

That this may be a feature of the proposed art museum to which reference has been made may or may not be the case. An outsider has no means of learning the influences at work or the interests at stake. It is the fact that such a proposal was made, and that it was so successfully carried out, that should evoke, if not our admiration, at least our emulation. Such a feat accomplished on the very borders of Canada ought to possess a powerful influence. The colonies have not as yet much to boast of in the realm of art. Yet it is a question open to discussion whether this is an essential or a purely accidental feature of colonies in general. Certainly the history of the Greek colonies would suggest that it was an accident, not a necessity. But this is, perhaps, scarcely a fair analogy. Yet it is tempting to persuade ourselves that there is even for us a field open in the sphere of art which only needs the plough to produce an abundant harvest. That the seed is already here few will deny. Our many art associations are evidence of this. That something is being done also to prepare the soil cannot be gainsaid. More than ten thousand examination papers on elementary subjects were issued by the Government at the beginning of last month, in connexion with the examination of art school students in the Province of Ontario. This speaks for itself. It is, we hold, the only true and proper way of inculcating a healthy love of the beautiful, and of insuring good results from such a love of the beautiful. Children trained to observe the beauties

of nature, and practised in representing them by form or color, will grow up true lovers and influential teachers of art. For a long time now have we neglected the education of the senses. The creation of artistic objects has been too long regarded as an accomplishment, not a necessity. The methods of gaining a livelihood have everywhere been so generally considered to lie only in the sphere of the production of the necessaries of life, that the realms of the poet and the painter, the musician and the sculptor, have been woefully narrowed. It is a natural result of the struggle for existence. And in young countries, where this struggle for existence is necessarily unnaturally keen, hungry mouths must be satisfied before eyes and ears can be gratified.

Cannot we not hope, however, that we in Canada have by this time arrived at that stage where all the labour of a man need not be for his mouth? Even if we may not be able to give an unhesitating answer in the affirmative, yet we may certainly look forward to the near approach of such a time, and may meanwhile prepare our children for its coming.

*OUR EXCHANGES.*

*Hall's Journal of Health* for March contains, amongst other articles, "The Dietic Movement," "Ventilation of Rooms for Sick," "Do Impressions on the Mother affect the Unborn Child?" "How do Indians Know?" "Beef Tea," "Results of Pasteur's Inoculation," "The Ethics of Pain," "A Cold-footed Lady," "Our Sleeping Rooms."

APRIL'S *Chautauquan* contains a variety of good subjects. Edward Everett Hale continues the series of papers on "How to Live," number seven being "How to Know God." The chief articles are "Home Studies in Physical Geography," No. III.; "Philosophy Made Simple," No. II.; "International Law," No. II.; "Parliamentary Practice," No. I.; "A popular Exposition of Moral Philosophy, No. II., Our Knowledge of Right and Wrong—How we Get it," by Dr. Henry Calderwood; "Electricity," No. VII.; and "Co-operative Housekeeping."

THE *Literary World* of the 20th inst. contains reviews of some very interesting works. Symond's "Renaissance in Italy"; "The Greely Arctic Expedition"; "Life and Correspondence of Longfellow"; "Studies in General History"; Ruskin's "*Præterita*"; Ruskin's "Roadside Songs"; "Thackeray's London"; Trunbull's "The Blood Covenant"; William Allen Butler's "Domesticus"; Grant Allen's "Babylon"; "Two Broken Hearts"; Mary Cruger's "Hyperæsthesit"; "Sweet Cicely"; The Lee Sisters' "Canterbury Tales"; Howells' "Indian Summer"; are some of them.

THE *Popular Science Monthly* for April will contain the first of a series of articles by Hon. David A. Wells on "An Economic Study of Mexico." Mr. Wells throws a great deal of new light upon the subject, and shows that Americans generally are about as familiar with the social life of their neighbors, the Mexicans, as they are with the inhabitants of Madagascar. Mr. Herbert Spencer has contributed an important original article to the *Popular Science Monthly* for April on the limits and interpretation of the doctrine of natural selection, and the position of Mr. Charles Darwin in respect to the theory of evolution.

The *Educational Record of the Province of Quebec*, the medium through which the Protestant Committee of the Council of Public Instruction communicates its proceedings and official announcements, contains, in addition to reports, editorial notes, and local items, the continuation of a good paper on "Teaching Composition," by Dr. Edward Brooke. The writer well says that, "composition is to be regarded as the expression of what a child actually knows," and that "pupils should be led to see that writing a composition is writing their talk. This is the key," he says, "to composition writing with young pupils. This principle clearly understood, would be like a revelation to many a pupil; it would open up the way and remove the difficulties that so often seem to rise up mountain high before them. Many persons who talk well seem to grow dumb when they take a pen in hand; what they need to learn is to write their talk."

#### BOOKS RECEIVED.

*First, Second, and Third Standard Arithmetic.* Blackwoods' Educational Series. London and Edinburgh: William Blackwood & Sons.

*Lessons in English.* Intermediate course. By the Brothers of the Christian Schools. Pupils' Edition. Toronto: Oxford Press, 23 Adelaide St. E. 1885.

*Lessons in English.* Intermediate Course. By the Brothers of the Christian Schools. Teachers' Edition. Toronto: Oxford Press, 23 Adelaide St., E. 1885.

*Studies in Greek Thought: Essays Selected from the Papers of the late Lewis R. Packard, Hill-house Professor of Greek in Yale College.* Boston: Ginn & Co. 1886.

*Grammar and Composition for Common Schools* By Eliphalet Oram Lyte, A.M., Professor of Pedagogics and Grammar, State Normal School, Millersville, Pa. New York: D. Appleton & Co., 3 & 5 Bond St. 1886.

*Reminiscences of the North-West Rebellions, with a Record of the Raising of H. M. 100th Regiment in Canada, and a Chapter on Canadian Social and Political Life.* By Major Boulton, Commanding Boulton's Scouts. Toronto: Grip Printing and Publishing Company. 1886. 531 pp. Price \$2.00.

