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Educational Weekly

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Edited by T. ARNOLD HAULTAIN, M.A.

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The elections for the various school boards have taken place. They have resulted in bringing into office much the same class of men as that from which previous school boards were drawn.

We should like to see a change made in this matter. School boards are responsible bodies, and their responsibilities extend over many and various branches. From the choice of the head master to the salary of the caretaker, on all matters connected with the school of a town, the inhabitants of that town have no one to look to beside the board. Looked at from this point of view the office of school trustee may be regarded as one of the highest municipal offices in the gift of the people. Being so it would be only right and proper that such offices should be filled by picked men—men, not only of good education but with sound common sense, a keen sense of justice and a good knowledge of character.

We are sorry to see, however, that in the vast majority of cases very different qualifications have been deemed sufficient to permit a man to take his seat at the board. It is a pity. Teachers will suffer; pupils will suffer; and the community at large will suffer. However, it is too late now to lament the facts. We can only hope that by process of time the election of school boards will be freed from the baneful influences of politics, creeds, and cliques.

The question as to whether the study of Greek and Latin shall be eliminated from universities and schools, is constantly being discussed, not only in Canada, but also in the United States. A writer in a recent number of *The Century* says, in reference to this controversy, "I emphatically do not admit that Greek and Latin should be displaced, or replaced, in our schools. There is nothing suitable to replace them. Let them stand. But if they are removed, it cannot be for long. There will follow a revival of letters. But we cannot afford even an interregnum.

"Why is the maintenance of the classics in their place as part of education desirable?"

"I answer, because the study of language is important, and to study language, in Latin and Greek, and through Latin and Greek, is the best method available. There is a strong set of tendency now toward studying things, as the phrase is, rather than words. The phrase itself is an argument—but it is an argument existing in words, and in words only. In short the phrase is a capital instance of precisely what it ostensibly condemns; namely, barren practise in empty words. But not all dealing with words is such. For words are things, in a most true and most momentous sense. When we study words, if we study them right, we are studying things. And words are things eminently worth studying. They are the highest natural product of the highest animal in the circle of nature. To distinguish words, as it is often sought to distinguish them, from things, is unscientific.

"But besides this, language is the great instrument of life. Nearly everything that men do in the world is done with the use of it, and I venture to say that there is no other single study whatever so immediately and so immensely practical, fruitful, as is the study of language. In this you undoubtedly could get along without Latin and Greek, and accomplish much that is desirable. But these tongues furnish us the best means existing to the study of language, and our own language is itself largely rooted in these ancient tongues. Once more, the process of translation is an unequalled exercise in two important activities of the human mind, namely, the obtaining and expressing of ideas through words.

"The mind may be comparatively remiss in studying French and German. Of course, to acquire knowledge enough of them to use them freely for conversation is not easy, or rather, it takes time, and a condition not to be supplied in any scheme of general education; that is, actual residence among people that speak the language studied. Replace Latin and Greek with French and German in our colleges, and the result would be only to produce a generation of smatterers in French and German, instead of smatterers in Latin and Greek. And there is something in the study of Latin and Greek that at least makes intellectual muscle, by providing occasion of effort to the mind; and I fear that the just-mentioned result, certain to follow the substitution of French and German, would not be solitary. I fear that easy-going drill in French and German, would melt intellectual muscle, in place of making it.

"While we Americans are discussing this question as if our minds were not yet made up, the Germans, across the sea, having made up their minds through experiment, are restoring Latin and Greek to the schools from which the urgency of scientific propagandism had excluded them—convinced that no drill but drill in the ancient languages qualifies satisfactorily even for scientific study."

Contemporary Thought.

MR. BALFOUR, the Scotch minister of education, uttered some thoughts in a recent address that it would be well for the whole educational world to hear. Among other things he claimed that universities exist for the augmentation of knowledge and happiness, and not merely for the preparation of young men for the learned professions. He referred to competitive examinations as an "abomination educationally," one that must be kept "within very narrow limits." He said most forcibly that "a man who has to teach a class for competitive examination is no longer able to teach the subject as the subject presents itself to him. He has to teach it as he thinks the subject will present itself to the examiner, and the injury to the pupil is especially bad, because those who suffer most are the ablest pupils. It is the man who is going to succeed, and who does succeed in a competitive examination who suffers most from the effects produced by competitive examination. His whole idea of learning is lowered, its dignity vanishes, the whole bloom and the whole charm are rudely brushed away from knowledge. He looks at learning no longer as the greatest delight and the greatest honour of his life; he looks at it as a means by which he can earn marks; and love is not more ruined by being associated with avarice than is learning by being associated with market-getting." We would call special attention to these forcible words, particularly to those italicized, as proof of the fact so often stated in this paper, and so often denied by other papers, that the best educational thinkers throughout the world are opposed to the philosophy of the marking system because it "lowers the whole idea of learning," and "brushes away from knowledge its whole charm." We trust American defenders of this odious system will take to head as well as heart the forcible words of Mr. Balfour and profit thereby.—*New York School Journal.*

THE most stringent temperance laws we have had passed were those of James I., which may almost be called the first piece of temperance legislation; for though the Act of Edward VI. gave power to the Justices to suppress unnecessary tippling houses, it was chiefly directed against using unlawful games, and bound the licensed victuallers to keep good order in their houses. The Act in the first year of James was intended to restrain the inordinate haunting and tippling in inns and ale houses; it declares the "true use of ale houses" to be for the relief of wayfarers, and not for the "entertainment of lewde and idle people." There was to be a penalty of 10s. for permitting "unlawful drinking," and all drinking was unlawful except by *bona fide* travellers, by the guests of travellers, and by artisans and labourers during their dinner hour. The public house was only to be open to residents in the locality for one hour in the day, for the consumption of liquor on the premises. This Act was made perpetual, with some modifications intended to render conviction more easy, in the last Parliament of James. In the reign of Charles I. the penalties were somewhat relaxed; but the law could not be enforced, and under these strin-

gent laws drunkenness increased apace. It had reached an extraordinary pitch in 1659, when a French Protestant wrote from London: "There is within this city, and in all the towns of England which I have passed through, so prodigious a number of houses where they sell a certain drink called ale, that I think a good half of the inhabitants may be denominated ale-house keepers."

• • • But what is most deplorable where gentlemen sit and spend much of their time drinking a muddy kind of beverage, and tobacco, which has universally besotted the nation, and at which I hear they have consumed many noble estates. • • • And that nothing may be wanting to the height of luxury and impiety of this abomination, they have translated the organs out of the churches to set them up in taverns, chanting their dithyrambics and bestial bacchanalias to the tune of those instruments which were wont to assist them in the celebration of God's praises, and regulate the voices of the worst singers in the world, which are the English in their churches at present.—*The Contemporary Review.*

A CONTINENTAL paper publishes the following letter on Chinese railways from Peking, dated at the commencement of September: "An article in the treaty of peace of July, 1885, between France and China, provided that if the Chinese Government should decide to construct railways, it should accord a preference to French contractors for the requisite material, although the Chinese were not to be bound by this arrangement as if it were a contract. This clause was generally interpreted to imply that China was about to build railways, and the emissaries of the greatest firms in the world hastened to take the most advantage possible of the supposed new departure in Chinese policy. Gen. Wilson, representing one of the largest railways in North America, was the first to arrive at Tien-Tsin. Gen. Wilson, failing to conclude any definite arrangement with Li Hung Chang, hastened to Peking, where he, at all events, obtained a passport for a tour in the valley of the Upper Hoang-Ho. He completed a certain number of plans for which the Chinese Ministers thanked him, but at the same time informed him that they had no immediate intention of undertaking railways or other public works. Gen. Wilson then endeavoured to recover his expenses, but without any result. After him came the agents of the German banks of discount and of Berlin. All they obtained was the contract for some thousand tons of rails for the little railway between Tien-Tsin and the Pei-Ho. One of these gentlemen still resides at Tien-Tsin, and has been intrusted with the drawing up of a report on the regulation of the Hoang-Ho. After these came, in the present summer, the French representatives, who brought out a railway, rails, and trucks on the Decauville system. In order to bring conviction to the mind of Li Hung Chang, leave was asked to work this train through the streets of Tien-Tsin, but the only definite contracts given to the French are small ones in connection with deepening the harbour of Port Arthur and the building of two iron bridges across the Pei-Ho. The English are said, however, to have acted with better effect and greater discrimination. A model railway provided by one of the chief English firms supplies a permanent source of amuse-

ment in the official residence of the Tao-Tai of Shanghai, and as a censor has already been rebuked for objecting to railways as innovations it is deemed probable that Chinese obstruction is gradually, but none the less surely, giving way before the pressure of necessity."—*London Times.*

THE extent of country over which Islam holds sway is coterminous with that great continental zone called the Soudan, which extends from the Nile to the Atlantic, and from the Sahara to within between 4° and 6° of the equator. Along the Atlantic seaboard there are still some pagan spots, but Mohammedanism is slowly but surely bearing down on them—establishing itself by moral suasion if it can; but if not, then, in the name of God, with fire and sword and all the dread accompaniments of war. But not only is it proselytizing among the heathen; it has its missionaries in Sierra Leone and Lagos. It has there thrown down its gage to Christianity for the possession of the natives, and reports speak of it spreading rapidly and recruiting its ranks from the Christian community to no small extent. If that is so—and I have no reason to doubt it—there must be something terribly wrong in the method of teaching Christianity. To me, as one having the interests of Christianity deeply at heart, it has always appeared as if the system adopted was radically unsuited to the people. Meanwhile I cannot help saying, better a good Moslem than a skin-deep Christian—a mere jackdaw tricked out in peacock's feathers. In reaching the sphere of European influence, Mohammedanism not only throws down its gage to Christianity, it also declares war upon our chief contribution to West Africa—the gin trade. While we support anti-slavery societies and spend great sums in sending missionaries to the heathen, it is very strange that we are absolutely indifferent to the shameful character of this traffic. We are ever ready to raise shouts of horror if a case of maltreatment of slaves occurs, and we will not see that we at this moment are conducting a trade which is in many respects a greater evil than the slave trade. That word "European trade," as spoken of on our platforms, is complacently regarded as synonymous with civilization; it is supposed to imply well-dressed negroes as its necessary outcome, and the introduction of all the enlightened amenities of European life. It ought to mean that to some extent; but, as I have seen it in many parts of West Africa, it has largely meant the driving down of the negro to a tenfold deeper slough of moral depravity. And we—we Christians—leave it to the despised Mohammedans, those professors of a "false religion," to attack this traffic and attempt to stem the tide of degradation, to sweep it away utterly if possible, as they have already done fetichism and cannibalism, over enormous areas. If this is its mission, then, in default of something better, let Islam continue its progress through Africa! It will be the vanguard of civilization. Whatever may be said about many aspects of Mohammedanism, it at least contains as much of good as the undeveloped brains of the negro can well assimilate; and so long as good is being done in genuine reality, why should we not heartily welcome it, even though it is accomplished through a religion we ourselves do not accept.—*Joseph Thomson, in the Contemporary Review.*

Notes and Comments.

