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Educational Weekly

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Edited by T. ARNOLD HAULTAIN, M.A.

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TORONTO, SEPTEMBER 23, 1886.

WE have reviewed at some length in this issue "The Public School History of England and Canada." To praise a book is always easy, for one can praise without giving reasons for praising. But to criticize adversely is difficult, for one dislikes blaming without giving reasons for blaming. The reasons we have given for our opinion we hope will satisfy our readers. When we compare the book with "The Children's Picture-Book of English History" we are not arguing for a simpler book, a story book, but only that the work before us should have been written in a more taking style. What is the chief ingredient of a taking style, as far as children are concerned, we think we have shewn.

WE call attention to the paragraphs taken from the English *Schoolmaster* to be found in the "Educational Opinion" columns and headed "The Art for School Association." Something of the same kind might, we think, by enterprising publishers

be done in this country. If it were, without doubt we should in the not very remote future hear less of the dearth of artistic spirit in the Dominion.

THE "Special Paper" on "The Queen's English" from *Education* is worthy of careful reading. The confessions which the New England writer makes might, with little exaggeration, be made by many in our broad lands also. The lower classes probably will never be wholly free from linguistic vulgarisms: the lamentable fact, however, is that here the higher classes also are grievous sinners in this respect.

THE *Times* (London, Eng.), devoted recently a large amount of space to a description of the Canadian section of the Colonial and Indian Exhibition. The writer, if not a Canadian (to which probability not a few peculiarities of style point), was at least fairly well informed on Canadian matters, and he has done a very great deal to open the eyes of the British public in regard to the wealth and resources of the Dominion. He is an obstinate creature, the British public. Self complacency seems to have hardened his heart. His heart has waxed gross, and his ears are dull of hearing, and his eyes has he closed. Nevertheless the Exposition must have done much to enlighten him, even in regard to Canada. Indeed this is evident from the tenor of the *Times'* description. Not once or twice do we come across such sentences as, "Probably few people thought that Canada was so far advanced in civilization as to be able to produce such a profusion of articles," etc. But the writer has done more than give a mere description of the Canadian coast; he has read Blue Books, consulted statistics, referred at some little length to such matters as railways, educational system, manufactures, fisheries, game, forestry, shipping, exports, imports, etc., etc. Nor does he content himself with mere reference to such subjects, but offers suggestions which, if not new to us, are at least sensible. For example: he draws attention to the enormous destruc-

tion of timber by means of fire, and the resulting impoverishment of the country. This denudation, he says, is "almost incalculable, and of serious national importance." And when he goes into detail, so indeed it seems.

"The greater part of the white oak and rock elm," he says, quoting from Dr. Robert Bell, of the Geological Survey, "has been already exported. The cherry, black walnut, red clover and hickory, have likewise been practically exhausted. Red oak, bass wood, white ash, white cedar, hemlock, butternut, hard maple, etc., as well as many inferior woods, are still to be found in sufficient quantities for home consumption. A considerable supply of yellow birch still exists, and in some regions is almost untouched. Mr. Bell shows that the white pine, the great timber tree of Canada, has a very much more limited area than is popularly supposed. Even if we include the Douglas pine area of British Columbia, the pine region is very limited compared with the whole area of Canada. The principal white pine reserves, as yet almost untouched, are to be found in the region round Lake Temiscaming and thence westward to the eastern shore of Lake Superior and to the central parts of the district between the Ottawa at Georgian Bay. But the exportable white pine, Mr. Bell tells us, must be exhausted in a few years though there are still vast quantities of spruce and larch to fall back upon, not to mention the immense supplies of British Columbia. But there are still vast forests of small timber in the northern regions which can soon be used for agricultural purposes, and which could be used for railways, telegraph poles, fences, and such like. Still surely the condition of the Canadian forests deserves the serious attention of the Central and Provincial Governments. If it is decided that they are not worth preserving, then let the reckless lumberman and the forest fire have their way. But surely a produce which has still so important a place in the exports and in the internal economy of the country deserves looking after. All that is wanted is systematic cutting and systematic planting not only of native trees but of such foreign species as would flourish on Canadian soil."

It is very pleasant to see weighty matters of Canadian internal economy brought so prominently before the notice of the mother country.

THE following table shows in detail how the vote on the Federation question was cast:—

Conference.	FOR		AGAINST	
	Min.	Lay.	Min.	Lay.
Toronto.....	4	14	10	8
London.....	8	8	8	7
Niagara.....	9	0	7	6
Guelph.....	12	15	4	2
Bay of Quinte.....	5	10	11	6
Montreal.....	10	10	11	7
Nova Scotia.....	1	4	8	4
N. B. and P. E. I.....	3	3	5	4
Newfoundland.....	2	—	2	—
Manitoba.....	2	2	2	2
Total.....	66	72	68	46

Contemporary Thought.

THE best preliminary preparation for even the studies of a specialist is a liberal education. Such an education connects him with the wide circle of thought and knowledge, and saves him from narrowness and hobbies. The man who can do one thing best is usually a man who could have done other things well.—*Prest. Bartlett (Dartmouth Coll.) in "The Forum."*

VALUABLE as are good buildings, comfortable rooms, neat furniture, and other appurtenances, after all the teacher is the soul and life of the school. It is his spirit that gives life and inspiration to the pupils. The mental growth and, to a large degree, the future character of the children are in his keeping. Such being the character of the case, how very important that the most scrupulous care should be exercised in the appointment of men and women to these responsible positions.—*Supt. W. H. Baker, Savannah, Georgia.*

I AM more and more convinced that while oral and object-teaching can be used to advantage in interesting and instructing many classes, yet there are certain things, like the tables in arithmetic, certain dates and events in history around which cluster all the rest, and certain subjects and topics in geography and grammar that must be thoroughly learned, committed to memory, drilled into the mind so they can never be forgotten, in order to have sure, quick, and accurate scholars, and to make the school education practical for after-life.—*Mr. L. L. Camp, Dwight School, New Haven, Connecticut.*

HOUSEWORK is the most honourable of avocations. What could be more desirable than to have a nice house without paying rent, food provided without our care, and wages in addition, with all the comforts and privileges which a good Christian woman can give a housemaid? We should like to see . . . the girls that now flock to city shops and stores taking positions in families as laundry women, cooks and waiting and nursery maids. How much more free and independent they would be! How much better protected, and less exposed to physical and moral dangers.—*Advocate and Guardian.*

THOUGH it speaks little for modern civilization, the masses of the people are wont to esteem the savage as preternaturally wise in the secrets of Nature, more especially in the prevention and elimination of disease, accrediting him with knowledge botanical, pharmaceutical, and therapeutical, that if possessed of but a shadow of reality would be little less than divine. In this we have interesting evidence of man's tendency to reversion, and of lingering attributes of the final state of his awe in the presence of the occult, and inherent worship of the unknown; for how frequently one encounters, in all ranks and classes of society, individuals who, in spite of refined teachings and surroundings, exhibit an unmistakable taste for charlatanism in some of its many forms, secular and spiritual!—*Popular Science Monthly for September.*

EDUCATION has an internal and external aspect. Considered as to its essential nature, education is human development. Man comes into the world endowed with certain physical and mental capa-

cities. These are at first in a germinal or undeveloped condition; but they contain within themselves large possibilities and a strong impulse towards development. The object of education is to lead the several parts of a man's nature to a harmonious realization of their highest possibilities. The finished result is a complete manhood, the chief elements of which are a healthy body, a clear and well-informed intellect, sensibilities quickly susceptible to every right feeling, and a steady will, whose volitions are controlled by reason and an enlightened conscience.—*Prof. F. V. Painter, of Roanoke College, Va.*

A CHINESE newspaper gives an interesting description of the system adopted in the education of a Mancho prince of the blood royal. Rising at about three o'clock in the morning, the imperial pupil is first given a lesson in Chinese literature to learn. If he does not accomplish his task properly, his tutor requests a eunuch to bring the ferrule. The prince is not punished himself, but one of the eight fellow-students who always accompany him is flogged instead—a sort of vicarious chastisement. If he is very bad indeed, he is taken to the Emperor, who directs a eunuch to pinch his cheeks. The whole of the prince's day is taken up with mental and physical exercises. At suitable intervals his meals are weighed out for him. When he is fifteen years old he must marry. One year before a wife is selected for the heir apparent he is provided with a handmaid, who prepares him for a husband's duties. No one but the empress is allowed to pass the night with the emperor. The emperor sleeps with eight handmaids sitting upon his bed and sixteen others underneath the bed. Their function is to keep watch over his majesty, and they are not allowed to sneeze, cough or utter any sound.

THERE are at least three kinds of education—that of the home, of the school, and of the street, presided over respectively by the parent, the teacher, and the loafer. The last is too often the most potential; the first can and ought to be; while the second is belittled because often the parent does not see that the teacher has a fair chance in the fight. I cannot charge anything but indifference upon parents in general; but this charge is sufficiently grave, for it is quite true, as the ancients believed, that against the indifference of the people the gods themselves battle in vain. When the father will, he can be a splendid teacher for his child; when the mother will, she can make the sewing room or the kitchen eloquent with those memories of lessons learned, and of problems tried, which every scholar knows all about and keeps as his dearest treasure; when father and mother both will, they can uphold the hands of the teacher, and the three, working together, will make an irresistible power to leave the world better and purer after they have dropped out of the struggle.—*Pennsylvania School Journal.*

THE great intellectual issue of the present day, however some may try to disguise it, is that between dogma on the one hand and the free spirit of scientific inquiry on the other. In using the word dogma, we have no wish to employ the argument *ad invidiam*—to take advantage, that is to say, of the popular prejudice no doubt attaching to recognized dogmatism. No, we frankly confess at the outset that a man may argue for dogma

without betraying any dogmatic spirit, and that there would therefore be no fairness in embracing dogma and dogmatism in a common condemnation. None the less do we maintain that dogma is opposed to the free scientific spirit; and that the world is now being summoned to decide which of the two it will take for its guide. A definition of dogma, as we understand it, is therefore in order. By dogma we mean a traditional opinion held and defended on account of its assumed practical value, rather than on account of its truth—an opinion that is felt to require defending; that, like our "infant industries," needs protection; and round which its supporters rally accordingly. When great and special efforts are being made to place and keep a certain opinion on its legs, so to speak, be sure that it is a dogma that is concerned, and not any product of the free intellectual activity of mankind.—*From "Ex-President Porter on Evolution," by W. D. Le Sueur, in Popular Science Monthly for September.*

PRESIDENT STILES, of Yale College, in his Election Sermon of May 8, 1783, before the General Assembly of Connecticut, portrayed the future glories of the United States in terms almost prophetic. The arts, the arms, the commerce, the literature of the new nation in the coming decades are dwelt upon by the venerable doctor with an enthusiasm which would be considered now-a-days rather more appropriate in a freshman's first forensic effort. One of the richest of his themes is the inevitable growth of population, and he dilates upon it as if the complete census report of 1880 had been unrolled before his enraptured vision. "Our degree of population is such as to give us reason to expect that this will become a great people. It is probable that within a century from our independence the sun will shine on fifty millions of inhabitants in the United States. This will be a great, a very great nation, nearly equal to half Europe . . . so that before the millennium the English settlements in America may become more numerous millions than that greatest dominion on earth, the Chinese Empire." Not once, throughout his long vaticination, does it seem to have occurred to Dr. Stiles that his descendants might find some drawbacks to this happy enumeration of fifty millions, or that the Americans of 1886, looking at the successive census reports with their steady decennial leaps of one-third, might be provoked only to murmur plaintively, "How long?" To him fifty millions meant power, wealth, resources, ten millions of fighting men, universal respect abroad, with only that vague sense of "responsibility" which should prevent the possessor of a giant's strength from using it like a giant. To us it means the exaggeration of contrasts of wealth, the exasperation of those who would have considered themselves examples of comfort fifty years ago, a proletariat not grown out of proportion, but armed for evil with weapons which can do more mischief in an hour than can be repaired in a year; and, to the gloomy among us, the prospects for the future are only of a time when the country shall be "like a Stilton cheese, run away with by its own mites." Time has brought us respect abroad; but with it, and a part of it, has come a growing danger from within—the increasing size of the residuum which prefers lawlessness to law.—*The Century for October.*

Notes and Comments.