#### REVIEWS AND NOTICES OF BOOKS.

*First, Second, and Third Standard Arithmetic* (Blackwoods' Educational Series) are three beautifully printed little paper-covered books published by the well-known firm whose name appears on the title page. The aim of the writers is to give

as fully and simply as possible all that has to be learned of arithmetic by the requirements of the English Code. The first of the series, a note explains "is intended to be used by the scholar. It does not contain long explanations of terms, operations, or modes of working. In this standard all the teaching to be done must be done by the teacher. Special attention has been paid to the careful graduation of the examples; and, in order to prevent the children from falling into a groove, or forming merely mechanical habits, the sums have been set in as many different forms as the writers could invent. This will enable the little scholars to meet the inspector's tests with confidence. Easy problems have been given from the beginning. Easy mental exercises, chiefly of a concrete nature, precede each rule." The same principles have been followed in the Second Standard. The leading features of the Third Standard are the same as those of the two preceding—recapitulation, graduation, a large number of varied exercises, and numerous problems. Fewer mental exercises have been given than in the two previous standards. It was thought advisable to introduce reduction of money and a few of the tables of Standard VI., as it was desirable that the work should be a little in advance of the requirements of the code.

[It may not be out of place to state that these books crossed the Atlantic in the "Oregon" which sank off Fire Island on the 14th of March. The paper is still (at the time of writing) quite damp.]

THE *Pall Mall Gazette* regards the two volumes of Major Greely's "Three Years of Arctic Service" as "probably an unrivalled combination of thrilling narrative of adventure and of detailed scientific description."

MRS. MAGGIE ARGEL, the "Duchess" of "Phyllis" and "Mollie Bawn," has just finished a new novel, entitled "Lady Branksmere," which is published by the John W. Lovell Company, who have purchased the advance sheets.

MISS LAWRENCE ALMA TADEMA, a daughter of the famous painter, has written a novel (her first), which will be published from advance sheets in America by Messrs. Appleton in about two weeks. Messrs. Longman are its London publishers.

MESSRS. CASSELL are going to issue a series of manuals on the religious difficulties of the day under the general title of "Helps to Belief." Amongst their authors will be the Archbishop of York, and the Bishops of Carlisle, Peterborough, and Derry. Mr. Teignmouth Shore will edit the series.

THE *Academy* hears that Sir Percy and Lady Shelley have entrusted to Prof. Dowden all their papers relating to the poet, and that these include the diaries of both Shelley and Mary Godwin, saying day by day where they were, and what they did. Prof. Dowden's *Life of Shelley* will be published this year, if no untoward accident befall.

WALTER SCOTT, a London publisher, announces new editions of the leading English prose-writers, to be issued monthly at a shilling a part. Each cloth-bound volume is promised to contain about 400 well-printed pages. The first contains Sir Thomas Mallory's "History of King Arthur," and

the second DeQuincey's "Confessions of an English Opium-Eater," "Levana and the Kosi-crucians."

HOUGHTON, MIFFLIN & Co. announce "Frank's Rancho." An English gentleman who has a son in the far West, visited him last year, and in a book entitled "Frank's Rancho" he tells the story of this visit and his observations. The subtitle, "My Holiday in the Rockies, being a Contribution to the Inquiry, What are We to do with Our Boys?" will suggest what was in the writer's mind while on this interesting tour.

CASSELL & Co. have in preparation a volume entitled "Shakespearean Scenes and Characters," illustrative of thirty of Shakespeare's plays. There are thirty steel-plates and ten wood-engravings after drawings by Frank Dicksee, Solomon Hart, F. Barnard, J. McL. Ralston, H. C. Selous, J. D. Watson, Val Bromley, and others. The letter-press, written by Austin Brereton, deals chiefly with the stage-history of each play.

Of Homer B. Sprague's little edition of "Hamlet," *Education* writes thus: "A beautiful edition of this wonderful play. The notes are full and of great value. They are learned but not pedantic; accurate but not heavy; suggestive and thought stimulating. Students of Shakespeare and students of English will find this one of the most attractive and valuable books in the language." It is well to see more than one criticism of a work, and we reprint with pleasure the review of so able a journal as *Education*.

MR. WILLIAM MORRIS, author of "The Life and Death of Jason," "The Earthly Paradise," etc., is not making such rapid progress with his translation of the *Odyssey* as he would be, were he not at work upon a poem called "The Pilgrims of Hope," which deals with the Socialist propaganda, in which he is taking a share. "Politics apart," says the *Athenaeum*, "the poem is full of the old qualities—perfect rapport with nature, admirable sketching of scenery, pathos, and simple diction." Portions of it have appeared in the *Commonweal*, the organ of the Socialist League.

A MORE appropriate biography than that of Louis Agassiz, says the *Chautauquan*, prepared by his wife, was never written. Just as the great scientist studied nature through her own revelations, so the student of history is permitted to learn of the naturalist through the letters written and received by him. By means of a few connecting links happily supplied, in which the utter absence of the personality of the writer is a most striking feature, this correspondence is made to tell the whole story of his life and work. There are letters from many of the world's greatest thinkers; letters from home friends full of the warmest affection for this member who had made their name famous; and Agassiz's own letters which even when relating his highest aspirations, his severest struggles, his darkest disappointments, and his most wonderful achievements, have about them such a boyish impulsiveness and simplicity as make the nobility of his manhood impress one more powerfully than the greatness of his work. In a well classified library one might have some hesitancy where to place these books. So fully are his researches and their results given that they seem as properly to belong to works of science as to those of biography.

## Educational Opinion.

### COOKERY IN SCHOOLS.

[Although cookery is not a prescribed subject in our public schools, the following article, contributed to the *Schoolmaster* (London, Eng.), will be interesting as showing the results of the attempts to introduce it into the Board Schools in England.]

The teaching of cooking in schools has of late years received great and increasing attention, but neither more nor sooner than it deserves. Two years ago the Education Department gave it a great stimulus by offering a liberal grant of 4s. for each girl who had received forty hours practical instruction in cookery during the school year. That, however, being rather vague, a great many children were brought in to the cookery lesson to secure a large grant, and sometimes from 4th, 5th, 6th, and even higher classes, who could not possibly be taught all at once to advantage. The promise of a grant, however, was successful in persuading School Boards in various parts of the country to fit up the necessary apparatus for carrying on the classes. Since then, however, the Department have interfered with the teaching of cookery by the stringency of the Code. The grant given now is so small as scarcely to be worth earning, and the mode of teaching enjoined is by no means suitable for large schools. It is fairly open also to doubt if this is the best mode of giving instruction on this subject to be most widely useful.