THE masters and members of the Toronto Normal and Model Schools presented a handsome gold watch, at the closing exercises, to Mr. C. Clarkson, who has been head master of the Provincial Model School for about five years. The address by which it was accompanied referred in flattering terms to the zeal and ability displayed, and the kindly relations established by Mr. Clarkson. We hear he returns to his old chair as head master of the Seaforth High School, which will probably be raised to the dignity of a collegiate institute during the year.

EVERY seat in the lecture room of the Canadian Club, New York, was occupied by an appreciative audience to listen to the lecture given by Prof. C. G. D. Roberts, of King's College University, Windsor, N.S., on the 30th December. The subject was "Echoes from Old Acadia," which made a most intensely interesting paper. The hearty thanks of the club were voted to the professor, one of whose patriotic poems was read by Mr. W. A. Shortt, at present practising at the Bar in New York, although well known in Toronto (of whose university he is a graduate) as an artist of no mean repute. The club has been recently greatly enriched by a splendid loan collection of pictures from various New York and Brooklyn artists, gathered together by S. Foster Knoland, a native of the Eastern Townships of Canada.

THE culture of imagination, says the *Leeds Times*, is worthy of a more prominent place in the training of youth than it has ever yet received. Care should be taken that the ideals they form are noble, the desires they cherish are pure, the examples they look up to are sound and true, the heroes and heroines they admire are worthy of respect. This can be done only through a loving sympathy and a tender care that provides for, not crushes, their eager and ardent enthusiasm. The examples they follow, the companions they associate with, the books they read, the moral atmosphere in which they are placed, should all combine to purify and ennoble their imaginings, and, through them, to enrich and exalt their lives. It is what each one aspires to become that will form the great motive power to decide what he may become.

MR. EDMUND GOSSE, Clark lecturer on "English literature" at Cambridge, and Mr. Churton Collins, of Balliol College, Oxford, are having the liveliest tilt known to literary-academic circles in England for many a year. Mr. Collins began by cutting up Mr. Gosse's book of lectures, *From Shakespeare to Pope*, in the pages of the *Quarterly Review*. Mr. Gosse responds in the *Athenaeum*, defending many points attacked by Mr. Collins,

and Mr. Collins replies again. Mr. Gosse's letter ends rather sadly and bitterly, for he and Mr. Collins were at one time the most intimate of companions. The English *Educational Times* says: "So the unseemly duel continues. Impartial critics are asking whether it will tend to advance literature at the universities, to prove that at Cambridge there is a professor who is not a scholar, and at Oxford one who is not a gentleman."—*Ex.*

THE arrangements for the celebration of the Queen's Jubilee by the military forces of the Crown are not yet settled, says the *London Standard*; but it is understood that the proceedings will develop into a review on a large scale to be held at Aldershot early in June next. All sections of the Imperial forces are expected to be represented, and already communications have passed between the War Office and the General Commanding the Aldershot Division (Sir A. Alison) with regard to the accommodation which can be provided at the camp. The proposal at present is to make the display one of the largest and most representative gatherings of the British army that has ever been witnessed. The review will absorb a large number of the auxiliary in addition to the regular forces, and it is rumoured that our Imperial and Colonial possessions will be represented on the occasion.

A WRITER in the *Queen's College Journal* says that a wail has gone up recently that the Professions are over-crowded. From whom does the wail come? Evidently from the failures. "These are our failures," said Beau Brummel's valet, pointing to an enormous basket of crumpled ties that were being sent to the wash. So many spoiled, before the perfectly wrinkled one had been produced! It would seem that somewhere in Ontario there are collections of spoiled doctors, lawyers, teachers, ministers. Where are they from? What Beau has had the handling of them? We ask with interest, for after full and anxious inquiry lest some of our own friends should be among them, we cannot find one Queen's Graduate out of work. There are perhaps more doctors manufactured than graduates in Arts. Yet the Principal declared publicly, two years ago, that he had more applications for sober and reasonably well qualified medical men than he could supply.

THE instruction in the great English schools was, says *The School Journal*, nearly all Latin until 1530, when Greek was introduced, and until 1785 the only further change was the addition of a little more Greek. It was not until 1829 that modern and ancient history, geometry and arithmetic were introduced into the highest classes. In 1851 modern languages were introduced into the Harrow school curriculum. In 1822 it is said that in this school it was "absolute

heresy for a master to attempt to teach anything but Latin and Greek." Dr. Arnold at Rugby was among the first to advocate the study of something besides the classics. On this mental food hundreds of Englishmen have become intellectual giants. Their minds had time to expand. They were not expected to know a little of everything, but a great deal of something. This is as unlike our system of universal cramming as it possible can be, and indicates that when the time of returning sense overtakes the educational world that the quantity obliged to be learned will be reduced to a minimum. Mental culture does not depend upon the amount memorized, but upon the mental discipline gained and its relation to the work of life.

THE *Pall Mall Gazette* is doing excellent service by obtaining from eminent men expressions of opinion on the subject of the condition of English literature at the Universities. It seems to be generally agreed that English literature has not hitherto received adequate attention at Oxford and Cambridge. A man may take high honours in Classics, History and Science, and know very little about Chaucer, Shakespeare, or Milton. This is not creditable to the Universities, and we may assume that a better system will soon be introduced, now that the need for change has been clearly demonstrated. In this respect the Scottish Universities are ahead of the English institutions. At Edinburgh, Glasgow, St. Andrew's, and Aberdeen, no one can take a degree without passing an examination in the history of English literature; and attendance at a course of lectures is compulsory. In every German University there are several lecturers on German literature, and few of them have reason to complain that their work is not sufficiently appreciated. French literature is, of course, properly represented at all seats of learning in France, and the like may be said of Italian literature at the Universities of Italy. It has been suggested that a new school of modern literature, including English literature, should be founded at Oxford; but it may be doubted whether this is a wise proposal. Its effect would be that men might take honours in literature without knowing much about the literatures of Greece and Rome; and that would certainly not be an advantage to the intellectual life of the nation. It would be absurd to say that persons who do not know Greek and Latin cannot take delight in great English writers; but it is not absurd to say that they can only imperfectly apprehend the laws which have determined the growth of our literature. All that seems to be necessary is that those who study Greek and Latin masterpieces shall also be required to study English masterpieces, and that the two classes of subjects shall be taught with equal efficiency.

Literature and Science.

THE PHYSIOGNOMY OF THE DAYS.

THERE is always a peculiar pleasure in the discovery that some subtle and unspoken-of flavour, vaguely felt by ourselves as belonging to any object or experience, is shared in the same intangible way by others. Is it not so with our sense of the particular quality of its own, characteristic of each day of the week? Given the regular starting-point, and we know the days apart without any calendar. When one says to me, "Tuesday" or "Friday," the word does not stand merely for a day, any day, a seventh part of a week, that might as well be any other such interval of time, but it brings up a curiously indefinite-definite conception of its own. Each day has its physiognomy. If, finding I have misunderstood the word, my companion tells me he said, not *Tuesday*, but *Thursday*, I have to shift pictures instantly, in my mind; as if by mistake I had thought of John, with his short nose and auburn hair, and had suddenly to change the mental image for that of Thomas, with his long nose and black hair.

Yet it is hard to say what makes up each day's particular countenance. Different as it is from every other, I find it something of a psychological gymnastic to put my finger, so to speak, on the intangible features that go to the composition of this hazy physiognomy. It is as much as to get a photograph, not of space, but of time. The mind-plate is sensitive enough, and the image is there, but the feat is to develop it and fix it by the cheap and adulterated chemical of words.

Sunday, no doubt, is the day most easily conceived as a separate image. It is full of peculiar associations. It is a time of emancipation. Some bondage of routine has held the spirit for all the week. To-day the mill ceases to grind. The man belongs to himself. The father makes the acquaintance of his children; the mother renews her youth, and again "keeps company" with her mate. The lover of open nature gets back to it with a great sigh of relief; while he who craves the touch of worshipping multitudes seeks it in temples built with hands. The name, whether the Hebrew "Sabbath" or the Christian "Sunday," brings immediately to the mind its rest and peace; its shut shops in the city; its quiet spaces in country door-yards, where the sunshine no longer dances with the leaves, though the crickets have piped unto it all the forenoon, but lies asleep and unutterably still, so that the deep bark of a dog, or the crowing of a cock, long-drawn and somnolent, comes from half a mile away.