We wish to make the following important correction:—In the review of the "High School Algebra" and the "Elements of Algebra" in the issue of September 2nd, for *include*, p. 521, l. 1, read *exclude*.

We have much pleasure in recommending to those of our readers who take a delight in reading educational journals, *The New Brunswick Journal of Education*. It is a new publication, issued fortnightly at the modest price of fifty cents a year.

THE *Globe* says: "THE EDUCATIONAL WEEKLY discusses the question of the proposed Preceptors' College. It commends the scheme on the whole, but insists that the analogy drawn between the proposed college and the Law Society or the College of Physicians and Surgeons is imperfect."

"IN these days," says the Colchester *Star*, "when the ability of women, especially as teachers, is more than ever recognized and acknowledged, why in the name of all that is chivalrous and manly is not some attempt made to bring about the equalizing of the salaries of the sexes to some degree compatible with honesty. In this town alone the salaries of our *two* male teachers would pay those of *six* of our female teachers."

A VERY large proportion of the failures in the first year of the high school, says Principal E. W. Coy of Hughes High School, Cincinnati, "is due to a lack of self-reliance, on the part of the pupils, in the work assigned them. By the time they reach the high school they should have developed, in large measure, the power of independent effort. Judicious assistance and guidance must still be given, but it is not to be expected that the pupil will sit passively down and wait for the teacher to fill him with the requisite amount of knowledge to enable him to pass on to a higher grade. The best teaching is that which tends to render the teacher unnecessary by fitting the pupil to carry on his education for himself. The graduate of the high school has gained from his course little that is of real value if he has not acquired the power to think and act for himself.

THE *American Agriculturist* makes the following excellent remarks on the treatment of boys:—Too many men make their boys feel that they are of little or no account while they are boys. Lay a responsibility on a boy and he will meet it in a manful spirit. On no account ignore their disposition to investigate. Help them to understand things. Encourage them to know what they are about. We are too apt to treat a boy's seeking after knowledge as mere idle curiosity. "Don't ask questions" is poor advice to boys. If you do not explain puzzling things

to them, you oblige them to make many experiments before they find out; and though experimental knowledge is best in one sense, in another it is not, for that which can be explained does not need experimenting with. If the principle involved is understood, there is no further trouble, and the boy can go ahead intelligently. Do not wait for the boy to grow up before you begin to treat him as an equal. A proper amount of confidence, and words of encouragement and advice, and giving him to understand that you trust him in many ways, helps to make a man of him long before he is a man in either stature or years.

THE prime factor in the success of the individual schools is the principal, and no amount of itinerant supervision can supply his place. Through him, largely, must the general superintendent act upon the schools. He only can efficiently supervise the work of the school-room, correcting errors and devising methods for securing better results. He should be familiar with the discipline, instruction, and personal influence of every teacher in the school, and with the results of her efforts. He may have assistants as studious, as thoughtful, as alert as himself, but from his wider outlook and better opportunities for observation and comparison, he is in a more favourable position for judging correctly of the quality of the work done; and the better the teacher, the readier is she to receive and adopt any suggestion that his thought or observation may lead him to make. Any authority coming in to supersede him in the direct management of the school, in the examination of pupils or the arrangement of classes, must depreciate his influence and tend to the injury of the school. Schools may suffer from too much as well as from too little supervision.—*George Howland, Supt., Chicago.*

PROFESSOR NORTON, in *The New Princeton Review* defends the memory of Carlyle from the ignominy of the Froude publications. The following is an excerpt from Professor Norton's paper. "At the end of the note-book that contains the greater part of the narrative entitled 'Jane Welsh Carlyle,' is a loose sheet originally wafered on the last page of the book. The first paragraph on this sheet is the last in Mr. Froude's volumes—a most tender and affecting passage. Two unimportant paragraphs follow, and then come these words, the motive for the omission of which is plain. No indication is given in the printed text of their omission. 'I still mainly mean to burn this book before my own departure, but feel that I shall always have a kind of grudge to do it, and an indolent excuse, "Not yet; wait, any day that can be done!"—and that it is possible the thing may be left behind me, legible to inter[est]ed survivors—*friends* only, I will

hope, and with worthy curiosity, not *un* worthy! In which event, I solemnly forbid them, each and all, to publish this bit of writing *as it stands here*, and warn them that *without its editing* no part of it should be printed (nor so far as I can order, *shall* ever be); and that the "fit editing" of perhaps nine-tenths of it will, after I am gone, have become *impossible*. T. C. (Sat'y, 28 July, 1866.)' It is difficult to conceive of a more sacred injunction than this. It has been violated in every detail."

"ANOTHER visitor [to the Colonial Exhibition] who deserves special mention is the headmaster of the Brighton Grammar School. This gentleman has for some time been engaged in careful inspections of the Exhibition, and, among other sections, the Canadian has met with due attention. The object of these inspections was, in the first place, to furnish material for lectures to the boys of his own school, but, happily the notes have been republished in a form admirably suited to their present purpose, *i.e.*, for lectures to working men's and other clubs on the features of the display and the suggestions arising from it. The pamphlet is well worthy of careful study, for the information is terse and fairly accurate, while the deductions in many cases show considerable shrewdness. Here, for instance, is a paragraph relating to the industrial enterprise exhibited in the Canadian Section:—'Notice the excellence, the variety and the price of the respective Canadian industrial exhibits, and do not forget that the manufactures of Canada are still in their infancy. Will Canada become a smaller purchaser of British manufactures than she is now? Will Canadian manufactures ever enter into competition with British manufactures in the markets of the world? What lesson does the following extract from the letter of a Pekin correspondent of the *Times* teach?—"A Canadian told me of his vain attempts to get things made in England as his customers required them. One of his articles, I remember, was axes, of which he sent drawings and wooden models till he was tired, but could never get the pig-headed makers to vary their traditional form. All the explanation he could get in reply to his complaints was that, 'that was the way to make an axe.'" There is yet, however, in the opinion of the writer, time for the English workman to regain his supremacy. He points out that, taking the exports of Canadian mines at 10, fisheries will stand at 22, forest products at 58, animals and other products at 69, other agricultural products at 39, and the manufactures, at the bottom of the list, at 9. For many years, therefore, he concludes, Canada should find her greatest profit by developing her natural resources, and exchanging them for British manufactures."—*Canadian Gazette.*

Literature and Science.

GOD SAVE THE QUEEN.

INSCRIBED TO W. J. EVELYN, M.P., ENGLAND.

HERE'S the Queen, boys, God bless her!

Ah! long may she reign

O'er hearts that for England,

Must conquer again!

Aye conquer again!

Wherever they roam,

For God, truth, and home!

Still ready when war calls,

To conquer again.

Here's the Queen, boys, God bless her!

Come shout it afar,

For her glory and fame

We're ready for war!

Aye, ready for war!

On land or on sea,

Who'll flout us while we,

For her glory and fame,

Are ready for war!

Here's the Queen, boys, God bless her!

On time's scroll be seen,

Star-jewelled, our England's

Proud God save the Queen;

Our God save the Queen!

Our being a part,

It leaves in each heart,

Star-jewelled our England's

Proud God save the Queen!

Here's the Queen, boys, God bless her!

Her glory be one,

Marching on through all time,

With march of the sun;

With march of the sun!

O'er gods still to reign;

Earth's conquerors, again!

Marching on through all time,

With march of the sun!

OTTAWA.

CHARLES P. O'CONNOR.

CANADIAN MINERALS AT THE COLONIAL EXHIBITION.

THE mineral exhibits would seem to be arousing considerable inquiry among visitors generally to the Canadian Section. The specimens of iron ores, manganese ores, asbestos, soap-stone, graphites, and granites have attracted particular attention, and there have arisen several offers to buy largely if satisfactory quotations can be obtained. In all such cases inquirers are put into direct communication with the Canadian producers. One gentleman who has carefully examined the iron ores recently, is about to leave for British Columbia to erect, at considerable cost, works for smelting purposes. Mr. Sugg, of the Vincent Works, Westminster, a member of the well-known firm of gas engineers, has also recently been placed in communication with the miners of soap-stone in the Eastern Townships of Canada. Large quantities of this material are at present reported by Messrs. Sugg from Germany for use in their works, and it is hoped that an article of as good, if not better,

quality may be obtained from Canada at favourable prices. Other inquiries have related to Canadian ochres, and many samples of this mineral have been furnished for experimental purposes and for report to the Geological Survey.—*Canadian Gazette.*

THE BABY FLAT-FISH.

"ONCE upon a time," says that delicious creation of Lewis Carroll's, the Mock Turtle, "I was a real turtle!" Once upon a time, the modern sole might with greater truth plaintively observe, I was a very respectable sort of a young codfish. In those happy days, my head was not unsymmetrically twisted and distracted all on one side; my mouth did not open laterally instead of vertically; my two eyes were not incongruously congregated on the right half of my distorted visage; and my whole body was not arrayed, like a Portland convict's, in a party-coloured suit, dark brown on the right and fleshy-white on the left department of my unfortunate person. When I was young and innocent, I looked externally very much like any other swimming thing, except, to be sure, that I was perfectly transparent, like a speck of jelly-fish. I had one eye on each side of my head; my face and mouth were a model of symmetry; and I swam upright like the rest of my kind, instead of all on one side after the bad habit of my own immediate family. Such, in fact, is the true portrait of the baby sole, for the first few days after it has been duly hatched out of the eggs deposited on the shallow spawning-places by the mother-fishes.

After some weeks, however, a change comes o'er the spirit of the young flat-fish's dream of freedom. In his very early life he is a wanderer and a vagabond on the face of the waters, leading what the scientific men prettily describe as a pelagic existence, and much more frequently met with in the open sea than among the shallows and sand-banks which are to form the refuge of his maturer years. But soon his *Wanderjahre* are fairly over: the transparency of early youth fades out with him exactly as it fades out in the human subject: he begins to seek the recesses of the sea, settles down quietly in a comfortable hollow, and gives up his youthful Bohemian aspirations in favour of safety and respectability on a sandy bottom. This, of course, is all as it should be; in thus sacrificing freedom to the necessities of existence he only follows the universal rule of animated nature. But, like all the rest of us when we settle down into our final groove, he shortly begins to develop a tendency toward distinct one-sidedness. Lying flat on the sand upon his left cheek and side, he quickly undergoes a strange metamorphosis from the perfect and symmetrical to the lopsided condition.—From "*The Science of Flat-Fish, or Sales and Turbot*," in *Popular Science Monthly*.