The Code requires that ten lessons shall be given by the teacher in the form of lecture or demonstrations, and that each group of twenty-four girls have ten practice lessons separately—that is, they work for two hours a. a time with their own hands. These lecture lessons *may be* given to seventy-two girls—that is, three groups of twenty-four collectively. The pupils must necessarily (to earn the grant) be girls who are likely to remain till the end of the school year. The lessons extend over a lengthened period. Naturally, therefore, those girls are selected who are most likely to stay on—and that means, not the older girls, who most require this subject, but junior scholars. Every girl, in the practical lessons, cooks one dish, or, it may be, part of a dish each day. Children cannot work quickly and well; and, in a two hours' lesson, cannot both begin and finish any dish (soup, pies, &c., for instance) that takes much time to cook. To see the dish finished is a valuable part of the lesson.

The spirit of school teaching is simultaneous, or teaching in classes, and a teacher of cookery, like all other teachers, should teach simultaneously. This can very well be done, the interest thoroughly kept

up, and the great advantage of a cookery lesson shared by a larger number, and so many more homes benefited. In the case of a class of forty-eight or fifty, let us suppose that the lesson for the day is soup, a stew, a pudding, and scones. Everything is prepared. Eight girls are ready with clean hands and aprons. The pupils have either cookery books or note books. The ingredients for the soup are given out. Two of the girls, or even more, are shown how to prepare all the vegetables. The scholars are asked to observe if they are doing this as they have been directed, and, if not, some member of the class is asked to come and show how she would do it. The teacher is, meanwhile, explaining to the class the properties of the various ingredients, enforcing the value of each article of diet, showing how it should be made, while economy and tidiness are practised. Finally, the two girls receive the soup in charge, and are asked to attend to it in every necessary detail.

The next two are engaged afterwards on the stew in a similar way till it also is cooking, and so on. In this way eight girls are practically cooking four different dishes thoroughly under the immediate direction of a teacher, while the whole class are observing how their companions are at work, and occasionally being brought forward to do some part themselves. In six lessons forty-eight girls work practically, and are able to carry home a knowledge of the why and wherefore of the different dishes they have seen. In eighteen lessons this has been three times repeated, so that a series of twenty lessons to forty-eight or fifty girls would be a very complete course, and accomplish a great deal of good. An examination could be held by a competent person, regarding both their knowledge and their practical skill, whenever the lessons were ended. This would enable the elder girls, who *must* leave school, to be examined so as to earn a grant. This would most likely result in such an arrangement as would secure that the cookery lessons were given to those girls who were most likely to profit by the training.

By the present system of ten lessons in practical cookery to twenty-four pupils at a time, the girls certainly learn to manipulate the different dishes, or parts of a dish, on which they are engaged. In many instances, however, they have no very intelligent knowledge of what they do, or why they do it. It will of course do some good in many cases, but not the greatest good. The one thing needed in regard to the teaching of cookery is to make it thoroughly practical in the way likely to be most widely useful to the class of persons for whom the public or elementary schools are provided. The grant should be such as to encourage School Boards and managers of schools in general

to secure the services of qualified teachers. There has been some difficulty in deciding the particular qualifications which are necessary, but the new edition of the Code for both England and Scotland are more specific on this point. "The competency of the teacher must be proved to the satisfaction of the Department." This is a more liberal and reasonable arrangement than the hard-and-fast line of last year's Code, which required a certificate from some training school of cookery.

### READING FOR BOYS AND GIRLS.

YOUNG people will not read what they do not like, and sooner or later they will in some way get what they want.

The tastes of boys differ. Some want natural history, others devour travels, and others still have a passion for descriptions of machines, while others seem to take to sensational novels as naturally as young ducks take to water. Read them they will, despite the fruitless worrying of their mothers. Joseph Cook says that "Children have no sympathy with sentiments of love, but they have plenty with romance, and these are very different things." Tastes should be consulted and followed. There are good books in all departments of literature. Wise parents and teachers will make a careful selection and cultivate the best elements in the youth under their care. It is by no means possible or desirable to require, or even request young people to always read what is instructive. Amusement is lawful and necessary. "The Arabian Nights," "Grimm's Fairy Tales," "Hans Christian Andersen's Tales," and "George MacDonald's At the Back of the North Wind," and "Dealings with the Fairies" are of this class, and it is a sin to deprive any child of the keen entertainment they afford.

Books of adventure, imaginary voyages, and stories of many countries, are of great interest and value. "Robinson Crusoe," "Kane's Arctic Adventures," "Irving's Life of Washington," "Prescott's Conquest of Mexico," "Livingstone's African Travels," "Bayard Taylor's Boys of Other Countries," "Mayne Reid's Man-eater and Other Odd People," and Jules Verne's Books, are of this class. About Verne's books we have some doubt, but they possess the charm of intense interest, and boys will read them sooner or later.

Our space does not permit us to extend our list, except to mention a few of the most interesting ones under the department of history. The following are classic, and may be depended upon without fail to chain the attention of the average boy or girl: "Uncle Tom's Cabin," "John S. C. Abbott's American Pioneers and Patriots," 12 vols., each

one of great value, "Coffin's Story of Liberty," all Jacob Abbott's "Biographies," "Dickens' Tale of Two Cities," "Younge's Stories of English History," and "Young Folks' History of England," "Champlin's Young Folks' History of the War for the Union."

Several things must be noticed in guiding the reading of young people. *Do not force them to read what is distasteful because it is good.* A kind father once required his son to read "Bancroft's History of the United States" while he *interested himself* in the latest magazine. The result of such a course is evident. Do not condemn and denounce certain papers and books. It will be the very way to incite the children to get them. Say to a boy: Don't read the "Bad Boy's Weekly," or "The Cow Boy's Adventures"—and he will have both within a week.

If a taste for bad reading is growing it can only be checked by putting a *more interesting* book in the place of the bad ones. Stop a fire by a counter fire.