The flavour of Monday (and now it takes no clairvoyant to see what picture is instantly wafted into every reader's mind at the word), do we not all perceive it, by more senses

than one?—the bubbly tub, with smooth-armed Aphrodite above it, new-risen from the foam, the saponic pungency, the fluttering foliage of the clothes-line, which to Dickens' disconsolate lover seemed so "like groves." Yet it is not this pomp and pagentry that make up the essential quality of our mental image of the day, but a circumstance which lies behind these humid purgations, as their cause. It is the fact that Monday comes after Sunday, with all that this involves: the cold plunge into mundane work again; the sad cropping up of little things we meant to have finished the week before, the feeling of slight reluctance to undertaking (*videlicet* getting underneath) the accustomed burdens, and this oddly mixed with a certain sense of freshness of fibre in tackling them. Then there is that affluent consciousness of having the whole week before us; a kind of illogically increased expectation of life, as if the safe start on Monday morning implied an agreement that the coming six days should all be our own. This is the time, moreover, of the accumulation of two day's mails in one; and, besides, such a still further increased number of the friendly or only semi-business sort of letters as leads to the suspicion that most people make of Sunday not only a red-letter day, but a written-letter day as well.

Tuesday, on the other hand, is a comparatively characterless day. It is like the labouring man whose anxious better half recommended him to me lately because he "had no habits." Or it is like those people to whom we dread being introduced, because they have no expression of face, and it is morally certain we never shall be able to recognize them again. Tuesday has only this hold on our recognition, that it is not so far from Sunday but there is a distinct, if diminished, flavour of its being still "along the first of the week." Things promised for this conveniently vague period can still be credibly performed. But to-morrow, we feel, will be already the middle of the week. There is, accordingly, a slight "hurry-up" tinge about Tuesday.

Wednesday is still worse off for identity of countenance. Its face is chiefly to be known by its not being that of any other day in the week, as some persons are known only by their not being anybody else. The middle of its forenoon is the time when we ask some one, "What day is this?" It has occurred to me that there might be, in quiet families, some special bit of food as a mnemonic for Wednesday. If the fish was sacred to the Teutonic Venus, and so came into Friga's day, is there not some flesh or fowl that might be considered to belong to Woden? Do we not know, indeed, of a wholesome vegetable, a little under a cloud, perhaps, whose subdued fragranciness in the house might stir the fountains of memory

(and of tears), and mark the day? Yet if we search cautiously in our mental impression of Wednesday, we may find a kind of leisurely and humdrum look that is all its own. The hour for the first-of-the-week dash into great enterprises is gone. We are in the midst of everything, with time enough before us to prevent hurry, but not enough to invite any vigor of attack. This early-middle-of-the-week-ness it is which vaguely marks Wednesday to the mind.

Thursday, however, begins to have a dim penumbra of a sense of end-of-the-week about it. It has to a greater degree the hurry-up suggestiveness of Tuesday, but with this marked difference: on Tuesday it was the haste of hope; now it is the haste of fear. It is the day of feeling oppressed with the lot of things that were to have been (on Wednesday we should have said "to be done;" now we use the regretful or remorseful "to have been") done this week,—and here we are," we say, "past the middle of it." Thursday is therefore the working-day *par excellence*. If a man ever does any stroke of solid work,—if he is not continually opposed to "working between meals" at all, he is likely to do it now.

Friday has its fish,—inversely appropriate for fasting, as being the most voracious of animals. It is as if one cried, "Shameless monster of appetite, behold to what end it hath brought thee; for thus I thee devour!"—though in point of fact, no doubt, it was its fecundity that consecrated it to Friday's ancient deity. The day has, too, for a feature of its physiognomy, the repute for ill-luck; or for good-luck, in some heretical households. As for me and my house, we commonly set out on journeys, and begin building, and "move," and marry, and have even been known to commit the indiscretion of being born on this fateful day. It was long ago that we discovered it to be the time of all others for travel, for the reason that so many avoid it; by which circumstances we not only gain in elbow-room, but in the conspicuous absence of fools.

The face of Friday, by its particular distance from the end of the week,—being the accented penultimate of this heptasyllabic word of time,—has an unmistakable expression to the mind. There is only one more day to the jumping-off place. Letters that are to go any distance before Sunday must be dispatched to-day. It is the last full day of school or of college work.

Is there not in the mind, almost out of the region of visibility, but not out of consciousness, a kind of hieroglyph of the week in the shape of two lines, one slanting upward to a peak, the other sloping down? The one line runs up from Sunday to about Wednesday evening, the other down from Thursday morning to Saturday night. The imagination does not exactly see these lines, in con-

ceiving of the week, but it feels them in the dark, as it were. Friday is where the downward slope gets steep, especially toward evening.

Saturday faces backward. It is a time of retrospect. We clean up old jobs. To the children it is play-day. To the college world it continues that character; and we never entirely out-grow the sense of it. If any tough bit of work is suggested on Saturday, especially toward afternoon, we feel that the proposition is uncalled for and untimely. At any hour during the day we are "liable" to remind ourselves that "All work and no play makes Jack a dull boy." (The last words of this sentiment, my friend the professor says, took the form to his mind, in boyhood, of "jackadullboy," and he used to wonder what kind of a thing that might be.) Saturday night, everybody feels, ends the week; but does anybody feel that Sunday morning begins a new one? Does not Sunday rather seem a time by itself, lying *between* the two weeks? Life, to most people, is work; and the week begins when the work begins.

How came there to be a *week*? We may grope a long way back in history for an answer, and then find only such obscurity that the question is apt to escape into a flight of airy speculation. It is our only large division of time that seems purely artificial. The sun marks the year, and the moon the month, and the earth the day; but what determines the week? Why might it not have been of ten days; like that of the Greeks and the French Revolutionists? Or shall we say that the waxing and waning face of the moon marks it, as a sort of celestial switch-signal?—first the crescent, then the straight-cut line of the half moon (a dichotomized "green cheese"), then the full orb, then the half-cut line again. There ought, it would seem, to be another Luna, or Lunula, a moonling that should revolve every seven days and mark the week. Was there one before the records of history commence, and did its fragments help to strew the "drift" upon our planet, after giving origin to the seven-day period?

That the *hebdomas*, or seven-day division, came to us from Egypt, (a very ancient thing there, as in Assyria) is the almost universal opinion among scholars. Where the *names* came from, and how, is more doubtful. We find our days named, at present, after the sun and moon, and the ancient Teutonic deities, Tiw, Woden, Thor, Fria, and Saeter. (I give these names in their most familiar form. They are variously spelt in the different Teutonic tongues. The old Norse, curiously enough, instead of Saeter's day, has *Laugardagr*, or bathing day.)

Various days were held, by different ancient nations, to be unlucky days. The superstition is as old as the hills, or older. It would be difficult to say how much of the old "keeping" of Saturday evening, or even the

whole afternoon at one period, went back for origin to this sort of astrology. Brand gives an extract from an old English manuscript, showing the religious form of the custom:—

"It is written in the life of Seynt . . . that he was bisi on Ester Eve before None that he made one to shave him or the sunne went doune. And the fiend aspied that, and gadirid up his heerit; and when this holi man sawe it, he conjured him and badde him tell whi he did so. Thane said he, bycause yu didest no reverence to the Sundaie, and therefore this heris wolle I kepe unto ye day of Dome in reproffe of the. Thane he left of all his shavyng, and toke the heris of the fiend, and made to brene hem in his owne hand for penaunce, whiche him thought he was worthè to suffre; and bode unshaven unto Monday. This is saide in *reproffe of hem that worchen at afternoon on Saturdayes.*"

It is likely that this precious anecdote was often brought to the attention of mothers and schoolmasters by the early English urchin.

The very word *week* is of origin so ancient as to be open to enticing guess-work, such as that concerning the hieroglyphic UK. The "authorities" all tell us that the Egyptians fixed the week at seven days because of the seven known heavenly bodies; but no one knows for certain that this is true. To say "Egypt," in history, is to begin to speculate; as to say "electricity," in physical science.

A favorite theory as to the ancient sanctity of the number seven has always been based on its peculiar arithmetical properties. (For a single instance of the numbers between one and ten, including the latter, all except seven are either factors or products of others.) We find the number a favourite one in most of the old cosmogonies. The first series of Manetho's Egyptian gods, or dynasties of gods, includes seven. The original Kabiri of Phœnicia, or the sons of Ptah, according to Bunsen, were seven. Among George Smith's Assyrian discoveries is a calendar, in which every month is divided into four weeks, and the seventh days are noted as unsuitable for the undertaking of any work. In the translation of Rev. A. H. Sayce, the first such seventh day has the note: "A Sabbath (literally, *dies nefastus*). The king in his chariot rides not. Medicine for his sickness of body he applies not."

It is possible that the origin of the world-old estimation of this week-number may go back to something older than astrology or astronomy,—older even than the science of arithmetic; namely, to a primeval psychological fact.

May it not be that the number seven was chosen because it falls in with a certain limitation of the human mind? Seven represents the limit of ordinary ability to grasp peculiar objects as a total, without subdivi-

sion into smaller groups. If we make seven dots upon paper, or place seven pebbles closely in a line, the eye (that is to say, the mind) can apprehend them as a single group, and at the same time be aware of the number of individuals composing it. If it were eight, they would be decomposed into fours, or twos. It is an experiment which each may try for himself. For my own part, I find that if I make a long line of dots on the paper, by fixing my eye on any one of them I easily include the three at each side in the same perception, either as separated, or all seven united like Alpine climbers by their rope. Thus the mind conceives a whole week pretty easily at one grasp, and may alternately separate it into successive days, and telescope these back into the total conception of the week, at will. We say to ourselves, Such a week I spent at this place, and such another at that; and find no difficulty either in the total conception of each, or in the instantaneous separation of it into its days. Is not seven the largest group with which this process would have been easy? Could we have done it with thirteen, or easily with nine; and would not eight or ten have inevitably split apart into groups of fours or fives, each week thus falling into two weeks, in spite of us? It is odd enough how perfectly we have come to feel, after all these centuries—more likely after all these thousands of years—of the employment of the seven-day week, that it is a part of original nature. We can hardly shake off the sense that *time*, abstract *time*, everywhere and always, comes cut into these particular blocks. The year—everybody's year, every epoch's and every planet's year—consists, to our inveterate feeling, of just these fifty-two divisions, as rigidly as any chain consists of its links. It is likely the old story (none the worse for a certain nutty flavour it may now have) of the Englishman, who remarked, "How queer that the French say '*pain*' for '*bread*'!" And when his friend replied, "No queerer than that we should say '*bread*,'" he exclaimed, "Ah, but it is '*bread*' you know?"—*Extracted from the Atlantic Monthly.*

By means of a sensitive thermopile and a perforated disc of cardboard, Prof. Sporer, a German physicist, has proved that extra luminous patches on the solar disc are more intensely heated than the rest, and that the dark spots are cooler than the average surface. The hottest regions must develop ascending gas currents, to which descents of cooler gas masses must necessarily correspond. These descending gases must generate the dark spots, and the ascending produce the prominences which are observed to shoot up to enormous heights. This theory is confirmed by the fact that sun spots always form on extra bright parts of the sun.