Special Papers.

THE QUEEN'S ENGLISH.

WE have recently organized a Lyceum in S—, which we call "The Union Debating Club." It is composed of citizens and students, and its officers are from both the school and the village. Among the officers suggested by the committee of arrangements was that of *Critic*, and a person was nominated for that position. Whether the person nominated was chosen, whether he accepted the office, and whether his labours were acceptable to the debating club, does not concern us here. Let us imagine that he accepted the place and so satisfactorily performed his duty that he was appointed a sort of "general critic." Let us take a tour with him, to-day, through the homes and schools of the laud, and listen while he criticizes the Queen's English as it is used in New England.

We enter a thrifty farm-house. On every side are the evidences of intelligence and industry. Four county papers lie on the sitting-room table; the *L— Journal*, a Boston daily, and the religious weekly, are, it may be, close beside them. The farmer enters. He converses intelligently and eagerly on social or political topics. His theories about the tariff, civil service, or prohibition, are established, and he can give you a reason for the same, which you will find it difficult or impossible to controvert. His expressions are original, and often forcible; but, alas! for the Queen's English. He tells you that "Cleveland hadn't orter be elected; and, between you and I, he wa'nt." He invites you to "set down a spell." He asks you where you went to church "*yisterday*"; or, if you "see the new minister Sunday"; or, how your wife "*dooz*." As you leave, he begs you to "call *agin*," or asks you why you are "goin' so soon."

You enter the school-room. Everything is pleasant and orderly. The classes in arithmetic, algebra, geometry, geography, recite glibly and understandingly; but, as in virtue of your office, you stop to criticize more closely, you cannot help saying to yourself, "Why will they mumble their words? What has become of their R's? What shall be done for the missing G?" Perhaps the teacher, in her embarrassment at the presence of a *professional grumbler*, forgets her seminary or academy, or even her normal training, and, going back to her "fireside language," tells her pupils to "try and set still," or to "study good." Perhaps she tells the class in "*alge bray*" to take the recitation seat; or the class in arithmetic, to "do the sums in subtraction." Perhaps she gives the girls a "*rècess*"; or says "yis" when she means "yes"; or talks about "*learning*" her scholars grammar.

You leave the school-room and walk the village street. You meet a child near the Post-office: "Are you going for the mail," you inquire. "Yes, I be," is the quick reply. I'll take "them letters" for you.

You enter the church on the Sabbath. The sermon is instructive or persuasive; the illustrations are happy; the arguments are unanswerable. You forget your business as fault-finder while you listen to the eloquent or wise words. Perhaps no blunder in grammar or pronunciation will greet your waiting ears. Such sermons are sometimes preached, but they are rare as roses in winter, or charity towards political opponents. Probably the sermon, to-day, will be no exception. You will hear some verb that has forgotten the number of its nominative case, or an "ing" that has lost its termination, or an "on" that sounds like "con."

You go to the prayer-meeting. You ought not to criticize there, but how can you help it? Some one repeats the verse, "Judge not, that you be not judged." A familiar voice gives some comforting thoughts. A new application of the old, old story brings tears to your eyes. But, ah! the tear is changed to the shadow of a smile. You forget the good, true words, and remember your unwelcome mission. Listen! Is it possible that Dr. Blake said, "It don't make no difference" to the Lord whether you are rich or poor? Yes, it is even so; and Deacon Bruce is saying, "I think sometimes I am fur from the kingdom." Even Prof. Hinds tells about "the new beginning in righteousness."

You meet an acquaintance; he is glad to see you, for he does not know you are a critic to-day. "Look here!" he exclaims, while you are looking at him as intently as possible. "Look here! where did you come from?" "How are you?" he continues, with a warm grasp of the hand. "Did you know it was me?"

You go to the Lyceum. The minister, the lawyer, the teacher, and the school-boy speak; they speak well. Their arguments are good, and you agree now with one side and now with the other, as the disputants take their seats. Again you are forgetting your office. "Look out for the Queen's English!" you say, at length, to yourself. But hark! Who says "deestric"? Is it the school agent? Does not the doctor sandwich his sentences with "Well, now"; or the minister say "governmunt"; or the teacher say "a good deal"? "I guess likely," do you answer?

You go to the teachers' convention. Even there you find the blunders have come, and you are glad; for misery loves company. You may not like to hear your friend on the platform say, "I learned my scholars," or "John went to school, and Mary did also;" but you are liable to say something equally incorrect.

You go home and think. A voice seems to whisper, "Physician, heal thyself; critic, criticise thine own mistakes." You look within; you watch yourself; you ask your friend to watch you. What is the result? Those "ings" may be very well when you are abroad; but at home they sometimes lose their ringing sound, and become plain "in." You leave out the consonants, and forget to give "the full, open sound of the vowels." You say interesting for *inter*esting, and use many unnecessary or inappropriate adjectives. You even say, "It ain't so," when told of your blunders.

"What is the reason of this?" you say to your wife, as, weary and crest-fallen, you sit by your blazing fire to make out your "critic's report." "Why are we all so careless in our pronunciation, our grammar, and our rhetoric? Why do we thus murder the Queen's English?" The answer is many-fold. Some of our blunders might be called hereditary. They rocked our very cradles; we have learned them at the home fireside, on the street, at school, from the mouths of our parents, and even our teachers. In the expressive speech of Virginia, we have learned and we cannot "disremember" them. Each locality has its peculiar faults, which it insists on perpetuating. At a dinner-table, not long ago, I asked an Englishman present what expression seemed to him peculiar to "Yankees." After a moment's thought, he said: "One of the most noticeable is, '*I want to know!*' used as an exclamation of surprise. "It is not a Yankee blunder," said I; "it is *seldom* used among intelligent people." He was silent, but looked incredulous. Before we arose from the table, a lady of intelligence who was present followed one of the Englishman's queer remarks with the very expression we had been disputing about, "I want to know!" The laugh was in favour of the Englishman then. He enjoyed it, and told us, with great glee, of a "Yankee" who had said, "I want to know!" three successive times after a Londoner's story. Each time the story had been repeated by the patient Briton, but when, for the fourth time, the American said, "I want to know!" John Bull could endure it no longer. "I have told you three times," he burst forth angrily: "what on h'earth do you want to know again for?" We laughed (rather faintly) at the minister's story, and willingly agreed to say nothing further about the letter *h*. We said then, as we have often said since;

"Oh! wa'd some power the gistic gie us
To see oursel as others see us;
It wad frae monie a blunder free us
And foolish notion."

It was in the South, some years since. At a dinner-party, one day, a gentleman, whom I knew very well, said to me, jokingly, "Why do Yankees put a question at the end of every sentence? Why do they always an-

swer one question by asking another?" "I don't know; *do they?*" was my thoughtless reply. The good-natured laughter of my Kentucky friends, and my own mortification at this Yankee reply, set me to thinking—to criticize myself. I found that in countless instances I put a needless question after an affirmative remark. "I think so; don't you?" "It is nice; isn't it?" "They are pretty; aren't they?" "Give me a piece; won't you?" "She is bold; isn't she?" These, and many other interrogatives, were a part of my New England vocabulary. I have not yet disposed of them all.

We often talk of our wonderful New England, our intelligence, our education, our schools. We think no land is like ours; but we find, after all, that we are only a set of blunderers.

For every disease there is said to be a remedy. Is there one for ours? Who shall be the wise physician, and what medicine will he give? The critic has discovered no infallible panacea. It is easy to criticize, hard to reform; easy to preach; hard to practice. He can only offer a few stale suggestions.

And, first, let us agitate the subject; let us agree that we need the medicine; let us convince the patients that they are sick. Then there will be some hope of cure, whether the remedy be in small homœopathic *family* doses, or large allopathic normal prescriptions. Let us lay aside conceit.

Second: Let there be pleasant criticism at home. Let parents watch their children, and be willing that the criticism be mutual. Let there be wise correction at school. Not a continual personal fault-finding at the time of the offence, but a watchfulness and a pleasant after-criticism, which shall assist without being discouraging.

Third: Let there be frequent *oral* practice in putting the ideas of the first authors into our own language. There is no better exercise for forming a correct and concise mode of expression.—*Education (adapted).*

COLLEGE EXTRAVAGANCE.

It is said that at Harvard and some other colleges, which offer exceptional scholastic advantages, the expenses are becoming so burdensome as almost to exclude young men of limited means.

But provisions for table board ought not to cost much more in the Boston markets than at Amherst or Williamstown. Land, with building materials, and so room rent, should not be much higher in Cambridge than in other large university towns such as Providence or Rochester. If a Professor at Harvard does not dress more elegantly than one at Rutgers or Cornell or Oberlin, why need a student? Tuition bills are larger in some institutions than in others, but not very much. Why need a student's expenses

be materially greater in one college than in another?

We are reminded that in the large colleges are wealthy students, who spend two, three and five thousand dollars a year, thus fostering extravagance in living, as their less fortunate classmates shrink from making their poverty conspicuous by living in a plainer style. But the students of limited means must always be in the great majority; and why should they not set the standard themselves, and make economy respectable, as we, in New York, who so far outnumber our millionaire neighbours, countenance each other in modest living, so that a man need not feel himself an utter pariah, even though he does not maintain a yacht or keep a box at the opera? Most college graduates have to pass their lives in more or less intimate business and social relations with persons whose incomes and expenditures are twice, five times, a hundred times as great as their own; and why should not one begin to learn in college how this can be done? Why need the under-graduate, any more than the graduate, live as elegantly as his richest acquaintances?

The fact that ten per cent. of the students, being rich, keep dog-carts and private servants is no reason why the remaining ninety per cent. should either stay away from college or live beyond their means. The serious trouble is not that the few are extravagant, but that the many lack manliness. The ones most deserving censure are not the wealthy minority who sport elegant rooms and drive four-in-hands, but the mean-spirited and cowardly majority who are so deficient in independence and self-respect that they do not dare to live in a style which will betray the fact that their fathers are not millionaires.

We are reminded, however, that the heavy cost is not merely in personal expenses, but in necessary subscriptions to support the boat club and the ball-nine, and also to get up elegant class and society suppers, concerts, and other entertainments. But why need these heavy burdens be assumed? Propose to the average farmer or country clergyman that his agricultural club or ministers' conference shall get up a supper which will cost the members five, ten, or fifteen dollars apiece, and his answer will not be complimentary to your intellect. Why, then, should the sons of these go to any such expense? The majority of the students cannot afford these heavy expenditures; but, alas! they are a pack of moral cowards, and so dare not rebel against them! What is needed is sufficient courage on the part of this great majority to stand up and say that the incurring of all this expense is "con-founded NONSENSE," and that any fellow who says that the class or society will be eternally disgraced if this foolish expense be not assumed is talking unmitigated rot!
—*Independent (New York).*

Educational Opinion.

THE ANCIENT MODERN LANGUAGE CONTROVERSY.