A book should have value in the eyes of a child. He should feel proud in saying, "This is *my* book." There is a sense of dignity in ownership. In these days of many books and much reading, there is danger that the possession of a book will not possess much value. This must be guarded against. All magazines of value, text books, and children's papers should be sacredly saved.

If a number is lost make an effort to supply it, so that the file may be complete.

No one reads a borrowed book with the same interest that he does his own. Even to older persons the charm of ownership has its strength. With what affection does an old scholar take from the shelves a rare volume which has been sacredly guarded for many years! A genuine author will part with his bread sooner than his books. He comes to have an affection for them, like old friends.

The child who carefully covers his books, numbers them, and arranges them on a shelf, gives promise of future usefulness, if not greatness.—*New York School Journal.*

**CHILDREN, PAST AND PRESENT.**

THERE is a story told of Professor Wilson, that one day, listening to a lecture on education by Dr. Whately, he grew manifestly impatient at the rules laid down, and finally slipped out of the room, exclaiming irately to a friend who followed him, "I always thought God Almighty made man, but *he* says it was the schoolmaster."

In like inanner many of us have wondered from time to time whether children are made of such ductile material, and can be as readily moulded to our wishes, as educators would have us believe. If it be true that nature counts for nothing and training for

everything, then what a gap between the boys and girls of two hundred years ago and the boys and girls we know to-day! The rigid bands that once bound the young to decorum have dwindled to a silver thread that snaps under every restive movement. To have "perfectly natural" children seems to be the outspoken ambition of parents who have succeeded in retrograding their offspring from artificial civilization to that pure and wholesome savagery which is evidently their ideal. "It is assumed now-a-days," declares an angry critic, "that children have come into the world to make a noise; and it is the part of every good parent to put up with it, and to make all household arrangements with a view to their sole pleasure and convenience."

That the children brought up under this relaxed discipline acquire certain merits and charms of their own is an easily acknowledged fact. We are not now alluding to those spoiled and over-indulged little people who are the recognized scourges of humanity, but merely to the boys and girls who have been allowed from infancy that large degree of freedom which is deemed expedient for enlightened nurseries, and who regulate their own conduct on the vast majority of occasions. They are as a rule light-hearted, truthful, affectionate, and occasionally amusing; but it cannot be denied that they lack that nicety of breeding which was at one time the distinguishing mark of children of the upper classes, and which was in a great measure born of the restraints that surrounded them. The faculty of sitting still without fidgeting, of walking without rushing, and of speaking without screaming can be acquired only under tuition; but it is worth some little trouble to attain. When Sydney Smith remarked that the children of rank were generally so much better bred than the children of the middle classes, he recognized the greater need for self-restraint that entered into their lives. They may have been less natural, perhaps, but they were infinitely more pleasing to his fastidious eyes; and the unconscious grace which he admired was merely the reflection of the universal courtesy that surrounded them. Nor is this all. "The necessity of self-repression," says a recent writer in Blackwood, "makes room for thought, which those children miss who have no formalities to observe, no customs to respect, who blurt out every irrelevance, who interpose at will with question and opinion as it enters the brain. Children don't learn to talk by chattering to one another, and saying what comes uppermost. Mere listening with intelligence involves an exercise of mental speech, and observant silence opens the pores of the mind as impatient demands for explanation never do.—*Agnes Repplier in the Atlantic Monthly.*

**Mathematics.**

**SOLUTIONS TO FIRST CLASS "A" AND "B" ALGEBRA PAPER FOR 1885.**

- 1. (a) Worked out in Hand Book page 119.
- (b) Find the value of

$$\frac{1}{1 + \frac{a-bx}{a-bx}} \div \frac{1}{1 + \frac{a-bx}{a-bx}} \text{ when } x = \frac{2ac}{b(1+c^2)}$$

$$\frac{1 + \frac{a-bx}{a-bx}}{1 + \frac{a-bx}{a-bx}} \times \frac{1 + \frac{a-bx}{a-bx}}{1 + \frac{a-bx}{a-bx}}$$

$$= \frac{a + \sqrt{a^2 - b^2x^2}}{bx}$$

$$= \frac{a + \sqrt{a^2 - b^2 \left\{ \frac{2ac}{b(1+c^2)} \right\}^2}}{b \left\{ \frac{2ac}{b(1+c^2)} \right\}}$$

$$= \frac{a + \sqrt{a^2 - \frac{4a^2c^2}{(1+c^2)^2}}}{\frac{2ac}{1+c^2}}$$

$$= \frac{1 + \sqrt{\left(1 + \frac{2c}{1+c^2}\right) \left(1 - \frac{2c}{1+c^2}\right)}}{\frac{2c}{1+c^2}}$$

$$= \frac{1 + \sqrt{\frac{(1+2c+c^2)(1-2c+c^2)}{(1+c^2)^2}}}{\frac{2c}{1+c^2}}$$

$$= \frac{1 \pm \frac{1-c^2}{1+c^2}}{\frac{2c}{1+c^2}} = \frac{1+c^2 \pm 1-c^2}{2c} = \frac{2}{2c} = \frac{1}{c}$$

or  $-\frac{1+c^2 - 1+c^2}{2c} = c.$

MILES FERGUSON.

(To be continued.)

THERE is a general alarm going up from the bird-lovers of this continent. Universal destruction seems to be the only possible fate for our birds, slaughtered as they are for sport, for food, for specimens, for ornament, and robbed wholesale of their eggs. The American Ornithologists' Union has thought seriously enough on the subject to appoint a committee on bird protection. Concerted effort is under way to create a public sentiment against shooting birds and robbing birds' nests. An attempt will also be made to obtain respectable bird-laws.—*The Chantrelle.*

## Methods and Illustrations

### READING IN THE GERMAN SCHOOLS.

#### THE FIRST YEAR.

##### 1. TALKING.

1. The child comes from familiar surroundings into a new world. It is as truly a new world to him as if he had landed in a foreign country. The first step is to accustom him to this world, to make him feel at home. The chief means of this is talking or speaking exercises.

2. He has a small vocabulary, which is by far too small even for his first school purposes. This must be enlarged. He must learn to use what words he knows, and must add to them. He must learn to express his ideas—he must learn to speak.