Special Papers.

THE ASSIMILATION OF COURSES OF STUDY FOR BOYS AND GIRLS.

MRS. FAWCETT has lately said that it had been reserved for the nineteenth century to discover that a woman was a human being. This is indeed a somewhat epigrammatic statement; but it expresses a fact which, in Education as in other matters, has been too frequently overlooked. Boys and girls—for with them at present we have to deal—are both human beings, and as such have far more points of likeness than of difference, and possess many faculties in common. This sounds like a truism; but nevertheless, in spite of this obvious fact, education in earlier days was conducted on the principle that boys had one set of powers, needing certain studies, and girls another set, needing quite other subjects in their school work; and that, for instance, boys should learn Latin, while for their sisters there was, so to speak, the softer feminine of the Roman speech, Italian. This theory is somewhat as if, for physical development, boys were to be fed always on beef and mutton, and girls on ices and sugar-candy. The common-sense of mankind, however, overlooking the manifest physical difference as irrelevant in the matter of nutrition, has always considered that boys and girls need the same kind of bodily food, at all events; and in the present day, when the laws of health are more widely known, we all agree that these apply equally to both sexes, who alike need, for perfect growth, fresh air, cold water, and exercise. When, however, mental training and mental food are considered, a different opinion obtains—or rather has obtained. This is the more remarkable, for there is in this case no proved or manifest difference psychologically, and the scientific study of the mind has not given any reason to suppose that any such difference does exist. The error has arisen, perhaps, from an imperfect ideal of what education ought to be. If it is merely a sort of technical training, for the practical work of adult life, then, obviously, as men and women will, in general, occupy different spheres of work, boys and girls should study different subjects—boys, let us say, arithmetic, physics, geography, etc.; and girls, needlework, music, and household management. This narrow ideal of education has, we hope, few adherents among teachers. They recognize a noble end—that of training all faculties of our nature to their highest degree, and of producing, not an engineer or an accountant, a nurse or a dressmaker, but a fully developed human being, with all powers so cultivated as to be able to act and to enjoy, to labour and endure—in a word, to live—as completely and perfectly as the allotted place given to

the individual, man or woman, may permit. It would, therefore, seem to follow that any study which has been marked out for boys, because of its value as training, would be equally valuable for girls, as the intellectual powers are common to both sexes, and there is no *prima facie* evidence that the mind is male or female, but rather a presumption in the other direction. Now, Classics and Mathematics have, in modern times, justified their place in the curriculum of our boys' schools by their value as training, either of the reasoning powers or the literary taste; whether they, exclusively, induce such effects, is a question to which we shall return later. Granting that they do, they should be taught equally to boys and girls, and the ideal curriculum should be, in most points, the same.

Having discussed the theoretical considerations, we may now proceed to examine practical results, and see whether these bear out our theory. The first fact to be mentioned, and perhaps the most convincing, is, that an Examiner of considerable experience has informed us that he does not notice any differences in papers submitted to him (which he, of course, knows only by their numbers) from which he can form any opinion as to the sex of the writer. The reports of the Cambridge Local Examiners, in which the work of boys and girls is separately mentioned, afford no definite evidence of any difference. We remember one report on English Composition which did show such, but not at all what the average reader would expect. The girls' work showed much more accuracy and careful thought, and far less absolute nonsense; but the boys showed greater imagination. Again, boys and girls are prepared for the Matriculation Examination of the University of London, and pass it equally well; we imagine, indeed, that the percentage of passes for girls is considerably higher. Whatever the positive meaning of this may be, it negatively confirms the theory. The results of the Degree Examinations are too well known to need remark. Other data come to us from Cambridge. It would have been said fifteen years ago, from those imagined inclinations of the feminine mind to the softer studies, that the Mathematical Tripos would have been the last to attract many of the students of Girton or Newnham. The facts are exactly opposed to this forecast. Up to the year 1882 a greater proportion of Girton students entered for the Mathematical Tripos than for any other; and, further, pupil after pupil from one of our girls' public schools went up to Cambridge to study Mathematics; so much so, that it was found necessary to warn those who intended to make teaching their profession, that the supply of women mathematical teachers would exceed the demand, and advise them to take up other

branches. The reason was, doubtless, that in Mathematics it was easier to make up for the lack of early training than in Classics; and from the same cause many, especially those who went up in later life, took Moral Science. Now, when the movement is older, and girls are trained for Girton, as boys for Trinity or Balliol, Classics will become, as they have been, since 1882, the favourite subject, as far as numbers are concerned.

A teacher who has had considerable experience with girls, and some practice in teaching boys and men, may be forgiven, perhaps, for adding a few generalizations drawn from personal knowledge. It is perfectly possible to teach girls Latin and Mathematics, and even to create enthusiasm for the study. On the other hand, some girls are careless over Latin, and hate Mathematics; but this is due to the "Old Adam" of laziness, and could be matched, we imagine, in boys' schools. It is almost impossible to teach Geometry or Algebra to some girls; but there are men and boys with whom the same difficulty occurs. The writer has met with such, and so probably have most teachers; while history gives us no less eminent an example than Lord Macaulay. We have never come across a girl who absolutely could not do Latin, though we know many who do it badly. We also have read Classics with a very good mathematical man whose Little Go was a burden scarcely to be lifted, and have heard College Fellows express a similar opinion about their own undergraduate days. Again, we have found that to teach an older man Mathematics is very much easier than to teach a woman who begins at the corresponding age; but this we believe comes from the fact that the life work of the man had been concerned in commerce, with numbers and measurement, while the woman probably never did any harder thinking than the ordering of a dinner or the planning of a gown. However, in all such cases there is a danger of forming inductions from few data, and individual experience can have only a value when strengthened by other evidence. Whether woman, indeed, will ever do as well as men in the higher subjects of a University course, is a matter on which we have our doubts; but it is, at any rate, irrelevant to the case in point. Here we feel assured that our experience will coincide with that of most teachers and examiners, to the effect that the teaching, and the results of teaching, Classics and Mathematics are—other things, as to time, teaching power, etc., being equal—very much the same for boys and for girls, whatever they may be for men and women. Having laid down, then, the general principle of identity of subjects, it remains to be seen what the subjects should be. And here, when a reform such as that of the scheme of the First Class College of Preceptors' Exam-

ination is proposed, such a question is of the gravest importance, on general grounds, for boys as for girls.

The key of the whole position is the discussion as to the exclusive advantages of Classics as training. And here we should earnestly deprecate the assimilation of the scheme for girls to the *present* scheme for boys, because we firmly believe that the girls' curriculum in our public and higher class private schools is nearer the ideal than that for their brothers. To argue the question would be merely to re-write Herbert Spencer's book on Education. But the reform of boys' education, and the removal of that incubus of classical study which, as a heritage from earlier days, weighs so heavily on us now, is so important a question that, like the "Delenda est Carthago," it needs naming again and again. When so many studies, far more useful both to men and to women in practical life, all but cry aloud for a fuller share of our limited school-time, we must be very certain of the superiority of Classics as training, to keep it in the place of learning, which would help our boys to appreciate more fully their own beautiful language and the works of Nature around them, and—no unimportant thing now-a-days—to maintain in their manhood that supremacy in Arts, Manufactures, and Commerce which our country now sees endangered on every side. And, indeed, as Herbert Spencer shows, the training of reason and observation is furnished by those very subjects which are most useful, for Nature is economical of power. We, therefore, hail gladly the proposed alteration in the regulations of the First Class Examination; for, while maintaining the identity of subjects and standard for boys and girls, it nevertheless allows for that more modern education to which the tendency of the age is rapidly bringing us. Not long ago, at Cambridge, a determined effort was made to oust Greek as a compulsory subject from the Previous Examination, or Little Go; and in the late revision of the regulations for the Matriculation Examination at London University, there was an equally earnest attempt to make permissive a choice of languages, and thus not necessitate Latin. For both these, the ancient superstition was too strong; but the time of success is, we may hope, not far distant. When Oxford, much to the disgust of some of her older professors, has spent thousands on schools for Natural Science; when Cambridge has allowed Modern Languages for the Additionals, and has actually founded a Modern and Mediæval Languages Tripos, the younger Universities and Colleges will surely follow. To make Latin compulsory, therefore, is, from this point of view, distinctly inimical to educational progress, and is, therefore, unworthy of an institution which, like the College of Preceptors, has in past years done so much to further the modern reforms in Middle Class Education.—*Sara A. Burstall, B.A., Lond., in the Educational Times.*

Educational Opinion.

CAUSES OF FAULTY TONE AND PRONUNCIATION.

CHILDHOOD is the period of conscious imitation. The child talks as do those who train him. Their idioms, tones, and manners become his. The child of the mumblers mumbles; he, the speech of whose parents is incisive and accurate, speaks incisively and accurately. And these results are obtained consciously. He tries to act and speak as do those whom he loves. The greater part of what he does during the first five years of his life is shaped by his effort to imitate others.

But this faculty of conscious imitation is not inactive in later years of the child's life. If he has imitated bad forms of speech and manner in his home, they are to be supplanted through his repeated imitations of better forms in the person of his teacher. These are the years in which he is learning to do well or ill, by doing. If well, it must be through the example, as well as the precept, of one who does well. If his speech is rough, indistinct, and faulty, it must become smooth, clear, and true through the attempt, conscious and unconscious, to copy the forms of one whose speech illustrates the characteristics sought. It is because of the tendency in the youth to imitate what they admire, that example is better than precept.