M. RAOUL FRARY, of Paris, has written a book on the ancient-modern language controversy which has stirred up Parisian pedagogues in an amazing way. This book, "*La Question du Latin*," is reviewed very entertainingly by M. Chantavoine in the *Journal des Debats*.

"M. Frary is a philosopher," says his critic, "and, therefore, a sceptic, or perhaps I should say a seeker. His is a curious spirit, restless like that of all liberal thinkers who push their horror of routine to the sacrifice and almost to the despising of tradition, their devotion to truth to a love for a paradox, and their desire for good into chimeras of perfection."

M. Frary, it appears, is always a reformer, always crying down some sort of national or social peril, and now he has sounded his war-cry against classical education as the peculiar pedagogical peril of the time. He is himself a university man, and well up in Greek and Latin. He has been compared by facetious Frenchmen in the manner of La Bruyère to a strong, healthy child, made so by good, nourishing milk, who turns and beats the nurse who fed him.

M. Chantavoine says, "M. Frary does not beat his nurse, however, though it is true that he finds her a little too old and worn out to nourish the youth of this and coming generations." According to M. Frary, the pedagogical evolution of the hour is but one of the partial forms of the evolution of the country. France needs a new and appropriate régime of instruction. Greek is useless and cumbersome. Scarcely any one really knows it now-a-days, except certain Hellenists by profession or vocation, who are, after all, not often really well-grounded in their Hellenism. There are only two classes of students for whom it is at all worth while to keep up Greek courses in our colleges,—those who intend to teach it and those who will never be obliged to earn a living. For the first it matters little; for France would not suffer without Greek professors. For the second class it matters less; for of what use is it for a gay, pleasure-seeking youth, whose life is to be one of enjoyment? it is a loss of time to lead such a student to the portals of a temple which assuredly he will never enter. Few ever go beyond the entrance. Greek should be either restored as a thorough study or given up altogether. If Greek is an encumbrance Latin is a positive burden. We are no longer in the dawn of the Renaissance, when the spirit of humanity weighed down by scholasticism needed to return to fresh springs of existence; when the soul of man, long stifled by

idleness in the cloisters, became naive and pagan again with delight; when speech, still confused and stammering like a child's language, found a way to become purer and richer by the study of the beautiful vocabularies of ancient days. Latin is to-day most decidedly a dead language, and the Latin literature is absolutely dried up.

It is said that the study of an ancient language is an excellent mental gymnastic for the young. But, alas! how many pupils go into training with dull and sterile resignation on those stony ways which grammarians call paradigms! The intended Latin gymnastic enervates them instead of making them more supple. It disheartens instead of exciting them to effort. It is said further that a knowledge of Latin is indispensable to a good knowledge of French. But there is no language which may not be thoroughly learned by itself and for itself, and for this purpose a dictionary of one's own language is of vastly more use than a Latin dictionary. Compare the style of any of your ordinary men of bachelor's degrees, or even your extraordinary ones. How many of them can write for example, in a style at all comparable to a clever woman with no classical training?

It is said, again, that the study of and mental association with the great men and great writers of antiquity forms the mind and educates the heart of a young student. But the French literature alone is quite nourishing enough to furnish this double aliment for Frenchmen. Since our fathers have studiously and happily adapted the ideas of the Greeks and the Romans, because they have chosen well and imitated their models, there is no further need of our studying the classics of antiquity; modern classics reproduce their spirit, and often surpass them in style. By all means let us encourage higher education, says M. Frary; let us keep up our colleges with strong studies and long, continued ones; but let us have them useful. Society demands cultivated men, and society is right; but she will have less prejudice about the sort of thing that makes a man cultivated when we have learned that one can work ten years in the brain of a young man with a better result to show than a harvest of Latin themes. It is an experiment worth trying, and it has not yet been attempted.

M. Chantavoine interpolates a cutting passage here, in his quoting from M. Frary "What will be this experiment?" he asks. "It will commence like most experiments, with grand sacrifices. Greek is dead: let it be buried. Latin is dying; let us put an end to it speedily. Now we must never speak again of either one of them. There is nothing which embarrasses and complicates the future like regret for the past. I will not say that M. Frary will have occasion to regret what he proposes to suppress. In-

deed, I am convinced that he will keep a good part of it for his own personal use. It would cost him something, I venture to say, no longer to read Homer and Virgil in the original. But pedagogical radicalism should allow no half-way measures. M. Frary admits, however, that the ancient languages may be studied by specialists. That which he is pursuing with all his forces, that which he desires most devoutly, is decisive and irremediable separation of classic studies and university education."

In spite of the scientific movement and the practical and positive tendency of our time, M. Frary relegates the sciences to the last years of college work. He does not define his position clearly on this point, but he appears to think that these difficult studies should be taken up when the mind has grown more mature.

He believes that the living languages are destined, in the near future, to supplant with interest and profit the study of the dead languages. M. Frary transports to England and Germany all the fervour which he must have felt in his youth, and which some of us cherish still for Rome and for Athens. English and German, he says, are flourishing languages, and necessary for a Frenchman to know because they are spoken. English and German literature are each an exhaustless reservoir of knowledge, of sentiment, and of ideas, a reservoir from which a modern Frenchman ought to draw. London and Berlin are, with Paris, the capitals of Europe and the hearthstones of the world. The study of the living languages has no warmer friends, no more enthusiastic evangelist, than M. Frary. He draws one along with the ardour of his proselytism. "Let us put the English literature and the Latin in a balance together, without taking into account the infinity of talent of the second order, in the English, and we cannot help acknowledging that religion of the beautiful can be learned as well by a studious stay in London as by a stay in Rome."

A knowledge of Arabic and Chinese is far more important to Frenchmen who have interests in Algeria, and who are knocking at the doors of Peking, than Greek and Latin. French should be taught with more life and vigour. French children should not be drilled in their own tongue as if it were a dead language. In rank with the study of one's own language, M. Frary places that of history. It used to be said that history was the counsellor of princes, and she ought now to be called, through our colleges, the instructress of our democracy.

M. Frary has a passion for geography. He talks of it with such ardour that one would think he had just discovered it. It is too little to say that he is vastly impressed by geography; he is carried away by his

passion for this science, which, he believes, is the mistress of all. A man of genius, a geographer, M. Elisée Reclus, has revealed to M. Frary the immensity of the domain of geography. But he holds scholastic philosophy in slight esteem. It is impossible, he believes, for its teachers to be free from constraint in teaching, and students are usually too young to grasp it and become true philosophers.

"I have tried in good faith," says M. Chantavoine, in closing, "to show the system of M. Frary. I must be allowed to criticise it frankly. I have neither space nor authority to refute it point by point. We must refute in our own manner, those of us who do not believe as M. Frary does, by continuing with all our power the traditions which he attacks, by adoring the gods which he casts down. We are like old music lovers who discountenance the 'music of the future,' and persist in loving the divine gentleness of sweet old melodies. We avow it without blushing; Greek and Latin enchant us. Classic literature is like poetry. Perhaps its realm is not of this world.—especially now, at the end of a century, so practical and utilitarian as the age in which we live. But we are persuaded that if ancient literature should suddenly all disappear, that if the pedagogues felt nothing had gone wrong, to an artistic spirit at least there would be a sense of something missing from the world. M. Frary was a university man, but he is one no longer. As for us we remain convinced and resolved; fighting, if not triumphant, attached to our duty and faithful to that which is left us to guard. It is something to love *belles lettres* in a time when pedagogy and demagoguery and philology, which are neither beautiful nor *lettres*, have made, or are going to make so many ravages.

Apparent dirae facies, inimicaque Trojae
Nummia magna Deum.

M. Frary, who pleases himself by quoting Macaulay, will pardon us this quotation from Virgil. Do we mean to say that we would wish the old edifice restored piece by piece? Not at all. The ancient Sorbonne has just been pulled down. It is time, and only time, to rebuild a new university with classes adapted and accommodated to the new age. There have certainly been bad methods. Is it not possible, for example, in renouncing superannuated exercise, to pour upon the youth of our colleges, not drop by drop, but in a grand flood, the love and the knowledge of this universal literature, which begins with the Iliad and which ends with, for the moment, "*Les Vaines Tendresses*"? Is it not possible, to recruit in all French society an intellectual aristocracy, which will have, for both mission and recompense, the power to enjoy, and spread among us the charm of the beautiful? Is it not possible, even if it

is to be useful only to very few, to explain, to translate, and to comment in class upon ancient literature in a way to lead a young man gently and nobly through the spring-time of his life in company with the muses? Let M. Frary be reassured. I am not begging for Latin verses; I know that they are replaced in the schools by the study of the metric system. But I believe that a student, such as I have imagined, and such as I should like well to teach, would come out of college armed and ready, with his soul open to all beauty, his mind shaped and illuminated by the grand ideas of the masters of human thought. He would be not only a humanist and a scholar, but he would carry with him everywhere, even into pedagogy and politics, the mark and the proof of his distinction.

I believed this before I opened M. Frary's book. I believe it more than ever, now that I have read it."—*Education*.

THE ART FOR SCHOOLS ASSOCIATION.

THE *Schoolmaster* (London, Eng.) says of this Association:—"We welcome the Art for Schools Association on its establishment as likely to accomplish a good work, and we are pleased to find that it has been so far successful. In the few brief minutes during which children in our elementary schools are relieved from the continuous strain of attention to oral lessons or book work it is desirable that their eyes and minds should be relieved by something brighter and more enlivening than the maps and diagrams that usually cover our school walls.

This Association seeks to provide suitable engravings, photographs, etchings, chromolithographs, etc., for our schools by arrangements with publishers and by the republication, at the lowest possible price, of standard works of art. By payment of one guinea on behalf of a school, the publications of the Association can be purchased at members' prices, and annual subscribers of a guinea receive a copy of every publication free in addition. The Association seeks to bring our poorest classes within the reach of the influence of art by loans, and occasionally gifts of framed engravings, etc., to poor schools, and by oral instruction to explain these and the works of art in our National collections. No one who has watched the eager interest with which any addition to the mural decorations of a school is peered into and criticised, and heard the amount of wonderment expressed, and the number of questions asked, can doubt the quiet yet durable influence exerted on the taste and feelings of the children by good works of art. The publications for 1886 comprise ten historical portraits, among which are those of Charles I., Hampden, Pym, and Milton;

(Continued on page 570.)

TORONTO:

THURSDAY, SEPTEMBER 23, 1886.

OBEDIENCE.

II.

DISCIPLINE, well within the bounds of severity, will, as we have shewn, of itself conduce to better scholarship. But the qualification is very necessary. When the control exercised by the teacher passes the limits of justice and becomes harsh, immediately there is created an obstacle to study. This phase of the subject, however, need not be here discussed. What we have to consider is how a want of discipline affects the receptive powers of the pupil.

First, then, it produces a frame of mind hostile to study. The mind, left to itself, unguided, bound down by external authority to no one thing, free to take up any subject it chooses, and free to apply itself or not to that subject as it pleases, is unfit in youth for arduous toil. The school-room is not the place for boys to indulge their particular bents. The university or the professional office is the place for this. And naturally, it is impossible to pursue any particular bent unless the mind has first grasped at least the rudiments of many branches of learning. No one art or science is independent of all or even any others. Our public and high schools are the right and proper places in which to learn those rudiments.