3. He must be taught to speak correctly. He has learned many words wrongly, he mispronounces, misarranges his sentences, misconstrues meanings. This means much more to the German child than to the English-speaking child, because of the great many dialects in Germany which exhibit such great differences in pronunciation. These differences are the most marked in the uncultured classes.

So the child is brought to feel himself at home, to enlarge his vocabulary, to speak correctly.

##### First Step.

But how shall his vocabulary be enlarged? By repeating words for him to imitate, and by abstract memorizing? By no means. The Germans have long since learned better than that. As already remarked, their teaching, from the beginning of the primary till the end of the university course, is based on psychological principles. Here comes that first, simplest of those principles—*first the idea, and then the word representing it*. How are these ideas recalled? By observation (Anschauung) or viewing. Show the object to the child, let him handle it and tell what he knows about it, let him talk. Let me say in passing that it is not necessary to *make* a child talk. He wants to talk, and can hardly be kept from it if we only present some subject he knows something about, and then let him. How often we teachers have repressed, crushed out, and destroyed this natural bent of the little ones who have come to our care! Instead of encouraging and making use of this most important, natural, and delightful characteristic as the foundation, the beginning of the child's development, we have checked it, we have smothered it, we have annihilated it!

Natural history furnishes the field into which these young minds are to be taken. They are already somewhat familiar with domestic animals, with birds, with plants. The sun, the moon, the surroundings of the

school and their home; all these things furnish endless means of interesting and instructing the children. If possible, show them the thing itself; if not, show them a picture of it. Let them talk about it, tell little stories, relate personal incidents, never forgetting that this is a *Talking* exercise. But while the little ones are thus learning to talk, they are learning to give you their confidence, they are learning most valuable and practical lessons concerning their surroundings.

It is evident that the following programme of a German school of half a century ago will not answer:

From 7 8, 1 and 2 Divisions, Catechism.

3 Division, sit still.

" 8-9, 1 and 2 Divisions, Orthography and the Bible.

3 Division, sit still.

Such a programme makes pupils dreamy and stupid. They cannot sit still, and ought not to. Let us hope that in America are to be found no more classes which are required to suffer the ordeal of this poor "3rd Division."

So bring in objects and show them to the children, take the children out of doors, show them what lies around them, teach them to see accurately, gather materials for use in the school-room, and then let them describe what they have seen. Too much must not be expected at once. *Go slowly*. Keep within the range of the child's thoughts. Find out what he knows, and make that the foundation upon which you build, add new matter related to the old. Wherein the matter already acquired is wrong, correct it. His ear must be trained, his eye must be trained, his hand must be trained, his organs of speech must be trained. How important that one, who knows how to find out exactly the condition of a child's thoughts, the amount of his knowledge, who knows something of the psychological actions of the mind, should have the charge of him at the very outset!

But let us see, in a special case, how a class is handled in order to increase the vocabulary, teach the children to talk, lead them to close observation, etc. The subject is A Cat.

The teacher shows a large, colored picture of a cat. Perhaps this will answer as well as the animal itself. The teacher does not stop to call attention to the difference between the picture and the animal. The children do not say, "This is a *picture* of a cat," the work is made real.

*Teacher.* Children, what have we here?

*Pupil.* That is a cat.

*T.* Have any of you a cat at home?

*P.* (Many are eager to answer.) I have a large white cat at home.

Another. My sister has two kittens which are very playful and cunning.

Another tells a little story of the loss of his kitten, and a lesson of sympathy is taught.

*T.* What has a cat?

*P.* A cat has soft hair.

*T.* What else?

*P.* My kitten has sharp claws and teeth.

So the parts of the body, the number of feet, ears, eyes, etc., and many other facts are brought out, the teacher pointing in the picture to the parts named. The habits of the cat, its uses, and many other facts in the natural history of the cat are brought to notice. Little lessons in number are taught by asking how many ears, how many eyes, how many feet, etc., the cat has. All the work must be kept within the limits of the child's power of thought, thus habits of close observation are formed, the child is led to think, he gains new thoughts, he acquires the power of telling his thoughts. It requires tact to keep the class interested. Without which the lesson will be a failure. All answers are given in sentences. The teacher points to parts of the cat and the children name them. One pupil points and another describes; one names and another points to a part. Great variety must be employed to keep up the interest, and it will easily be seen that such a subject admits of great variety. "If one will quicken the understanding, he must also give the heart something."

So awaken the interest of the child, follow nature's course, make school pleasant and lovely to him. One of Rousseau's principles is here timely, "Find in the child always the *child*, and treat the steps of his development accordingly. All instruction must come within the reach of his childlike experience; only such facts as come within his understanding must be brought forward."

Another of that same great author's principles may find here a place, "The child must be self-active. All the objects in instruction must be directly connected with one another, and the curiosity continually given new food."

The children have learned to observe and to think about what they speak, and therefore are ready for the

##### Second Step.

Let it not be forgotten that the object is to enlarge the vocabulary, to train the ear and the organs of speech, and to widen the circle of the children's thoughts. The teacher relates a little story or verse very slowly and distinctly. Some precede the relation of the story by asking personal questions bearing in the direction of the story to be related. For example, Which of you have parents? Which have brothers? Which sisters? What are their names? Who cares for you, gives you food, clothing, etc.? These questions prepare the way for the following story, one of Grimm's fairy tales:

**THE STAR DOLLARS (Stern thaler).**

There was once a little girl. I do not know what her name was; but she was very good. She had a good father and a good mother, they loved her very much. She lived with them and slept with them. She got from them food, she got from them clothes, and all that she needed. But the father and the mother of the little girl died.

She was now very poor; she had no little room now to live in and no bed to sleep in; at last she had nothing but the clothes on her body, and a little piece of bread in her hand. As she was forsaken of all men she went out into the field and thought: "God will help me now."

Soon she met an old man, who said: "Give me your piece of bread, I am very hungry." Then the little girl gave him all her bread. When she had gone a little farther she met a child, who said: "Give me your hat, my head is very cold." So she gave it to him.

We need not relate the whole story here, how she gave away all her clothing until she was naked, and in the forest in the night-time, and how there rained new clothing and an abundance of bright silver dollars, to make her rich all her lifetime.