But as soon as it is possible motive should take the place of example. The child may not know, nor be able to understand, why he is asked to pause after an important word in a line, and it may be necessary to show him what you mean in many examples; but the youth should be able to see that the pause gives the listener time to take in the meaning of the important element before the ear is disturbed with other sounds.

There are two statements of doctrine, neither of which does it seem safe to follow: 1. "Never read to a pupil what you want him to read to you." 2. "Never let the pupil read till you have given him a pattern." It is a great fault to follow the first in early years, and as great a one to follow the second in later years.

The number who have committed the first fault is legion; and they have wasted the time of little fellows trying, by a system of questioning, to bring out tones and inflections of which the pupils have had no conception. No one is likely to express well what he does not understand. And one reason for the latter condition is, that in their childhood days, when the vocal organs were flexible, these persons had no finely trained voice whose beauties they tried to imitate.—*Ill. School Journal.*

TEACHING COMPOSITION.

ALL teachers of composition have doubtless noticed that students who recite easily and well in some textbook subjects, can with difficulty be persuaded to read a composition in the presence of a class. If called upon to give an account of the muscular system or the circulation of the blood, the pupil will do so in tolerably good English and with no apparent embarrassment. But why is it that, an hour later, he blushes and stammers, pleads a sore throat, an uninteresting composition, or, perhaps, openly rebels, when asked to read his essay on "Honesty," or "Heroism," or "Charity," or some one of the other numerous virtues? Is it diffidence? Not at all. He was overheard, only yesterday, telling easily and naturally all the particulars of the ball-game between his club and the rival nine of a neighbouring town. And isn't he by common consent one of the freest talkers in the school? And doesn't he declaim without any hesitation? And doesn't he speak well in the debating club, and everywhere else save on this one trying occasion?

The simple truth is, that same bright student doesn't know anything about "honesty," or "heroism," or "charity," or any of the other virtues, as *abstractions*,—and being such an excellent living example of honesty, he has the heroism to acknowledge the fact.

Now let the perplexed and discouraged teacher put the question frankly to himself, whether he has not been guilty of a great folly in asking the pupil to write a composition on such a subject. Would he have asked him, when reciting in arithmetic, to demonstrate that the square of the hypotenuse of a right-angled triangle is equal to the sum of the squares of the other two sides? or, when reciting in plain geometry, to solve a spherical triangle? He would as soon have asked him to square a circle, or prove the existence of quadrimensional space. Yet the teacher was guilty of just as great an absurdity in asking him to write on "honesty" or "heroism." These things are to him intangible and vague. To the wisest of us they are, when unsupported by concrete examples, mere general notions. What are they, then, to a boy of fifteen or even twenty? Which one of us would like to shake his literary skill upon an essay on *Honesty*? Why demand so difficult a task of a boy or girl whose experiences have not yet led them to understand the nature or value of generalizations? The teacher who asks this is guilty of requiring a student to tell something about a thing of which he knows nothing. The result is the pupil writes words, words, words; and being withal an honest youth, is heartily ashamed of his performance.

The first thing, then, to be learned in teaching English composition is that there is no known process whereby a teacher can draw out of a pupil's mind what is not in his mind. In other words, the requirements must be adapted to the experiences and attainments of the pupil.—*N. E. Journal of Education.*

TORONTO:

THURSDAY, JANUARY 13, 1887.

THE BIBLE IN SCHOOLS ONCE MORE.

A RESPECTED reader of the EDUCATIONAL WEEKLY writes taking exception to the stand taken on the question of the right of the State to authorize the reading of the Scriptures in public schools. "I do not refer," he says, "to the question of religious teaching. The teachers have not asked for that, and, therefore, as far as they are concerned, that is not the issue. On the question of moral training, however, and the Bible as the proper and only basis of it, they have expressed themselves clearly and authoritatively, in the following resolutions, which were passed unanimously by the Ontario Teachers' Association in August, 1883, and which, I am confident, express the belief of the great majority of High and Public School teachers throughout Ontario to-day:—

"(2) That all systematic moral training in the schools of Ontario should be based upon the Christian religion, as set forth in the Bible.

"(3) That the reading of selected portions of Scripture, as a part of the regular daily exercise in all our schools, would be a material aid to teachers in the discharge of their duties in regard to such moral training."

Our correspondent thinks that the EDUCATIONAL WEEKLY has not rightly interpreted the views of the teachers of Ontario generally upon this question. He does not, he says, question our right to advocate these opinions as an individual, but holds that there was a lack of judgment in giving expression to them as editorial utterances.

The EDUCATIONAL WEEKLY has ever been, not only tolerant of, but grateful for, disinterested criticism; and the criticism of our correspondent we are very glad to receive. Nevertheless it would be unprofitable, we think, to open up a controversy upon this vexed question; more especially as our correspondent has made it even more complicated by raising the question of the general view of the teachers of Ontario as to the advisability or unadvisability of the authorization of Scripture-reading in our public schools. We can only say in reply, first, that the editorial columns of the EDUCATIONAL WEEKLY are not filled by one "individual," but that many gentlemen, teachers, ex-teachers, and others—

many of them holding the highest positions as educators in Ontario—make these columns a vehicle for the expression of views on educational matters. Second, that the stand taken by the EDUCATIONAL WEEKLY to which our correspondent particularly refers was a purely theoretical one, viz: the right of the State to authorize the reading of Scripture in State aided schools frequented by the children of a community differing widely in theological beliefs. Third, that the point upon which our critic especially animadverts was one introduced only incidentally in the course of our remarks on the subject of the Bible in the schools.

To two features of the whole question we wish, and have ever wished, to lay particular stress—first, that the controversy which has recently raged throughout the Province was begun, continued, (and, let us hope, has now ended) for purely political purposes. Second, that the true spheres in which the youth of the country should receive religious information and training are the Church, the Sunday school and the family altar.

Nothing has been further from our purpose than to overlook or to belittle the opportunities which the pupil possesses in the school room of being instructed in the highest principles of right and wrong. But what we unhesitatingly affirm is, that this can be more rationally and profitably done by the character and influence, by the words and actions of the teacher, than by the daily rehearsal of a certain portion of Scripture, read without comment or illustration. That the daily committal to memory of passages of Scripture is an incalculable benefit to the mind, no one probably would for one moment hesitate to grant. It is doubtful if a single great writer of English could be named in whose writings could not be found evidence, and ample evidence, of a deep and systematic reading of Scripture. One of the greatest writers of the present day, indeed, and one to whom the term orthodox could not very safely be applied, has described the Bible as "the grandest group of writings existent in the rational world, put into the grandest language of the rational world." That this Book could be too much read, we do not think is possible; what we contend against is the obligatory reading of it, and its recognition as the only *depository* of religious truth, in mixed schools.

OUR EXCHANGES.

The School-Music Journal for December, 1886, furnishes a vast amount of practical information in a condensed and attractive shape. Among the articles that appear are "Singing Lessons for Children," by Daniel Batchellor; "Letter from Mr. E. E. Kelsey;" "Music Pages," by C. H. Congdon, Harry Benson and W. S. Tilden, the exercises contained in which are most excellent and very complete; "Modern Composition and the Singing Teacher," by S. N. Penfield; "Ear Tests," by W. S. Morris; "Hints to Teachers," by Harry Benson; etc. Boston: F. H. Gilson, 226 Franklin street.

The Century for January contains some very good articles, among which are "French Sculptors," by William C. Brownell; "Comets and Meteors," by Prof. S. P. Langley; "Caranero," by George W. Cable; "Abraham Lincoln," (continued) by J. G. Nicolay and John Hay; "The Hundredth Man" (continued), by Frank K. Stockton; "She Came and Went," by James B. Kenyon; "Coquelin," by Henry James; "Fencing and the New York Fencers," by Henry Eckford; "The Relative Strength and Weakness of Nations," by Edward Atkinson; "The Wimpy Adoptions," by Richard Malcolm Johnston; "An Indian Horse-Race," by Lieut. C. E. S. Wood; "Calm," by John Vance Cheney; "George Bancroft" (with admirable portrait, forming frontispiece), by William M. Sloane; "The Third Day at Gettysburg," by General Henry J. Hunt; "Pickett's Charge," by General E. P. Alexander; besides "Memoranda on the Civil War," "Topics of the Time," "Open Letters," and "Bric-a-Brac."

The Popular Science Monthly for January is replete with interest. Very timely indeed is the article by Professor William G. Somers, entitled, "What Makes the Rich Richer and the Poor Poorer?" "Misgovernment of Great Cities," by Frank P. Crandon, is forceably put and altogether able. Other interesting papers there are, in "A Scientific Mission to Cambodia," by M. Maurel, which is most artistically illustrated; also in "The White-Footed Mouse," by Charles C. Abbott, M.D.; "Manual Instruction," by Sir John Lubbock; "The Intermingling of Races," by John Reade; "Science in Religious Education," by Daniel G. Thompson; "The Hound of the Plains," by Ernest Ingersoll; "The Experimental Study of Nature," by Dr. F. W. Pavy, F.R.S.; "Vinegar and its Mother," by Frederick A. Fernald; "The Week of Seven Days," by the Bishop of Carlisle; "The Voices of Animals," by Deley Von Geyern; "Sketch of Nicholas Prejevalski," and, in addition to these, there is the customary "Editor's Table," "Correspondence," "Notices," "Popular Miscellany," and "Notes," all affording pleasant reading and food for thought, and, much of it, good strong food too.