The necessity of applying one's self it-self produces the power of application; and if this necessity is weakened or banished through laxity of subordination, there must necessarily result a weakening or banishing of the power of application. When a child is *obliged* to do a thing, he does it; and it seems to us that, as was pointed out in our last issue, the necessity of this obligation is not, upon this continent, sufficiently recognized or appreciated. This is the kernel of the subject.

So much for the effect of "liberty" upon the receptive faculties of the mind.

Secondly, and chiefly, a diminution of authority must ever exercise a most baleful influence upon the character; and this will again react upon the mind—upon, that is, the purely intellectual faculties. To command is perhaps the highest action of man. It is the especial and distinguished characteristic of great men of the first rank. But to be able to command it

is necessary first to learn to obey. Indeed, we believe the individual who never was accustomed to yield implicit obedience, always will rank below the individual who was early taught the absolute necessity of fulfilling without comment the expressed wish of the parent or master. The latter will possess stronger moral fibre, greater determination, clearer views of justice and impartiality—in short, more force of character.

And character surely influences to a certain extent mental capacity. Given two persons exactly equal in intellect but differing in conduct, the one with the keener recognition of the necessity of following the right and eschewing the wrong will surely made the better use of his mental powers, and by this better use, unconsciously strengthen them more than the other.

If we are right in these generalizations, we are right in the conclusion that where obedience is allowed to decline, education will decline. And we think there is already proof of this upon this continent. General intelligence is certainly at high water mark; the general level of information and of power of thought is high, very high: but what the *Spectator* calls "*scholarship*" is less "exact." Superficiality taints all things. There is a want of thorough grounding. Facts are too often learned at second hand. There is a desire to be brilliant rather than sound.

If it is asked, where are the evidences of this? We say, everywhere: in the columns of the daily press; in magazines, books; in sermons, speeches, conversation; in the whole tenor of the thought of the two great cis-Atlantic nations.

Much, we are perfectly well aware, can be said on the other side of the question. Delightful arguments no doubt may be adduced on behalf of giving the pupil "freedom," allowing him to "educate himself," avoiding anything that will fetter him, allowing his mind to expand freely, to grow naturally. To all of which we shall merely offer as an answer the simple question: Will a tree produce more by being left to itself, or by being pruned?

OUR EXCHANGES.

Wide Awake, *Pansy*, *The Chautauqua Young Folks' Journal*, *Little Men and Women*, and *Baby Land* (Boston: D. Lothrop & Co.) for August and September have been received. To those parents and teachers who desire to have pure, elevating and attractive literature for their children, we can

cheerfully recommend these publications, *Wide Awake* for the more advanced, *Baby Land* for the very little ones, and the others for those of intermediate age. We speak from our own personal experience of their attractiveness to young people, and of their excellent influence. They are all beautifully illustrated, and all edited with conscientious care. *Wide Awake* has lately been enlarged, and to secure an increase of circulation the publishers offer it to new subscribers upon very enticing terms.

REVIEWS AND NOTICES OF BOOKS.

Public School History of England and Canada, with Introduction, Hints to Teachers, and Brief Examination Questions. By G. Mercer Adam and W. J. Robertson, B.A., LL. B. Authorized by the Education Department of Ontario. Toronto: The Copp, Clark Co.

The saying of a very wise man that "of making books there is no end," is no less true to-day than when first spoken, and to histories it specially applies. Perhaps, however, there is more reason that histories should be written than other works; because so few have been satisfactory. The demand for a good history is in fact not met by the supply. The very first qualification that we ask in a historian is the one that we most rarely find—impartiality. Yet if history is to teach us how to make the most of the present and take best provision for the future by the lessons from the past, it is clear that a correct account of that past is indispensable. This we think applies to all histories whether written for young or old. We do not, of course expect that young students will form generalizations from history, but it is only right that the foundation, the basis of a more elaborate and thorough study should be the best of its kind. An erroneous idea of the character of Cromwell or William of Orange, gained in early life, might injure one's historic vision for ever. This we think the authors of the history under review have recognized. In saying that history "comprehends all the facts connected with the moral, intellectual and social life of a nation," they have expressed a truth that underlies all modern theories of history.

The authors have avoided what has so often been a vexatious feature in books written for youth, a patronizing style that assumes a state of ignorance in the pupil that borders on idiocy. Sometimes, perhaps, they have gone to the other extreme. It is scarcely fair to expect that children should answer a question like this—"Show that Canada is governed by the people," or, "Explain the following: Legislative Union—Legislative, executive, and judicial functions of the Cabinet." These questions are better suited to university students than to schoolboys. Again, it is doubtful whether children will understand what is meant by saying that "through Shakespeare literature was immortalized by a marvellous creative power and unsurpassed genius." Nor, as a matter of mere literary criticism do we think the authors justified in saying that "*Paradise Lost*" is the greatest of epic poems! Have they forgotten *The Iliad*, or the "*Divine Comedy*?" These, however, are not weighty matters of dispute.

The Canadian history section of the volume does not please us as much as the English history part. Perhaps a perfectly satisfactory history of Canada cannot be expected for a long time to come. Events

are too recent to have assumed their just proportions, and the majority of the facts upon which Canadian history is based are dull and uninteresting.

Nevertheless, Messrs. Mercer Adam and W. J. Robertson, are accurate and concise throughout, [and beyond conciseness and accuracy perhaps not much should be sought for in a book the price of which is limited to so small a sum as thirty-five cents. Out of this we suppose the paper-sellers, printers, binders, publishers, the book-sellers, and both authors are to be paid. We cannot but think that if a history of England and a history of Canada are to be authorized for use in the public and high schools of Ontario those histories should be the best procurable. The public, we feel certain, would be more willing to pay a high price for one good book than a low price for a book the very cheapness of which is prophetic of the probability that it will be superseded. Neither can it be expected that for this sum of thirty-five cents, and with the limits of two hundred pages, a history of England and a history of Canada can be written which shall be able to call forth any more laudatory adjectives than 'accurate' and 'concise.' The work is for public schools, and a history for public schools should, one would have thought, have been made interesting reading. "On the first reading of a period," well says the Preface (page V.) "minor events, names and dates, should be passed over, and attention directed solely to great facts and personages." Quite right and proper. One does not want to learn history in one's boyhood as one does anatomy. What is wanted in a "History Primer" { as this work is styled (*vide* title page) } is what is called in the Preface (page V.) "the story of the . . . period." History above all things else, and to the young above all others, should be made interesting. Who does not remember the delight with which he gloated over the pages and pictures of "The Children's Picture-book of English History," with its magnificent type, its simple style requiring no questioning to discover its meaning, its dramatic illustrations, and its thrilling anecdotes? The price of this book, certainly, is 5s., but it is worth it.

And this *interestingness* (if we may use the term) is conspicuous in the work before us chiefly by its absence. Interestingness, *for the young*, is best attained by concreteness, and concreteness "The Public School History of England and Canada" eschews. Take the following sentences, for example, chosen at haphazard:—"In many ways has Anglo-Saxon custom come down to us. Our limited monarchy, our parliament, and our county and township systems, are all of Anglo-Saxon origin. In character, also, we inherit much from our Anglo-Saxon forefathers. In large measure we possess their steadiness, energy, enterprise, love of freedom, and dislike of arbitrary restraint. In other ways, happily, we have not copied them. The Anglo-Saxons were fierce, bloodthirsty, and revengeful!" It would be difficult to find more abstract terms if one sought for them purposely.

Minor faults we might also point out; e. g.:—"It aims to reveal." The best authors write, "It aims at revealing." "By the year A. D. 827" = "by the year in the year of our Lord 827." ". . . who alone could say to the waves, "Thus far shalt

thou go." (Compare with the dull narration of this anecdote the graphic, dramatic, and forcible account in "The Children's Picture-book," pp. 42, 43, ed. 1866.)]

As to the part of the work for which the printers and publishers are responsible, we cannot speak highly. The print is small for a text-book; the majority of the maps are likewise small; and the cuts of certain distinguished men are simply libellous.

OF the new cheap edition of "Vanity Fair" recently published in England, 60,000 copies were taken by the trade at once.

MACMILLAN & Co. have in preparation the most elaborate and most useful catalogue of their publications they have ever issued for the American market.

HAWTHORNE'S "Twice Told Tales" will be issued by Houghton, Mifflin & Co. in a Pocket Series soon to be started by them, and to comprise in all ten volumes. Miss Jewett's "Deephaven" will be included in the series.

THOMAS WHITTAKER will publish next week "Half Hours with a Naturalist; Rambles Near the Shore," by Rev. J. G. Wood, with over one hundred illustrations. It will form a companion volume to "Half Hours in Field and Forest," by the same author, issued last year.

The American Library Association has passed a resolution recommending such legislation by Congress as shall enable libraries to distribute books throughout the mails as second-class matter at one cent per pound. A committee has been appointed to further such legislation.

REV. CHARLES F. THWING, of Cambridge, with the assistance of his wife, has just completed "The Family: an Historical and Social Study." The work is an historical and philosophical study upon the subject of divorce, and other social problems. It will be published by Lee & Shepard.

THE fifth volume of "California," in the series of H. H. Bancroft's historical works, will be issued during the latter part of this month, the author's severe loss from fire on April 30th having checked the publication of his work only temporarily. The volume referred to covers the period of gold discovery in 1849.

LIEUTENANT SCHWATKA, author of "Nimrod in the North," and "Alaska's Great River," has gone to Alaska again, with Prof. Libbey of Princeton, on an exploring expedition undertaken in behalf of the New York Times. The London *Literary World* spells the gallant lieutenant's name "Icswatka;" and the New York *Star* calls an Eskimo hunter named Toolooah "Tayleure"—thereby confounding him with a playwright not unknown in dramatic circles.

D. C. HEATH & Co. have just ready "Illustrations of Geology and Geography, for Use in Schools and Families," by Prof. N. S. Shaler, assisted by Prof. Wm. M. Davis and T. W. Harris. This consists of twenty large photographs of pictures of the earth's surface, and an equal number of coloured plaster models, designed to show the structure and history of the pictures. The models are 7 x 5 inches, and two inches thick.

A THIRD volume has appeared of Mr. John Morley's "Critical Miscellanies," and it is the most interesting of the series. It contains an address on "Popular Culture," in which Mr. Morley insists upon the importance of provincial centres of intellectual life, and highly deprecates the aggregation of all the national collections in the metropolis. He writes with sympathy and excellent judgment on John Stuart Mill, George Eliot, Mark Pattison, Harriet Martineau, and W. R. Greg; and the present interest in all Colonial affairs makes the re-reading of his criticism upon Seeley's "Expansion of England" a very useful action.

MESSRS. SCRIBNER are said to have authorized the statement that it is their intention to start an illustrated monthly, to be known as *Scribner's Magazine*. It has not been finally decided when the first number will be issued—whether at the end of 1886 or the beginning of 1887. The proposed magazine will be an entirely new enterprise, and in no way an outgrowth or revival of the old *Scribner's Monthly*, of which *The Century* is the successor. The editor of the new magazine will be Mr. E. L. Burlingame, son of the late Anson G. Burlingame, who has been associated with the firm for a long time in the capacity of literary adviser. Mr. William A. Paton, formerly publisher of *The World*, will be the general manager.

BOOKS RECEIVED.