The story is related in sections in order that the children may not forget the details, and in order that they may have time to fully absorb its meaning. How often must the teacher remember, at this period of the children's life, that great speed and real progress are incompatible. The children must have time to comprehend, and be patient, varied repetition can bring them to comprehension.

After the teacher has related a part of the story, he questions a pupil as follows:

*Teacher.* Of whom have we spoken in this story?

*Pupil.* We have spoken about a little girl.

*T.* Who else?

*P.* We have spoken also of her parents.

*T.* With whom did the little girl live?

*P.* The little girl lived with her parents.

*T.* What kind of a girl was she?

*P.* She was a good little girl.

*T.* What makes you think she was a good girl?

*P.* Her parents loved her.

*T.* What became of her parents?

*P.* Her parents died.

*T.* How do you think she felt then?

*P.* She felt very sad.

It will not be necessary to illustrate any farther the manner of questioning and answering. The questions are clear, the answers full. A great number of talks of great interest to the pupil may be made

from the story. The scene carries him into his own surroundings, and comes within his range of thought. The house, its contents, food, clothing, care of parents, the field, the forest, furnish abundant materials for talking. Then comes the lessons of love to parents generosity, unselfishness, reward, dependence upon God, thankfulness to Him. The lesson enters so completely into the life of the child, comes so entirely within his comprehension that it cannot fail to work most excellent intellectual and moral results.

When the story is completely mastered, the pupil is ready for the final step, which is to relate it in part and as a whole. Some teachers require this to be verbatim, in order to fix correct forms of speech, and to lead to accurate thinking. Stoy allows the pupil to use his own language, correcting the errors made. Of course, in the case of a poem the text must be committed to memory. Several stories are given in this way until the child can observe accurately, hear correctly, and is able to give good attention.

**II. ANALYSING.**

The second division of the work may properly be called Analysing, though it may be considered as the beginning of the teaching of reading proper.

**First Step.**

The teacher takes a sentence containing only known words, perhaps words found in some of the stories learned, though he does not confine himself to any particular expression from the story. Nor does he confine himself to monosyllables. A child can comprehend the word wheelbarrow as easily as the word watch, if he knows equally well what each recalls.

Take for example, the following sentence: The father loved his little girl. This is repeated slowly, and a horizontal line made on the board as each word is spoken; as: The father loved his little girl.

No words are written, the lines represent the words, longer lines being used to indicate longer words. The teacher reads it again, pointing to each word (to the child each line is a word). The child then reads it as a whole, the teacher pointing to each word as it is named. The class read the sentence to themselves, following the rate of speed the teacher indicates with his pointer. Occasionally the teacher calls for a word to be spoken out. Many sentences are given in this way, until the pupil can respond readily.

**Second Step.**

Next the words are to be considered individually. The teachers points to the first, the fourth, the last, the third, etc., of the words (horizontal lines), the child naming them. Of course, a sentence must be chosen that has been practiced as a whole,

and with which the pupil is familiar. One pupil points, and others name the words as before. This also must be thoroughly practiced. Here are introduced ideas of number, person, gender, case, agreement of article with its noun, and agreement of the verb with its subject. These are very important matters in the use of the German language, and the child must very early meet the difficulties. Of course no technical terms are used, but the teacher asks, What should we say if there were two, three, five, objects of a kind? and generally some pupils, perhaps all, can give the plural. The teacher thus reaches correct forms, and accustoms the ear and tongue of the child to correct language.—*L. Seeley, Jena, in The Teachers' Institute.*

**MISS WHITE'S CLASS IN ENGLISH HISTORY.**

[SARAH L. ARNOLD, of Middleborough, Massachusetts, is writing in the *New York School Journal* papers with the above title. This is the second of the series, and contains many hints which are valuable to all teachers.]

A committee chosen by the class, and Miss White, were provided with blank-books for taking notes. Each question that could not be fully answered by the class was noted in the books, and after school Miss White told the committee where to look for answers. They felt honored by the responsibility placed upon them, and seldom failed to present the books next day with neatly-written notes upon the various subjects. The books made an excellent record of the work done by the class outside of the text-book, and were often referred to by the whole class.

In this way they studied about the Angles and Saxons, first in their home beyond the seas, then following them in their rough piratical cruising along the British coast, with them beating back the northern enemy, and making easy conquest of Britain itself. The boys liked this; and the girls brought descriptions of the Saxon homes, their ships and banners, and of the changes that made Britain Angle-Land.

They garnered many a lesson from the life of the great Saxon king, and willing hands and eyes sought in the library and at home for stories of his work in the camp, the battlefield, in the courts, and in the schools. And there needed no application of the moral when they recited together his words: "While I have lived I have striven to live worthily."

So the lessons went on, and the questions were no longer "What is the use?" but "What can I find?" At Miss White's request a table was placed in the room, and upon it

were put an atlas, text-books in history, newspaper clippings, library books with slips, marking the chapters that told of the lesson, and Miss White's scrap-book. At recess and intermission the table was surrounded, and pupils sat about it in study-hours to find for themselves something outside the book. The text-book was carefully used; it furnished the framework which they covered. The topics and questions for each day were written upon the board, copied in the note-books, and answered first by reference to the text; then the outside work was added.

The few most important dates, such as the time of the Roman Invasion, the Saxon Coming, the Norman Conquest, the Great Charter, the Reformation, were kept always upon the board, and a few questions each day fixed them in the mind of the class. These were used, not as isolated facts, but as centres about which clustered the other events of the history. The work was made sure, and the important points emphasized, by short daily reviews.

The advance work, so-called, was finished in three-fourths of the time allotted to their work in history, and the last fourth was spent in general reviews. Then there were enthusiastic hours in the history class. They reviewed first by houses, giving a written synopsis of the events associated with each house, with the sovereigns, foreign and domestic policy, constitutional changes, and noted men of each period. Again by wars, when the cause, time, parties, leaders, decisive battles, and results of each were briefly sketched in turn. Careful thought was given to the growth of the constitution and the steps on the way to liberty. Reviews were given that had special reference to the History of the United States, and our institutions as outgrowths of the struggles that took place in the mother-country.