Littell's Living Age for 25th December contains "Metaphor as a Mode of Abstraction," from the *Fortnightly Review*; "Extracts from the Diary of a Young Lady," from the *Argosy*; "The Scotland of Mary Stuart" (continued), from *Blackwood*; "Miss Masterman's Discovery," from *Chambers' Journal*; "Our Grandmothers," from *National Review*; "About Waiters," from *All The Year*

Round; "Material Progress in Syria," from the *Spectator*; "Exploration of the North Sea," from *Nature*; "More Kerr. Humours," from the *Spectator*; "An Extinct Skipper," from *St. James' Gazette*; "A German View of London," from *Deutsche Zeitung*; and poetry. The first weekly number of the new year has the following table of contents: "Mobs and Revolutions," *Fortnightly Review*; "A Secret Inheritance," by B. L. Farjeon, *English Illustrated Magazine*; "Mrs. John Taylor, of Norwich," *Macmillan*; "A Siege Baby," by the author of "Bootes' Baby," etc., *English Illustrated Magazine*; "France As It Is and Was, Government and Society," by a Parisian, *National Review*; "Mohammedanism in Central Africa," *Contemporary Review*; "A Pilgrimage to Selborne," *Leisure Hour*; together with choice poetry, etc. This, the first number of the new volume, is a good one with which to begin a subscription. It is, moreover, the initial number of the one hundred and seventy-second volume of this magazine.

St. Nicholas for January being issued on the 27th of December, is not so much a New Year's number as it is an addition to the Christmas number. Of its contents "Millet and the Children," by Ripley Hitchcock, with its numerous illustrations by the great peasant painter, and the curious little sketches, never before published, made by him to amuse his grandchildren, will interest all readers; and the two Eton papers, "A Glimpse of Eton School," by Edwin D. Mead, and "A Visit to Eton," by Elizabeth Robins Pennell, give a keen insight into the manners and customs of boys to-day and long ago in the greatest of all the English schools. The drawings by Joseph Pennell explain and supplement the text in a clever way. Frances Hodgson Burnett's new short serial, "The Story of Prince Fairyfoot," is continued, with the clever and characteristic illustrations by Alfred Brennan; Frank R. Stockton, in the second half of his latest shipwreck story, explains wherein it held "A Fortunate Opening" for the hero; "Juan and Juanita," in Miss Taylor's serial, break away from their Comanche captors, after a number of exciting adventures and hairbreadth escapes; and Mrs. Alling's live and practical "Christmas Conspiracy" culminates successfully both for the conspirators and their victim. Rose Hawthorne Lathrop, also, has a timely and amusing story, with a purpose, and the number opens with an old poem by Edith M. Thomas, called "Ye Merrie Christmas Feast," charmingly engrossed and illustrated by Reginald B. Birch, the work of whose clever pencil is also seen in the drawings for two bright poems, "The Galley Cat," by Margaret Vandegrit, and "When Grandpa was a Little Boy," by Malcolm Douglas. There are also more Brownies, by Palmer Cox, and contributions by George Foster Barnes, J. C. Francis, Alice Wellington Rollins, and others.

REVIEWS AND NOTICES OF BOOKS.

Labberton's New Historical Atlas and General History. New York: 150 Nassau street; Townsend MacConn. Price \$2.00. Sent by express prepaid, \$2.40.

We have noticed with pleasure that this book has been lately issued. As a class book for colleges, normal and high schools, and in point of fact, for the use of all teachers and students, it

will be found of great value. It contains a superb collection of maps, 194 in number, embracing Dr. Labberton's already celebrated "Historical Atlas" now entirely re-drawn, re-engraved, and printed in colours in a most artistic and clear form, besides which there are over fifty new maps, and many of these have no counterpart in any book, American or foreign, previously published.

Ames' Copy Slips. We have had the pleasure to receive from the *Penman's Art Journal* a copy of these "Copy Slips," their last publication, and which we understand are given as a free gift, or premium, to subscribers to the journal. We consider the slips to be remarkably well got up, and highly calculated to fulfil the purposes for which they are designed. New York: D.T. Ames, 205 Broadway.

BOOKS of questions for teachers' use in preparing for examinations and reviewing studies, etc., have long been published, but nothing now in the market will probably be equal to "The National Question Book," to be ready about Christmas time. Mr. Edward R. Shaw, of the Yonkers, N.Y., High School, is the author. Some two years of constant labour were spent by him on this volume, which at first sight might appear to be an easy one to write. The book is carefully graded, and has a number of new features. It will be issued by E. L. Kellogg & Co., of New York.

MESSRS. D. C. HEATH & Co., of Boston, Mass., will bring out at an early date, for this and for the English market also, a work of singular interest to the educational world, and especially to those who desire to place education on a scientific basis. We refer to *Antonio Rosmini Serbat's "Method in Education,"* translated into English by Mrs. William Grey, who is widely known in England as a leader in the movement for the Higher Education of Women. The work is an admirable exposition of the method of presenting knowledge to the human mind in accordance with the natural laws of its development. The disciples of Froebel will find in it not only a perfectly independent confirmation, but also the true psychological estimate of the principles of Froebel's kindergarten system. We believe that this translation of the work of the great Italian thinker, which is pronounced *facile princeps* of Italian works on pedagogy, will prove a boon to all English-speaking lovers of true education on both sides of the Atlantic.

The Forum for January contains eleven articles by well known writers, and is an entertaining and instructive number. Judge Bennea, in a well written and thoughtful paper, makes a strong appeal for a divorce law, which shall be applicable to every portion of the United States, and replace the loose legislation which prevails at the present time on the subject, in many of the States. Mr. T. W. Higginson, without taking either side of the woman suffrage question, points out the unsolved problems which have to be considered before making such a radical change in the franchise. President Angell, of Brown University, describes how he was educated, and, in doing so, furnishes some hints which must prove useful to those engaged in educational affairs. Mr. Savage describes the "religion of a rationalist" in a manner which would lead an orthodox reader to the conclusion that, after all,

the difference between the writer and himself is less as to the end sought for than as to the means by which it should be attained. Lieut. Edmund Zalinski contributes a very readable article on "Submarine Navigation." Of the other subjects dealt with the one which will probably be read with the greatest general interest is an article on "The Morality of Ministers," by the Rev. Mr. Buckley. He explains why there is apparently such a large percentage of immoral men in the ministry, and denies some of the sweeping charges brought against the profession, but contends that clergymen charged with crime should be tried in the civil courts like other accused persons.

It is believed that the success of *Scribner's Magazine* is unique in the history of magazines. The first (January) number was published on December 15th, the edition consisting of 100,000 copies. It was exhausted on the day of publication. On Saturday, December 18th, a second edition of 25,000 copies appeared, which was at once consumed, and an additional 15,000 was put to press—140,000 copies having been already sold. The demand was so great that it was impossible to keep the dealers supplied. On the day of publication 2,000 copies were sold at the news-stands of the elevated railroads; at the new stand of one of the New York hotels nearly 500 copies were disposed of on the first afternoon of its appearance, and several dealers at the ferries leading from New York sold 600 copies on the first day. The February number of *Scribner's Magazine*, of which which 125,000 copies have been ordered as a first edition, will contain a most interesting article, by John C. Ropes, upon the "Likeness of Julius Cæsar," with eighteen portraits, one of which, engraved by W. B. Closson, will be the frontispiece of the number. A new story is begun in the same number by F. J. Stimson (J. S. of Dale), entitled "The Residuary Legatee." The second instalment of ex-Minister Washburne's Reminiscences of the Siege and Commune of Paris is of great interest, describing as it does the most interesting phases of the siege.

BOOKS RECEIVED.

The Elementary Geography. By James Monteith. Adapted for use in Canadian schools by R. Dawson, B.A., T.C.D. Toronto: Canada Publishing Co. (limited). Price 65 cents.

Poor Richard's Almanac, and Other Papers. By Benjamin Franklin. With notes, forming No. 1 of the "Riverside Literature Series." Boston and New York: Messrs. Houghton, Mifflin & Co. Price 15 cents.

Tanglewood Tales for girls and boys. By Nathaniel Hawthorne. Being Part No. 1, forming No. 22 of the "Riverside Literature Series." Boston and New York: Houghton, Mifflin & Co. Price 15 cents.

Handbook for School Trustees. A manual of school law for school officers, teachers and parents in the State of New York. By Herbert Brownell. Syracuse (New York): C. W. Bardeen. Price 50 cents.

An Algonquin Maiden. A Romance of the Early Days of Upper Canada. By G. Mercer Adam and A. Ethelwyn Wetherald. Montreal: John Lovell & Son. Toronto: Williamson & Co.

Methods and Illustrations

A SUGGESTION IN SPELLING.

TEACHERS who do not believe that oral spelling ("spelling down," spelling matches, and daily dictation of a number of incongruous words from the spelling book) did ever or will ever produce correct writers, that is, orthographers, and who have the courage of their conviction to say so, are often looked upon as miniature Bob Ingersolls. They are regarded as despoilers who tear down without building up again. They are classed with the Nihilists who believe in Nirwana. Many a small soul trembles as his old-fashioned beloved spelling is attacked. In his anguish he peevishly cries out "*Noli turbare circulos meos*," without being anything like Archimedes in depth of thought, in extent of vision, in sincerity of purpose, or fertility of ingenuity.

The writer thinks that association of thought, as well as striking contrasts are mighty factors of mental growth. It is clearly demonstrated that knowledge logically connected or based upon previous cognitions, is more easily gathered, digested, assimilated, and stored up in the memory for future use and reference, than disconnected bits of knowledge, even though they be tid-bits. A list of words without meaning to the child, isolated words without connection in thought-bearing sentences, are like pebbles in the stomach. You may sugar-coat pebbles till they are almost too thick to swallow, but that does not make them digestible. They will merely weaken the system. Do not say, fair reader, "Here is another specimen of a live Nihilist," for I mean to suggest something in place of the spelling lesson of "y^o olden time." Hitherto we were in the habit of dictating words from the spelling book which the pupils had been told "to study." I need not explain how utterly futile this studying of often incomprehensible, always incongruous, and therefore indigestible words, is; the pupils may succeed for the time being, to spell, that is, to split them, but they cannot correctly build them up again, write and properly apply them.