The Making of Pictures. Twelve Short Talks with Young People. By Sarah W. Whitman. Chicago: The Interstate Publishing Co. 1886. 131 pp.

Our Government: How it Grows, What it Does, and How it Does it. By Jesse Macy, A.M., Professor of History and Political Science in Iowa College. Boston: Ginn & Co. 1886. 238 pp.

Select Orations of Cicero, Chronologically Arranged, Covering the Entire Period of His Public Life. Edited by J. H. and W. F. Allen and J. B. Greenough. Boston: Ginn & Co. 1886. 194 pp.

Entertainments in Chemistry. Easy Lessons and Directions for Safe Experiments. By Harry W. Tyler, S. B., of the Massachusetts Institute of Technology. Chicago: The Interstate Publishing Company. 79 pp.

The Autobiography of Benjamin Franklin. With Notes and a Chapter completing the Story of His Life. Part I. From his birth in 1706 to the publication of the first number of Poor Richard's Almanac in 1732. Boston and New York: Houghton, Mifflin & Company. The Riverside Press, Cambridge. 114 pp. Fifteen cents. Yearly subscription (9 numbers), \$1.25.

The Origin of Languages, and the Antiquity of Speaking Man. An Address before the Section of Anthropology of the American Association for the Advancement of Science, at Buffalo, August, 1886. By Horatio Hale, Vice-President. (From the proceedings of the American Association for the Advancement of Science, vol. xxxv.) Cambridge: John Wilson & Co., University Press. 1886. 48 pp.

(Continued from page 567.)

"A Flight of Fieldfares," designed by R. Caldecott; and a reproduction of Raphael's cartoon, "The Miraculous Draught of Fishes." The two former are well executed, and are remarkably cheap. The portraits will give additional interest to the lesson on history; but will scarcely be so appreciated by children as the chromo-lithograph of the birds. Pictures in which bright and harmonious colouring has a part, even though they be only cheap chromo-lithographs or oleographs of fruit, flowers, or figures, will cultivate the taste, improve the intelligence, and prepare the way for higher efforts of art. We have in our mind two schools, one of which has on its walls some fine engravings, kindly lent by this society, and the other some paintings in bright colours from the brush of a lady friend of the school, which, although possibly not ranking so highly as works of art, still shed a more cheering influence over the little inmates. We are glad the Association makes its gifts ready for hanging on the walls. It is a small but important matter, for often the mounting and framing cost more trouble and expense than the pictures themselves, which are therefore allowed to lie by unused. Children in some schools already, by subscribing their halfpence, ornament their schools with flowers. Why should there not also be Art Clubs for purchasing pictures for the walls? The day will come when School Boards and managers will regard works of art as necessary for the school walls as maps; but till that time arrives every aid to supply the want should be gladly welcomed. We cordially wish the Art for Schools Association continued success."

CLASSICS IN THE HIGH SCHOOLS.

THERE are two theories concerning the question of classics in the high schools. One is that the high school is designed to fit young people to earn a better living. This theory will cut away from education whatever has no direct bearing to produce greater efficiency in money-getting.

The other main theory is that a high school course should not only seek greater efficiency, but also a farther result—culture. Liberal education does not give deep knowledge. It does lift the veil from the intellectual life. It in reality multiplies the *ego*. Life becomes manifold, with a boundless richness of thinking and feeling. Schools exist not merely to teach the young how to get a living; they are also to teach what to do with that living—how to make living sweeter and sounder. The swine theory of life is to have a full trough; the soul theory is, to have a full mind. A man of culture is not merely a scholar, living in an unreal world. He teaches the world in many points.

The common man teaches it in but few points. He thinks many thoughts. The common man thinks but few thoughts.

What can the high schools do to sweeten and deepen our lives with culture? Is not that the peculiar province of the college? And is not high school education essentially superficial? Undoubtedly, it is superficial, but that signifies little. Between little knowledge and no knowledge, the nineteenth century will hardly choose ignorance.

The great mass of their students never take a college course. And these do get some comprehension of the higher life that I am sure go as far to send some currents of thought and aspiration among the masses. The high schools are also free fitting schools for the colleges; and thus lead many to go to the college which otherwise would never get to them.

So far as adaptation to getting a living is concerned, the true principle is this: the lower the grade of the school the more this object should prevail in the instruction given—and as the grades successively advance, more and more can be done tending to general culture.

Some of the most valuable training that comes from the study of the classics is found in the preparatory schools. The good results of these studies are largely vitiated in the college by the general use of translations—leading to superficial scholarship, slipshod methods of study, and the gradual formation of the habit of dishonesty. This is by no means so general in lower schools. To what extent should the classics be taught in higher schools? They would not be required of all, but should be found in optional courses. Latin should hold the more prominent place, and nearly all should be encouraged to take it.—*Professor N. P. Judson, of the University of Minnesota.*

ENGLISH AS SHE IS SPELLED.

IS the faculty of spelling correctly one of seeing or hearing, sight or sound, the eyes or the ears? We confess at starting that we give it up, unless our doubtful admission that it may be the product of a combination of both, can be accepted as an answer. We are inclined to think that it is a special gift of itself entirely independent of all other faculties or senses, and Dogberry may not have been so wrong after all in saying that "to write and read comes by nature." Some people, lacking possibly in every other intellectual faculty, can spell correctly from almost their infancy upwards, whilst others, more highly gifted, can never acquire the art. The other day the writer of this was in company with a venerable gentleman of eighty, a very eminent professor and principal of a great Theological Seminary. He was presently called upon to write a collegiate certificate or something of the sort, when he suddenly turned to us saying—

"How do you spell 'series'—with an *s* or an *z*?"

A young man would not have had the courage to ask that question, fearing it would be construed into an evidence of ignorance, but the old scholar had learned that the faculty of spelling had nothing to do, either one way or the other, with a man's education or with his abilities. Many very eminent men, Lord Byron we believe, among the number, were very poor spellers. Many years ago, when competitive examinations of candidates for the English army were first introduced, spelling was one of the tests. This was subsequently stricken off the lists, or objected to by one of the board of examiners, on the ground that it was a branch of knowledge possessed by every printer's apprentice, and had no bearing on an officer's scientific or military attainments. And yet how much importance is always attached to good spelling, and what a sense of the ludicrous the slightest error in orthography always produces! The most lofty, noble and dignified sentiments, are immediately sent blushing, stultified and neutralized to the giggling winds by an error of this sort. And still how hard it is for the most painstaking writer to be always correct, with his preposterous salmagundi of a language of ours, with its roots in every known tongue on the face of the earth, and often producing half a dozen different kinds of orthographical fruit from the same root.—*Texas Siftings.*

CHARACTER AND CONDUCT.

CHARACTER is the source, conduct the stream. Character is the root, conduct the flower. While they bear a close affinity to each other, it is from character alone that conduct obtains its quality. Character is made up of the inner life—the desires, the feelings, the principles, the will—these will always determine the action or non-action which forms conduct. It is what a man most eagerly wishes for, most ardently loves, most resolutely follows, that makes him what he is, and orders what he does. Yet the amount of effort brought to bear upon the characters of men, is as nothing compared with that exerted to change their conduct, and much power is thus wasted. Our public schemes of reform, and our private attempts in the same direction, seldom go deeper down or further back than the actions. If through fear or hope, or even compulsion, we succeed in controlling them even transiently, we count it a victory gained, and are satisfied. Yet if the heart remain the same, if the wrong continues to be pleasant and the right disagreeable, if the wishes still embrace the forbidden thing, if duty is as repugnant as ever, the character is unchanged, and the stream cannot rise higher than its source.—*Penn. School Journal.*

Practical Art.

ELEMENTARY DRAWING.

MATERIAL.

BLACKBOARD, slate, or common wrapping-paper, and chalk or pencils. The geometrical planes, found in the box of forms for object teaching, to be used as aids in tracing. It is preferable to have a small hole in the centre as a rest for the finger, thus preventing the form from slipping.

METHOD.

First Step—Experience. Suggest to the children to trace a hand and a foot, a spool of cotton, a pair of scissors, shoe-buttoner, buttons, leaves, animal-crackers and outline pictures. Copy or draw on the blackboard an animal or flower, omitting some essential part, and ask the children what is missing.

Second Step—Classification. Classify the children's knowledge of circular objects, as buttons are round, there are two round holes at the scissors, there are round sides at the spool of cotton, some flowers and leaves are round. Children may suggest angular forms common to other objects they have drawn. Admit these suggestions, but continue the attention to circular forms for the present.

Third Step—Creation. Lead the children to create from the circle. Let each child trace a circle, using a disk of wood, a spool, or large button-mould (large forms are preferable, nothing smaller than two inches in diameter should be used). Ask what could be made of the circle. A few smaller circles drawn within the larger one will change it to a target. A loop makes it a watch. Two handles transform it to a sugar-bowl. A beak and eye change it to a bird's head. Flowers and leaves can be drawn from the circle.

Fourth Step—Composition. Suggest that a head, a tail, and four legs added to a circle will produce a turtle, and in a little while one child will show the turtle in a tank of water, another has drawn a wee child with hairs erect and uplifted arms, who is afraid of the monstrous turtle, still another has added four or five baby-turtles taking a walk with their mamma.

Fifth Step—Designing. From specimens of embroidery, the carpet on the floor, or pieces of wall-paper, suggestions for designing with the circle can be obtained. Elements for designing may be cut out of cardboard, and the children be shown how to arrange them so as to form quite elaborate designs.

Sixth Step—Analysis. Children often desire to draw a picture or an object, but do not know how to begin. Draw the object on the blackboard, explaining difficult points as you go along. Simplify by pointing out the geometrical figure at its foundation. An owl's head may be analyzed thus: A circle, with two little circles for eyes, a line for a

beak, lines for ears. A circle attached to the head, slightly extended for the tail, swing to either side, two legs and claws to hold itself on a branch or walk on the ground, and the animal is complete. A lamp is resolved into a circle for the globe, an oblong below that, under the oblong a square, and above the circle a small oblong for the cylinder.

Objects based upon the other forms, triangles, squares, etc., may be treated in the same way.

Lead the children to trace the geometric forms in objects, and to make suggestions. One soon learns to see in a clover leaf three circles put together, another may see in it a triangle with little pieces nipped out at the sides.

One day the children had gone through the prescribed lesson, and were allowed to draw whatever they pleased. They were drawing Indians, bicycles, and engines. Only Johnny could not get started. He looked all around the room for a suggestion. "Miss Laura," he said, "may I come to you? I don't know what to do." Miss Laura nodded assent, and Johnny came, brushing by the plants on his way. Miss Laura noticed that an ivy leaf was brushed off, and asked him to bring it with him. "Would you not like to draw this ivy leaf?" she asked. "Count the sides and corners." Finding five sides and five points, he decided that a wooden piece with five sides would be good to draw from. When the pentagon was traced, Miss Laura showed how easily this could be converted into a leaf by nipping out a little bit of a triangle at each side. Johnny returned to his seat and drew ivy leaves with much satisfaction.—*N. Y. School Journal.*

Methods and Illustrations

SUGGESTIONS TO TEACHERS OF HISTORY.