Sometimes Miss White selected important topics, writing them upon slips of paper which she distributed in the class. Then they were allowed three minutes in which to write three definite statements upon that topic. These statements were read, commented upon, and supplemented by the class. Written questions, drawn by the pupils, made a pleasant review. Miss White wrote upon cards the names of noted statesmen, generals, or authors, and every pupil prepared for his next lesson a short account of the life of the person whose name had been given him. This gave individual responsibility to each member of the class, and stimulated him to prepare a paper that would interest them all.

Names of places were used in the same way. They had history matches, when each in turn was required to state some event or truth of English history, taking his seat as soon as he gave an incorrect state-

ment, or failed to give any. The one who stood the longest was decorated with a ribbon badge.

A bright, quick exercise was one which they termed "Beheading." The pupils wrote upon long slips of paper a sentence stating some fact they had learned. Then these sentences were beheaded, the scissors playing the part of executioner, and severing subject from predicate. The subjects were put into one hat, the predicates into another. Each drew a slip from the subject hat, and supplied a suitable predicate. Then the predicate hat was passed, and fitting subjects were made for the predicates.

The teacher found the class able to talk with better understanding of the early events when viewed in the light of their effects in the later centuries; so the review seemed almost a new work. By this time, too, they had learned where to look for information, and each lesson showed better thought and wider research than those which had come before. Every day found some of the history class taking notes in the library or at the reading table, which their subscriptions had supplied with books of reference.

When at the end of the term, the class handed to the examining committee an excellent set of papers, Miss White felt them to be, not the chief end of their work, but a token of the larger results they had gained in improved habits of study and expression, deeper interest in the world's life, greater love of good reading, and better judgment in choosing what they should read. Her greatest encouragement and reward came when the group that gathered about her desk on the last day of school, talking of the year's work, echoed the thought of one who said: "But this is not the end. We haven't finished English History, Miss White."

SCIENTIFIC experiments constitute one of the best means of exciting an interest and arousing a curiosity among the pupils, either by a regular class or an occasional experiment. They also afford advantages of securing culture and refinement, besides the illustration of scientific principles. Throw the responsibility of making apparatus and the explanation of experiments upon the pupils, and they will be as busy as bees in hunting up materials for apparatus, and in investigating the text-books for facts. Their minds will be so wholly taken up, so absorbed with the beautiful and brilliant experiments, that they may not have time to loiter about in idleness and listen to the street-corned vulgarity and profanity. It seems evident beyond all cavil that if the minds of children could be diverted in a pure and wholesome channel from the rough and unrefined vagabondism so prevalent everywhere, it ought to be done, and would be a great blessing to rising humanity.—*Ex.*

## Educational Intelligence.

THE library of Princeton Theological Seminary has been moved into the new building erected for it by the late James Lenox, LL.D., of New York. The library now contains 45,000 volumes, chiefly theological, including many rare and costly works.

OUT of thirty-five candidates at the Oxford University examination for women only sixteen passed. The *St. James Gazette*, commenting on the result, says it has never been known of the very dullest undergraduates that fifty per cent. were plucked at any examination.

AT a recent competitive examination in France for the post of professor at a *lycée*, fifteen women received the title of "professor with honor." These young ladies, from twenty-five to thirty, delivered lectures especially remarkable for knowledge of literature, aptitude for oral reading, and mastery of language.

THE quadrennial prize of \$2,400, offered by the Royal Scientific Academy of Turin for the most important work in natural science, history, geography, or mathematics that may have appeared within the period, has been awarded this year to Professor Villari, of Florence, for his "Life and Times of Machiavelli."

ON the first of August of this year the University of Heidelberg will begin the celebration of a festival of unusual interest in the German world of letters, namely, the five hundredth anniversary of the University foundation. Strictly speaking it was founded in 1356, but did not begin its full work until thirty years later. It is the oldest University in the German Empire.

IN some parts of Pennsylvania the school authorities find great difficulty in enforcing the law compelling the study of physiology and hygiene with reference to the effects of alcohol on the human system. At Frankstown, for example, the school directors have adopted strong resolutions, and say they are determined to enforce the law. State Superintendent Higbee has written them that unless the law is carried out in its spirit, the district's share of the state appropriation for school purposes will be withheld. A number of other districts are likely to suffer financially on account of the stubborn opposition to the law by some of their people.

WHILE new France and Italy are throwing open university doors and giving the title of "professor with honor" to their superior young women, it will be a balm to the conservative soul that the ancient and honorable Yale College, at New Haven, Conn., has finally worried away its one lady student. Miss Alice Jordan, from out West, took her life in her hand and entered the junior class of the law school. We are not informed whether the young gentlemen students demonstrated after the style of the Columbia College crowd a year or two ago, on the proposition to give the bright young girls of New York City a chance in that seat of learning. But the faculty decided that there was no precedent for giving a parchment to a woman, and Alice has packed her trunk and left Yale to its secret societies, its student cane-rushes, and the political economy of Professor Sumner.—*Ex.*

THE fact that three-fourths of the students of Harvard University have petitioned the faculty to abolish compulsory attendance upon morning prayers, argues that the faculty have not attempted to exercise any direct influence for the preservation of the traditional custom. The students argue that voluntary attendance would necessarily betoken genuine interest in the religious exercises; that the sense of compulsion produces indifference, if not hostility, to the observance; that whereas the attendance of those whose religious faith is not in harmony with the particular observance is not required, the attendance of no one should be compelled; that the abolition of compulsory attendance upon Sunday services at church, and the remission of compulsory attendance upon prayers twice a week, already conceded, leave no logical ground for the retention of further compulsion on religious matters.—*The Current*.