It may be, and it is argued, our fathers learned to write correctly from being thus taught, why should not we? In the first place they did not learn to write correctly, because they spelled orally, but despite their spelling orally all through the speller from back to back. All who did write correctly did so because they read much, and noticed the physiognomy of the words, and when writing used dictionaries and other books of reference. In the second place, if only that is right and worthy of imitation which our fathers and forefathers did, then we deny the justice of progress of any kind. So then

let the forefathers rest peacefully in their graves and remember the poet's word, "*Nur das Lebende hat recht*."

There is something so ridiculous in the old-fashioned spelling exercises, that I cannot refrain from applying a homely simile which will throw light upon the procedure, and reveal its true inwardness. A simple-minded fellow enters the studio of a portrait painter and says, "Sir, I want you to paint my grandmother." "With pleasure," replies the artist, "bring her here, we must have several sittings to complete the picture." "Well, but she's been dead these eighteen years; if she were alive I shouldn't need her picture." Is it necessary to state that teachers often require words to be written with which the pupils are not familiar? Is that anything else than asking the artist to paint a dead grandmother? But it is said some artists are able to paint a face they have seen but once. True, and so certain children remember the physiognomy of words and reproduce them after one glance. But exceptions are not the rule. Words (as well as faces) are better remembered if they are learned in proper surroundings. When we are brought face to face with a person who claimed to be introduced to us before, we ask: "Where was it I saw you?"

Now, my suggestion is this: A reading lesson in the primary grades contains a certain number of new words with which it is the intention to familiarize the pupils. After the lesson is read, the teacher may single out the sentences in which these words occur, and have these sentences copied verbatim. If the words are strewn all over the reading lesson, so that copying the whole lesson would consume too much time, the teacher may embrace the new words in a few short, neat sentences, write them on the board, and have them copied from there. Now she may call upon the class to underscore the new words on the slates, as she does on the board. When that is done, she may ask the pupils to moisten the tip of their forefinger and erase the first word underscored, leaving the remainder of the text intact. It is done, she now asks, "What word did we erase?" "How was it spelled?" "Insert the word again." This is done with every new word of the lesson. Sometimes it is found desirable to treat a word thus repeatedly. This is *teaching* orthography in the primary grades; it is not the thoughtless testing in vogue nearly everywhere in this country, a procedure which seems to aim at a plentiful crop of mistakes.

One of my teachers to whom I had recommended this manner of practicing orthography said, "Well, but they get 'a hundred per cent.' every day." She meant to say, "Well, but now the pupils do not make mistakes any more." God be thanked, they don't; that is exactly what we should aim at. Suppose that

we were to grade the pupils daily in cleanliness, would we drag them through the gutter first, and then wonder why they are not clean? One ounce of prevention is better than a pound of cure. Let the pupils only write correct physiognomies of words, and their memory will not retain any wrong ones. Do not permit any mistake to be made. Go through the aisles while the pupils are at work, and correct, that is to say "make right" what is found wrong. By thus vigilantly weeding out error, you will develop in the pupils an orthographical conscience, so sensitive, that it will revolt against error, as a moral conscience will against crime.

Of course this advice is offered to primary teachers; in higher grades other modes of teaching orthography may prove more successful.

FOR PUPILS IN THE FIRST CLASS.

YOUNG pupils may be trained to observe carefully the common things around them by having such problems as the following given them from time to time, with the regular arithmetic work. But one problem should be given at a time, and that at the season of the year when the insect or animal may be secured and examined by the pupils. The teacher should do no "telling," but encourage pupils to examine for themselves.

1. How many wings have three bees?
2. How many wings have five flies?
3. How many wings have four butterflies?
4. How many wings have seven mosquitoes?
5. How many wings have two potato bugs?
6. How many legs have six flies?
7. How many legs have three spiders?
8. How many legs have five bumblebees?
9. How many legs have two craw-fishes?
10. How many legs have three turtles?
11. How many legs have four fleas?
12. How many legs have seven tomato worms?
13. How many toes have three boys?
14. How many toes have two hogs?
15. How many toes have nine horses?
16. How many toes have six hens?
17. How many toes have three dogs?
18. How many toes have five cats?
19. How many fingers have four girls?
20. How many ribs have two men?

I have used similar problems in different communities, and have ascertained that even old people, who have been surrounded by these insects and animals all their lives, do not know how many wings a bee or a fly has, or how many legs a butterfly or a spider has. Most pupils do not know whether thumbs are fingers or not. (Direct them to the dictionary.)—C. M. Parker, in the *Teachers' Institute*.

Mathematics.

ALGEBRA.

1. If the roots of $x^2 + px + q = 0$, and $x^2 + qx + p = 0$, differ by the same quantity, show that $p + q + 4 = 0$.
2. What value of x will make $4y^2 + 6xy + 9$ exactly divisible by $2y + 3$?—Ans. $x = 2$.
3. Find the H.C.F. of $x^4 + p^2x^2 + p^4$, and $x^4 + 2px^3 + p^2x^2 - p^4$.
4. Find the value of x and y that will satisfy both $\frac{3}{x} + \frac{2}{y} = z$; and $\frac{2}{x} + \frac{3}{y} = \frac{1}{2}$.—Ans. $x = 1$, $y = 2$.
5. (a) Factor $m^4 + n^4 + (m+n)^4$.
(b) Factor $ab + b^2 + bc + a + b + c$.
6. Shew that $x^3 - 5qx + 4r$ is divisible by $(x - c)^2$, if $q^2 = r^4$.
7. Shew that $(3x^2 - 4x + 2)^2 - (2x + 9x + 3)^2$ is divisible by $x^2 + x + 1$ without performing the operation of division.
8. If $a^2 + b^2 = c^2$, the product $(a + b + c)(a + b - c)(a + c - b)(b + c - a)$ is = to $4a^2b^2$.
9. If $x^2 - yz = a$, $y^2 - xz = b$, and $z^2 - xy = c$; then shall $x^2 + y^2 + z^2 - 3xyz = ax + by + cz$.
10. If $\frac{x}{b-c} = \frac{y}{c-a} = \frac{z}{a-b}$; then shall $ax + by + cz = 0$.
11. If $a = \frac{x-y}{x+y}$, $b = \frac{y-z}{y+z}$, $c = \frac{z-x}{z+x}$; prove that $\frac{1+a}{1-a} \cdot \frac{1+b}{1-b} \cdot \frac{1+c}{1-c} = 1$.
12. If $(a^2 - bc)(b^2 - ac)(c^2 - ab) = 0$, then shall $\frac{1}{a^2} + \frac{1}{b^2} + \frac{1}{c^2} = \frac{a^2 + b^2 + c^2}{a^2b^2c^2}$.

J. H. T.

ALGEBRA SOLUTIONS.

(See page 796.)

1. It is clear from the form of the expression that it equals $\frac{1}{3}(x-y) + \frac{1}{3}(x+y) \cdot 3 = 2x^2 = 3x^2$.
2. The expression equals $(x^2 - 2ax + a^2) + (x^2 - 2bx + b^2) + (x^2 - 2cx + c^2) + x^2 = 4x^2 - 2x(a+b+c) + a^2 + b^2 + c^2$
 $= 4x^2 - 4x^2 + a^2 + b^2 + c^2 = a^2 + b^2 + c^2$.
3. $x^2 + px + q + x + a$ gives a remainder $a^2 - ap + q = 0$,
 $x^2 + p'x + q' + x + a$ gives a remainder $a^2 - p'a + q' = 0$.
Subtract the remainder, and
$$a = \frac{q - q'}{p - p'}$$
4. $(x + a - b)(x + a + b) = (x - a - c)(x - a + c)$
 $4ax = b^2 - c^2$
Substitute, and each of the expressions = S.
5. On dividing by $x - a$, remainder must = 0;
Remainder = $a^2 + 2a^2 - 3b^2 = 0$; $a = \pm b$.
6. Divide by $x - z$, and equate remainder to zero.
7. $ax = a^2 + c$; $ax - ax = c$; $x(a - a) = c$.
 $x = \frac{c}{0} = \text{infinity}$.

J. H. T.

Educational Intelligence.

COLLEGE OF PRECEPTORS.

A MEETING of university professors and others interested in forming a College of Preceptors for Ontario, was held in the Canadian Institute, Toronto. Those present were: President Wilson, Professors Ramsay Wright, W. H. Vandersmissen, A. Baker, D. H. Keys, University College; Principal Caven, Knox College; Professors Clark, Roper, Smyth, Trinity College; Messrs. A. Mac-Murphy, F. F. Manley, N. McEachern, P. McEachern, G. E. Shafer, Wilbur Grant, Toronto Collegiate Institute; Principal Dickson, and Messrs. W. H. Fraser, G. B. Sparling, W. Jackson, A. Stevenson, U.C.C.; Mr. W. S. Milner, Lindsay Collegiate Institute; Mr. D. Fotheringham, P.S.I., and R. W. Doan, Public School Principal, Toronto. President Wilson was appointed chairman, and Mr. W. Doan, secretary.

Moved by Mr. F. F. Manley, seconded by Professor Clark, That this meeting approves of the establishment of a College of Preceptors for Ontario, the aims of which are those set forth in sections 1, 2, 3, 4, 5, 6 and 7, as amended, of the circular issued by the Ontario Teachers' Association, dated August 31st, 1886, and that the society shall be governed by a council selected from the members of the said college by its members, and by the government, provided always that the chief executive officer of the Education Department shall be a member of said council with special powers. Carried.

CONSTITUTION OF THE COLLEGE.

The report as amended is as follows:—

1. Its aims, broadly stated, should be to promote sound learning and to advance the interests of education by admitting to the teaching profession only those who are fitted for the work, to improve the position of the profession, and to protect the public from incompetent teachers.

2. The members—For one year after the incorporation of the society it is proposed to admit all persons actually engaged in teaching, whether in proprietary or public institutions, on payment of a registration fee. The teachers registering would be subject to the conditions now affecting their work, except that an annual membership fee would have to be paid by each teacher to keep his or her name on the register.