THERE is no "royal road" to a knowledge of history. To some it has a happy fascination, and they find its study a pleasant task—though *task* it must be. To others it is a bugbear and a burden. The responsibility of this condition rests with two classes: first, with parents who have not, from the beginning, taken proper care to cultivate at home a love of good reading in the young mind; and second, with teachers who have not done so at school,—who have not turned the bright side of history toward their classes.

With the hope that they may be of the same practical benefit to the reader that they have been to the writer, the following brief suggestions are submitted.

1. Assign the lesson by the outline. By this means you will teach *history* and not *book*. Have each pupil procure an outline if possible; if not, write the lesson on the

blackboard, or have a copy on your desk for their use.

2. While you may have one adopted text-book, do not for any reason confine yourself or the class to its exclusive use. Bring all the books on the subject that you can procure, and invite the pupils to bring in the histories that may be found in the neighbourhood.

3. Discard the text-book during the recitation. Do not permit the pupils to use theirs; do not use your own. Inspire them with confidence in your ability by showing yourself to be able. How can the pupils hope to learn history if they have abundant evidence that the teacher has not mastered it? They will feel a due sense of injustice if not permitted to peep into their books when the teacher constantly refers to his.

4. By all means prevent the pupils committing the text. Comparatively little good can come of such a process of study. The *facts* are what are wanted, and not the words of any author.

5. Each pupil should stand while reciting, and tell plainly, in his own language, all he knows of the topic under discussion. Seldom use questions, never questions suggesting answers, or questions requiring monosyllabic answers.

6. Use maps freely. Be sure that all the pupils *know* the location of every place or route mentioned. Have the maps often reproduced on the blackboard from memory. Also have portions of the outline written upon the blackboard without reference.

7. Review often. Teach the pupils that what is learned to-day is not to be forgotten to-morrow.

8. Never miss an opportunity to direct your pupils into a literary channel. Refer them to all the historical poems with which you may be familiar; also the best biographies, sketches, etc. In short, strive to make the study of history auxiliary to noble characters and useful lives.—*American Teacher.*

HOW TO TEACH WRITING.

TROUBLESOME LETTERS.

THERE are several letters which are troublesome and difficult in themselves, as, for example—

E, K, Q, X, Z; e, x, z, k, f.

Most children will find in these a difficulty, greater or less; and, besides these, some pupils will have a personal difficulty in making well one or other of the easy letters. Whatever may be the average of a child's writing, it is always apparent that some particular letters are comparatively badly made; and a proper amount of practice and care must be employed to better this. The finishing stroke of *e, x, k,* and *r,* is very apt to go wrong. It should be made half-way up the letter by a separate stroke of the pen: fluency of ex-

cution will follow on perfection of form. The letter *e* is apt to degenerate into an ill-formed undotted *i*; and the tails and loops of letters grow crooked and scrimpy.

It is of no use for us to attempt laying down any general rule to prevent such defects; the teacher must positively stamp them out. And if a carefully-taught child allows himself to fall into an evidently lazy or careless fault, do not be too lenient.

FIGURES.

Next in importance to the form of the figures taught is their size; and it should be a strict rule that, at first no figures should be less than three-eighths of an inch in height. After this we may reduce the size one-half if we choose; but let teachers insist on large figures in the lower classes.

The next chief requisite is that figures shall always be made on the ruled lines, in proper distance and order. Nothing is more abominable than a lot of pigmy, deformed figures irregularly stuck down on a paper; some in the corners, some over the edges, and the others disorderly over the paper, all "athert and acrawss," as a Somerset friend would say.

Choose a sensible set of figure models, or adhere to the set already taught the children; supervision and practice will do the rest.

COPIES.

For infants we can pretend to suggest nothing particularly applicable. Infant teachers have only slate and blackboard copies to rely upon. They can, however, vary these copies by the general methods of copy-setting, which we will presently discuss.

Speaking generally of the subject of writing copies there are, first, copybooks. These play a rather important part it is true, but not really of first importance. They contain perfect copies; and register, or should do, the child's best efforts to attain the perfection set before him. This is the great intrinsic value of the use of copybooks; they present ideally-perfect copies.

The copies set by the teacher may be either on the pupil's exercise-book, or on copy slips, or on the blackboard.

The writing being suitable to the class in size and style, there are several methods of setting a copy.

1. Proverbs and mottoes.
2. Facts to remember.
3. Cumulative copies.
4. Disjointed copies.
5. Group copies.
6. Single letters.

The two first need no comment. As an example of the third-class, take any difficult word; e.g., *qualification*. Besides minor points likely to give trouble, there are two difficult letters, *q* and *f*. So the word could be taken at three sittings, and if repeated several times each part, at each sitting, the

pupils will have *one word mentally fixed as a good model*.

- First lesson:—qual.
Second " qualification.
Third " qualification.

By a disjointed copy is meant a string of letters joined together, but not forming a word, nor being in alphabetical order. Such copies have a rather odd look, but they are most valuable as compelling attention. For instance, *Tbqmjlstraxetc* renders it impossible for a child to write it as a word from memory; and he does not feel safe in copying his own writing in such a case.

The idea and use of group-copies is apparent without explanation.

Single-letter copies are sometimes useful for a whole class, but they apply more to individual scholars, either as exercises for practice, or as corrections for carelessness.

POINTS.

There are many little details of various kinds that crop up from time to time, requiring extra care and trouble. It is well for a teacher to keep a note-book for such as he comes across. He may be sure that he will so do wisely, for no little mistake or habit of failure is without a cause, and he may thus be led to appreciate his pupils more keenly, and to have a more perfect power over his work.

The line of a flowing double curve (called in drawing the line of beauty), is the base model for sixteen capital letters.

The dot of the letter *c* should be *well-made and curled back*, somewhat like the part of a spiral; as also the dots of *x*.

The letter *e* should be made at first of a very large round eye; it is not then so prone to degenerate.

The curve of the letter *s* should be brought round and fastened to the initial stroke by a well-shaped dot.

The after stroke of *b*, *r*, *x*, should at first be made distinctly, by a separate stroke of the pen, half way up the body of the letter.

Perfection of form is thus obtained: and when this is assured, freedom and swiftness may be sought after. For perfect formation of letters is the basis of good writing: it is the quality which makes for success; without it nothing can be done excellently; and it must be held steadily in mind by the young teacher as he works on, teaching, correcting, helping his pupils. There is no secret in teaching writing beyond "attention to details;" attention, ceaseless and minute, and supervision of almost every letter made, which, after all, is no great trouble, however impossible it may sound.—*The Teachers' Aid*.

It is announced that "The Strange Case of Dr. Jekyll and Mr. Hyde," by Robert Louis Stevenson, has reached a sale of 21,000 copies. The story is universally praised.

Educational Intelligence.

SCHOOLS IN JERUSALEM.

SPECIAL work is going on in behalf of education. The government has no established schools. In short the Mohammedans here do not believe in education. They seem to feel that "ignorance is bliss." But the Jews are represented by most of the nationalities of Europe, and they have their different schools supported by charity and subscriptions. Then the different missions have their schools: the Latins have theirs, the Greeks theirs, the Armenians theirs, and the Protestants theirs. The Episcopal Church has several schools under its charge, supported by foreign missions, which are doing first-class work. They have pupils from all the different nationalities represented here, and are teaching them to think. The instruction is given mostly in Arabic, however. The older pupils study English, French and German, also literature, the higher branches of mathematics and science. As I have seen the workings of these schools, I could but feel that they are really doing the best possible missionary work, for this trying to save souls without enlightening them is not according to the instruction of the Divine Teacher. If one is true to his convictions, and is in ignorance, he is likely to be a bigot and a fanatic. Tyranny and false theology can thrive only in such sterile soil. It is hard to build down. The natural way is to lay a good foundation first, and work up the superstructure on this. So awaken the mind by proper instruction, induce it to seek and to know, and it will accept Christianity as the daisy does the sunlight: in short it cannot live without it. Accordingly the Christian teachers are the true missionaries in bearing the Gospel to benighted souls. Let them be multiplied here and work on, and modern Jerusalem will become a city of the living God. It will be as "a city set on a hill, whose light cannot be hid."—*From a letter to the New England Journal of Education, by the Rev. S. H. McColister.*

DR. McLELLAN is to lecture in Winnipeg on "This Canada of Ours."

YALE College recently bestowed the degree of Master of Arts on Commissioner E. P. Vining, author of "An Inglorious Columbus."

MR. MOODY has opened a summer school at Northfield, Mass., for the study of the Bible, and 225 students from different colleges in the United States and Canada will attend.

THE last edition of the *Gazette* contains a public notice that the school trustees of the Maple Leaf School, Morden, Man., have been authorized to borrow two thousand dollars, for the purpose of erecting and furnishing a school house.

A NEW Icelandic paper has been issued in Winnipeg by F. H. Anderson, and is the largest ever printed in that language. It contains a large amount of reading matter of deep interest to Icelanders, and starts out with excellent prospects of success.

AT the Orillia School Board the Secretary and Mr. Herram reported that the head master was much pleased with the changes up stairs, in the school building. It was decided to hold a special meeting to ascertain whether any of the teachers

contemplate changing next year, in order that the Board may have early notice whether they may depend upon the present staff, or what changes will be necessary.

THE C.P.R. Library movement is progressing very rapidly, and the libraries organized by the employes along the line are said to be in a flourishing state and proving of great benefit to the railroad men. The last library formed is at Mooselaw, where the men employed on the road are giving it every encouragement, and intend making it a very successful institution.

WE cannot vouch for the absolute accuracy of the following statement; but we give it as we found it: "There is a bright school teacher in Illinois. Thirteen of his male pupils struck and refused to come into the school house. The teacher deputised [*sic*] thirteen of the largest [*sic*] girls to go out and bring the strikers in. They performed their duty admirably, and the strike was declared off.

A PRIZE of one thousand dollars for the best book on "The Christian Obligations of Property and Labour" is offered by the American Sunday-School Union of Philadelphia. The book must contain between 60,000 and 100,000 words, and all competing MSS. must be sent in by November 1, 1887. Such an offer ought to stimulate writers and thinkers to produce a work that will be of great service in the solution of the complicated questions involved.

THE Teachers' Institute held at Park's School-house, Houghton Centre, Saturday, Sept. 21th, was attended by a goodly number of teachers. Mr. Miller, Principal of the Vienna High School, and President of the Institute, occupied the chair. A number of subjects were discussed, the chief being "Which is better, to have Township or Section School Boards?" A discussion took place concerning the Teachers' Union that was organized at Toronto in August last.

THE Cleveland, O., School Board has established a rule prohibiting the employment of married women as teachers. The country is blessed with some very excellent women teachers who are married, and whose domestic duties may not interfere with their school work to a more serious extent than *stay* outside affairs of unmarried women lessen the value of their labour as teachers. The result obtained is a good measure of fitness and capability in teaching as well as in other work. — *The Current*.

A "LITERARY School" was opened in Milwaukee College on the evening of the 23rd of August last, and continued through the week with daily morning and evening sessions. The subject chosen for discussion was "The Literature of Goethe," and many prominent persons delivered lectures and participated in the discussion which was conducted after the manner of the School of Concord. His "Faust," first and second parts, "Wilhelm Meister, or Goethe's Educational System," "Goethe at Weimar," "The Elective Affinities," and "The Erl King," are some of the topics which received consideration.