A MEETING of the colored population of Windsor was held in the basement of the Baptist Church recently. It was called for the purpose of ascertaining the views of the colored people regarding the proposal of the school board to do away with the colored school. Messrs. D. B. Odette, Geo. McPhillips and J. S. Edgar, trustees, and Alex. Bartlet, secretary of the school board, and Messrs. Sinclair and Duncan, high and model school teachers, respectively, were present. The speakers on behalf of the colored people were Messrs. B. Coleman, R. Price, Jos. Odey and Henry Thornton. These were all in favor of abolishing the colored school as a separate institution. They want the color line completely obliterated in educational matters, and a resolution to that effect was unanimously adopted. One of the principal reasons urged for the abolition of the colored school, is that many of the colored people live a long distance from the school, and to reach it are compelled to pass schools which they claim they should be allowed to enter.—*Ex.*

A NEW pension law will go into effect in Prussia in April next, and judging from several inquiries received by the writer, it may be of general interest to state its main features. Until now each province had its own peculiar mode of pensioning teachers. No age, no special limit for the termination of active service was fixed, and the pension was not given before the teacher had become absolutely incapable by old age to continue his duties. The pension then, as a rule, was paid out of the salary attaching to the position, so that, from the salary of the successor a deduction, often amounting to one-third of the entire amount, was made to pension the teacher who had previously held the position. If the remaining amount was insufficient to pay the new teacher, the community, and, if necessary, the government, added to the salary from the public funds. The new law does not fix any special age when the teacher should be entitled to a pension. He has no claim to any pension until it has been adjudged that he is no longer capable to attend to the duties of his position. This conditional right to be pensioned begins only after ten years of service, and at that period the amount of pension to which the teacher is entitled is limited to  $\frac{1}{3}$  of the salary which he has been receiving. For each year of teaching

done over and above these ten years the pension is increased by  $\frac{1}{10}$ , so that after, say forty years of service, the maximum limit of pension,  $\frac{4}{10}$ , or three-fourths of the regular salary of the position, is reached. The State contributes to this to the limit of about \$150. The rest is taken from the salary of the successor. If the latter's salary is decreased thereby to less than three-fourths of the original amount, the community must make up the deficiency. The large cities, however, have always paid municipal pensions to their teachers in addition to the government pension.—*See pp. 193 and 194 of the Annuaire de l'Enseignement of 1886.*

#### NORTH ESSEX TEACHERS' ASSOCIATION.

A VERY successful meeting of the North Essex Teachers' Association was held in the Windsor Central School.

The attendance was good; nearly all the teachers of the riding were present, although the roads were in a very bad condition.

As usual the lessons of the morning sessions of Friday were carried on in French.

Mr. Albert Bondy ably explained the difficult passages in the "Syllabaire mon petit," and Miss Delphine Verduyn gave an admirable lesson on "How to Teach French composition."

The afternoon session opened with a paper and blackboard work on "Drawing," by Mr. Duncan, head master of the Central. Mr. Duncan gave evidence of being well "up" in his subject, and kindly offered to open a free class on Saturdays for such teachers as were desirous of mastering the art. Doctor McLellan, Director of Teachers' Institutes, then took the floor, and in his usual vigorous, clear, and humorous manner gave a fine lesson upon "Reading and Literature."

The entertainment in the Town Hall in the evening was a success.

The presentation "with the Compliments of the North Essex Teachers' Association," of a handsome basket of flowers, was made to each of the ladies who took part in the entertainment.

The work opened Friday morning by Miss Fuller putting forth the plea for the little ones in a paper upon "Should children from five to seven years of age be kept in school six hours a day?"

Mr. Ashdown took the place of Miss Hutton, and gave a composition lesson to a French class.

Doctor McLellan then took up "English Grammar," showing how the subject might be simplified.

In the afternoon, after finishing his lecture upon English Grammar, the Doctor gave an instructive lecture upon "The Teaching of Language. During the day Mr. Ford, of Detroit, visited the convention and gave an address.

#### Correspondence.

##### THE ANSWER TO QUESTION NO. 4.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—my solution of question 4 is wrong, as you no doubt see. I took cost of spinning to be 11c. per lb. of wool instead of 11c. per lb. of yarn.

Yours truly,

S. SILCOX.

#### Promotion Examinations.

##### CANADIAN HISTORY—THIRD TO FOURTH CLASS.

###### COUNTY OF LANARK.

1. Explain, County Council, Reeve, Trustee, By-law, Minister of the Crown.
2. Who is the present Premier of Canada? Of the Province of Ontario? Minister of Education? Lieutenant Governor of Ontario?
3. Write a short account of the second voyage of Jacques Cartier to Canada.
4. What is meant by the Company of the Hundred Associates?
5. What is a 'monopoly'? To whom were monopolies granted?
6. Write notes on the Six Nations, Customs of Paris, Union of 1840, Frontenac, Tecumseh.
7. What important events happened in 1492, 1497, 1535, 1812, 1867.

###### COUNTY OF PEEL.

1. Write brief notes on Cabot, Champlain, Wolfe, Brock, Egerton Ryerson, Sir John Macdonald, Edward Blake, Louis Riel.
2. What is Representative Government, and when was it introduced into Canada?
3. Write explanatory notes on: Washington Treaty, Quebec Act, and Reciprocity Treaty.
4. State what you understand by the following: Responsible Government; an Act of Parliament; a Bill; to Prorogue Parliament; Dissolve Parliament.
5. When was the Dominion of Canada formed? Of what Provinces did it then consist? What Provinces have been added since. Give Dates.
6. The Legislative body of Quebec is differently constituted from that of Ontario. Explain the difference.

###### SOUTH GREY.

1. What nation deserves the honor of sending out the real discoverers of Canada? Name their two great discoverers, and the parts they visited.
2. Name and give the position of the first two towns founded in Canada, stating the founder, with dates.
3. Name the first, last, and most notable of the French Governors.
4. What gave rise to the wars by which England gained Canada? What three important places were taken near the close of the war, and by what treaty was Canada ceded to the British? Date.
5. What caused the rebellion of 1837, and what resulted from it?
6. When was the British North America Act passed, and for what purpose?
7. Who is the present Governor-General of Canada? the Premier? the Lieutenant-Governor of Ontario? the Premier of Ontario?



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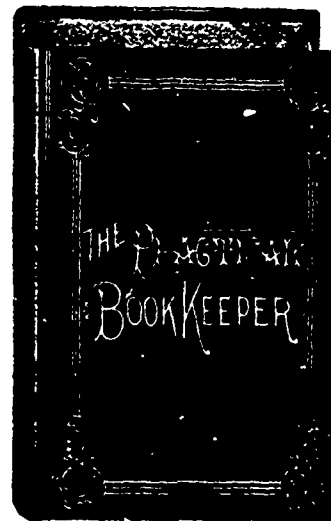
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