WHEN the teacher ceases to be a student, he does not stand still; he goes back. The teacher must love his work and feel that it merits his entire attention and best efforts. — *Meistrater*.

Table Talk.

"HAVE you enjoyed our strawberry festival, boys?" "O yes, sir." "Then," asked the teacher, seeking to append a moral, "If you had slipped into my garden and picked those berries without my leave would they have tasted as good as now?" Every little boy in that stained and sticky company shrieked, "No, sir." "Why not?" "Cause," said little Thomas, with the cheerfulness of conscious virtue, "then we shouldn't have sugar and cream with 'em."

THE study of Greek, Latin and higher mathematics does not necessarily preclude a knowledge of geography and the three R's, but among the annex maidens at Harvard an astonishing deficiency was discovered lately in the rudiments. Two annex seniors were studying, when one suddenly remarked, "Where is Vesuvius?" The other, with serious, puzzled expression of countenance, responded impatiently, "O don't ask me!" and both resumed the consideration of the reality of a molecule of protoplasm regarded as a result of the combination of realities of the atoms. — *Chicago Times*.

THE banishment of the Comte de Paris will delay the completion of his history of the American Civil War. Messrs. Porter & Coates, his publishers, recently received a letter from him, in which he said: "The present events in France make my prospects of residence here so uncertain that I must be prepared to live for a time without a home. If I am obliged to leave this place for a time, I shall be deprived of the use of my library. In consequence of this I beg you not to send me any more books concerning the Civil War unless some should appear of a very exceptional interest, such as the 'Memoirs of Gen. Grant.' The political events leave me, very unfortunately, little time to devote to my library."

"COVENTRY PATMORE, the poet, has lately turned his attention from agriculture and landscape gardening to bricks and mortar," it is said. "Having acquired several houses in quaint old Winchelsea, and in other localities in the neighbourhood, it is one of his amusements to drive over to superintend the work of alteration and repair, for he is his own architect and builder. In the High Street of Hastings he has bought considerable property, his purpose being not only to preserve the time-honoured memorials of this interesting though narrow and inconvenient thoroughfare, but to establish a Catholic colony around the handsome stone-groined church which his liberality has raised to the faith he embraced some three-and-twenty years ago."

MR. LOWELL, in his address at the Royal Academy dinner in London, some time ago, referred as follows to his return to England and his affection for that land: "For myself, I have only to say that I come back from my native land confirmed in my love of it and in my faith in it. I come back also full of warm gratitude for the feeling that I find in England: I find in the old home a guest chamber prepared for me and a warm welcome. Repeating what His Royal Highness the Commander-in-Chief has said—that every man is bound in duty, if he were not bound in affection and loyalty, to put his own country first—I may be allowed to steal a leaf out of the book of my adopted fel-

low-citizens in America; and, while I love my native country first, as is natural, I may be allowed to say I love the country next best which I cannot say has adopted me, but which I will say has treated me with such kindness—where I have met with such universal kindness, from all classes and degrees of people—that I must put that country at least next in my affection."

RUBINSTEIN'S touch is analysed as follows by Sp. in the "Wiener Freudenblatt," relative to the cycle of seven concerts recently given in Vienna: "What makes the pianist is his touch. At a first glance touch seems the result of mechanical labour, of a lever action. If this were the case touch might be taught and acquired. But this is not so. The mechanical conditions of touch alone can be taught or learned, touch itself by no means. It lies deeper and may be found in the physico-mental nature of the person. Out of the finger-tip that strikes the key and thereby causes the string to vibrate, the soul speaks. Touch is the person himself. This personal mark, this 'I am I' is also disclosed by Rubinstein's touch. And this touch, so massive, so round and warm, displays the most diverse varieties of touches. Let him play with his hand arched or straightened fingers; let him shake his tone from the wrist, or hit the keys with a stiff wrist; each time his tone will be different in shade; and from every position of the hand, or of each separate finger, there arise new and remarkable touches. He understands how either to compel or to coax his effects from the instrument. At the side of magical tone colouring we meet elementary effects, that are only prevented from becoming noises by the force of his soul-power; under his hands arise thunderstorms and the gently dropping spring rain."

M. RENAN has been telling the youth of Paris, in his charmingly candid manner, that he never played enough when he was young. He is making up for it. It is this light-hearted *savant*, now he is old. The time when other young men amused themselves "was to me," says M. Renan, "a time of ardent study"; and he wishes it had not been so. There is something peculiarly naive and Kenanesque in this little repentance for a wasted youth—wasted over books and Oriental texts, when it might have been profitably devoted to the serious occupations of the *café*, the fencing school, the navigation of the silvery Seine on Sunday beneath beauty's favouring smile, and the other occupations of brisk Paris adolescence. It is like the Cambridge waterman who sighed over the muscular senior wrangler, "to think a gentleman with a chest like that should have muddled away his time over reading." However, M. Renan is right. Play hard and as much as you can, is not bad advice to give to the young. The hard players are generally the hard workers as well. There are no harder workers and more successful than the Master of the Rolls and Sir Frederick Leighton. But these distinguished gentlemen were young once, and in their youth they were not at all like M. Renan. See "Confessions of a Judge; or, the Painter, the Lawyer, and the Venetian Lady," as narrated by Lord Escher at the dinner of the Artists' Benevolent Institution on Saturday. "Though we are justices and doctors, and churchmen, Master Page, we have some salt of our youth in us: we are the sons of women, Master Page." — *The Schoolmaster*.

Dr.	John Smith.	
1885.		
May 1.	To Bal. at 6 mos.	\$ 700
June 5.	" " at 4 mos.	500
July 10.	" " at 5 mos.	1000
	Cr.	
	1885.	
	Aug. 15. By Cash.	\$400.
	Sept. 1. " "	\$300.
	Oct. 10. " "	\$600.

5. After paying $17\frac{1}{2}$ duty and \$125 for freight and other expenses, I sold goods for \$1492.50 thereby gaining $12\frac{1}{2}$ per cent. What was the amount of duty paid?

6. Brown and Smith engage in trade. Brown had in the business \$1000 from Jan. 1st till April 1st, when he withdrew \$550. July 1st he added \$700. Smith had in trade \$3000 from Feb. 1st to Oct. 1st. when he added \$300. Nov. 1st he withdrew \$900. The net gain during the year was \$3,500. What was the share of each?

7. A certain 3 per cent. stock is at $91\frac{1}{2}$ and a 4 per cent. stock at 125. One person buys \$1,000 stock in each, and another person invests \$1,000 in each. Compare the respective rates of interest obtained by the two in their whole investments.

8. Exchange at Paris upon London is at the rate of 25 francs 70 centimes for £1 sterling, and the exchange at Milan upon Paris is at the rate of 42 Austrian lire for 20 francs. Find how many Austrian lire should be paid at Milan for a £20 note.

9. Extract the cube root of 731.432701 .

10. An upright spar is broken, and the broken part bends over so that the top touches the ground 52 feet from the base. At how many feet from the base is it broken.

11. Find the surface of a cone whose slant height is 10 feet and the radius of whose base is 3 feet 6 inches.

12. A rectangular cistern 9 feet long, 5 feet 4 inches wide and 2 feet 3 inches deep is filled with liquid which weighs 2,520 lbs. How deep must a rectangular cistern be which will hold 3,850 lbs. of the same liquid, its length being 8 feet and its width 5 feet 6 inches?

ENGLISH LITERATURE—FIRST-CLASS.

Examiner—D. J. GOGGIN.

Time—Two and a half hours.

NOTE.—Marks will be given for the literary form of each answer.

1. Whence did Shakespeare get the materials for the plot of the Merchant of Venice?

2. Sketch the character of Antonio.

3. Duke.—How shalt thou hope for mercy, rendering none?

Shylock.—What judgment shall I dread, doing no wrong?

Outline Shylock's justification of his acts.

4. Portia.—He shall have merely justice, and his bond.

What is your opinion of the justice meted out to Shylock?

5. Quote Portia's speech for mercy and explain the first line.

6. Assign each of the following speeches to its proper character. Complete each quotation. Never did I repent for doing good Nor shall not now: for in companions

How sweet the moonlight sleeps upon this bank

The devil can cite Scripture for his purpose. An evil soul producing holy witness,

O, that estates, degrees and offices Were not deriv'd corruptly, and that clear honour Were purchased by the merit of the wearer!

The man that hath no music in himself,

7. Paraphrase:

Fassanio.—I have a mind presages me such thrift That I should questionless be fortunate.

Portia.—O these naughty times Put bars between the owners and their rights! And so, though yours, not yours. Prove it so, Let fortune go to hell for it, not I.

8. Write explanatory notes on:

I have thee on the hip. It is still her use. Usance. But God sort all! You are welcome home. It must appear that malice bears down truth. Albeit I neither lend nor borrow by taking nor by giving of excess.

—her sunny locks Hang on her temples like a golden fleece; Which makes her seat of Belmont Colchos' strand And many Jasons come in quest of her.

9. Write a historical sketch of the English drama previous to the Restoration.

ENGLISH LITERATURE.

Examiner—T. C. L. ARMSTRONG, M.A., LL.B.

1. Relate what you know of the circumstances that led to the production of the Ancient Mariner, and the object the poet had in view in writing it.

2. Write a note on the ballad and romantic literature at the time of Coleridge, and show to what extent this poem belongs to either species in form, sentiment and subject?

3. Show to what extent, and by what means Coleridge has in his poem given a human interest to his supernatural characters?

4. Discuss the nature of the "dramatic truth" in the plot of the Ancient Mariner, showing how poetic justice is obtained, and the moral lesson taught by the poem?

5. What object is gained by introducing the wedding guests into the tale?

Show the effect his presence has on each occasion of his appearance.

6. Quote any two of the following pictures: (a) The ship becalmed, and the curse begun. Pt. ii.

(b) The mariner's loneliness on the death of the crew. Pt. iv.

(c) The water-snakes by moonlight. Pt. iv.

(d) The harbour on his return. Pt. vi.

7. The Sensual and the Dark rebel in vain, Slaves by their own compulsion! In mad game They burst their manacles and wear the name

Of freedom, graven on a heavier chain! O Liberty! with profitless endeavour Have I pursued thee many a weary hour; But thou nor swell'st the victor's strain, nor ever Did'st breathe thy soul in forms of human power.

Alike from all, however they praise thee, (Nor prayer nor boastful name delays thee,) Alike from Priester's craft's harpy minions And Faction's Blasphemy's obscene slaves, Thou speedest on thy subtle pinions The guide of homeless winds, and playmate of the waves. And there I left thee!

(a) Write a short note on the object and the sentiments of this Ode to France. And tell what you know about the poet's "profitless endeavour."

(b) Paraphrase this extract, bringing out the meaning fully, avoiding all figurative language, and using concrete terms or paraphrases for abstract terms or poetic epithets.

S. That way no more! And ill beseems it me, Who came a welcomer in herald's guise, Singing of glory, and futurity, To wander back on such unhealthful road, Plucking the poisons of self-harm! And ill Such intertwine beseems triumphal wreathes Strewed before thy advancing!

(a) Define and explain the figurative expressions, and paraphrase the passage, bringing out the full meaning of the poet.

(b) In what other poem does he "wander back on such unhealthful road?" Quote any stanza in it.

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