It is proposed that after the organization and incorporation of the Society, no one will be admitted without passing the examination prescribed by the society or producing evidence satisfactory to the college of fitness to teach. The members might be classified as follows:—

(1) Associates—Corresponding to third-class teachers. The examination for the standing of associates shall correspond to the matriculation or the preliminary examination for any of the professions.

(2) Licentiates—Corresponding to second-class teachers.

(3) Fellows—Corresponding to first-class teachers and to high school masters and graduates of universities engaged in teaching, and others selected for special qualifications by the governing body of any university or college in the Province.

3. The government of the society should be vested in a council elected by the fellows and

licentiates. Provided always that the chief executive officer of the education department shall be an ex-officio member of said council, with special powers.

4. Its powers—The society should have power to manage its own affairs, to enact by-laws for the admission and government of its members, to impose fines and penalties for the violation or non-fulfilment of duties prescribed, and to settle all matters of dispute arising among its members.

5. Certificates and diplomas—(1) Certificate of associate. A membership certificate entitling the holder to the standing of—

(a) Third-class teachers as at present recognized.

(b) Private school teachers, in their present status.

(2) Licentiate—A certificate authorizing the holder to teach, subject to the conditions affecting second-class certificates.

(3) Fellows—A diploma issued to first-class teachers of all grades and to high school masters and graduates of universities engaged in teaching and others selected for special qualification by the governing body of any university or college in the Province.

6. Penalties—For the efficient working of the college, penalties similar to those enforced by the College of Physicians and Surgeons, should be enacted.

Fees. (1) For admission to the Society and issuing certificates (associate and licentiate.)

(2) For diplomas.

(3) Annual membership fee, or commutation fee for life membership.

(4) For each examination.

Moved by Mr. Fotheringham, seconded by Mr. Jackson, that the College of Preceptors' Committee, Ontario Teachers' Association be, and are hereby requested to prepare a statement of the sections as amended by this meeting, and have them published in the educational journals, as well as in the daily papers. Carried.

A vote of thanks was tendered to Principal Wilson for his services as chairman, and the meeting adjourned.

MR. B. JONES has been engaged as teacher at Kinsale School.

MISS MCKAY is engaged as school teacher in Orillia for the new year.

MISS GRAHAM is about to resign her position as teacher of Dalrymple School.

MR. MILLS, it is stated, has been engaged for another year at Janetville School.

MR. MOONEY has been engaged for another year as teacher of Erinsville School.

MR. HEAD is to be classical teacher in Mr. Lapp's place at the High School, Uxbridge.

MISS BROWNS, from Stanton, has been engaged to teach the school in S.S. No. 1, Melancthon.

MISS McREA, of Omeroc, is engaged to teach on the Orange Line, Emily, for the ensuing year.

MR. DOUGLAS is retiring from Quaker Hill School, with the object of taking a medical course.

THE Misses McLeese and McDonald, teachers at Cobden School, have been re-engaged for 1887.

MISS L. MOORE, of Arkona, has accepted a position on the teaching staff of Ridgetown School.

MISS DRAKE has been appointed to a school in Blenheim, and will commence her duties after the holidays.

MISS ANNIE WRIGHT, of Amherstburg, has been engaged as teacher of No. 1 section, Malden, for 1887.

ADOLPHE GIGNAC, late of McGregor, takes charge of the Separate School at Tilbury Centre for 1887.

MISS JOSIE WRIGHT, teacher for the past year in School Section No. 2, Stella, is about to resign her position.

MR. JAMES B. JACKSON, teacher at Pontypool school, has been re-engaged for the year 1887, at increased salary.

MR. D. S. ALLEN has retired from the Mono Mills Public School, and Mr. J. R. Potter has been engaged for 1887.

MR. EDWIN HAY, son of Mr. Robert Hay, of Greenock, has been engaged to teach next year in S.S. No. 15, Bruce.

MR. LAMONT has been engaged for the ensuing year by the trustees of Beaver Creek School, McGregor, Man.

MR. MORRIS SHARP, teacher, Ancaster, was presented by his pupils with a cut glass inkstand and gold pen and case.

MR. CHARLES WATSON, teacher of S.S. No. 1, Markham, has been presented with a gold chain and an address by his pupils.

MISS FOLEY has been re-engaged as teacher by the trustees of Digby, Head Lake, for the new year at an increase of salary.

MISS AMANDA E. HICKS, teacher of Switzer-ville School was presented with a beautiful album and an address by her scholars.

MR. COATES is to take the place of F. H. Sykes, M.A., who has resigned his position on the staff of high school teachers at Port Perry.

MISS MAGGIE I. IRWIN, who is about to leave S.S. No. 8 Chatham, was presented with a beautiful album and an address by her scholars.

MISS AUGUSTA WIDEMAN teacher Mongolia Public School, has been presented by her pupils with an elegant work-box and an address.

MISS REID teacher of Mount Pleasant School, Bradford, on the occasion of her departure was presented with a crucet and a Christmas card.

MISS MARION SAMSON, teacher of S.S. No. 1, Hardwich, was recently presented with an address, together with a gold ring, by her pupils.

MISS E. MCKILLOP, of Brampton, has been engaged as teacher at Melville Cross for the coming year, taking the place of Miss Calagan.

MISS DOCKRILL, of New Hamburg Public School, was presented with an address, accompanied by a gold ring, brooch, and pencil case.

MISS ANNIE EADY has been appointed to the charge of the Totty Hill School Calabogie, and Miss Dunn, re-appointed to the village school.

MR. ERSKINE the teacher of Mulvey School, Winnipeg, received several presents, including a couple of fancy china cups and a pair of slippers.

MISS JESSIE McDONALD, of Pettewawa S.S. No. 1, on the occasion of her leaving, was presented with a handsome Bible, Christmas card, etc.

MR. FRANCIS WHITE, who has been attending the Model School, has been engaged as teacher of the Malden School in Section No. 4, for the coming year.

MR. W. MONTGOMERY, school teacher, Guild P.O., Kent Co., has resigned his position in the school on account of the dilapidated state of the school house.

THE pupils of Mr. McKechnie presented him with an elegant toilet case on his retirement from his position as second master in the high school at Port Dover.

MISS ALICE WILSON has accepted the offer of a position on the St. Mary's Public School staff, and has resigned her post in the Nissouri and Blanchard Union School.

MISS GEARY, on the occasion of her leaving S.S. No. 3, Ennismore, was presented with an address by her late pupils, together with a writing-desk and purse.

MR. THOMAS DUNSMORE, model school teacher, Strathroy, was presented with a gold-headed cane by his pupils. Accompanying it was a complimentary address.

MR. SINCLAIR, Principal of Rockwood Public School, was presented with an address and a valuable gold chain by a few of the pupils, on his leaving for the holidays.

MISS C. A. BUCHANAN, teacher of Greenwood Public School (Renfrew Co.), was the recipient of a handsome album, together with other presents from her scholars.

MISS MAGGIE DUNGEON, teacher of S.S. No. 8, Perm, has been presented with two beautiful vases and a class bell, as a token of esteem on the part of her scholars.

THE trustee of S.S. No. 7, rear of Leeds, have re-engaged Miss Elliott, at an advance of salary. This is the third year Miss Elliott has taught this school.

MR. ALLAN EMBURG, principal of the Goderich Model School, has been presented with an address and a handsome fruit basket, by his pupils forming the model class of 1886.

THE pupils of Clover Hill School S.S. 17, Brampton, presented their teacher, Mr. Walker, with an album accompanied by an address, on the occasion of his leaving.

MISS J. A. MITCHELL has been engaged as teacher of the second department of the Teeswater Public School, at a salary of \$325. There were thirty two applications.

MR. JEFFREY, teacher of the Public School at Kinsale, who is leaving for another field of labour, was presented with a handsome album and an address by his late scholars.

THE pupils of the Dundas High School presented Mr. Ralph Ross, who is about to leave Dundas, with a handsome opera glass, accompanied by a kind address.

MISS M. WILSON, teacher of S.S. No. 9, West Mulmur, after three years service, being about to take her departure, was presented with a gold ring and an address by her pupils.

MR. HUFF, teacher of the Edgar School, on his departure for Orillia, was presented by his late pupils with an inkstand, gold pen-holder and pen, together with an address.

MISS NELLIE McDIARMID who taught the past year in the Green School House near Ridgetown, is engaged in Turin School, County of Kent, for 1887.

MISS H. S. ROGER, teacher at Balsam Lake School resigned at Christmas. She will teach elsewhere. Miss Ferguson is the new teacher for 1887.

MISS ALICE WILSON has accepted a position on the St. Mary's Public School staff, and has resigned that of the Nissouri and Blanchard Union School.

MISS ISABELLA McNAUGHTON who has taught in the Tayside School for the past four or five years, is about to sever her connection with that school.

MISS NELLIE LEACY, teacher of S.S. No. 4, Pembroke, has been presented with an address accompanied by a gold necklet and locket, by her pupils.

MR. W. J. SIFFRILL, teacher of Richwood School, leaves and goes to Wolverton, where he has been engaged to teach for 1887, for a good salary.

MR. J. W. SPENCE, teacher of Hillside School No. 4, Scarborough, has been presented by his pupils with a beautiful morocco bound Bible and an address.

MR. JAMES DUNCAN, principal of the Essex Model School, Windsor, has been presented with a handsome study chair and an address, by the students.

MR. I. G. McPHERSON, teacher of S.S. No. 9, Turnberry, has been engaged as principal of the school in Guilds village, Kent county, at a salary of \$450.

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

MR. HOLMES, teacher of the Dunbarton Public School, having resigned his position has been presented with an address by his scholars, together with a valuable silver headed cane.

MISS STUBBINGS, who has taught in S.S. No. 5, Chinguacousy, for the past three years, has been presented with a handsome album, a Christmas card and an address by her scholars.

MR. WILLIAM LEE, teacher of Sturgeon Falls School, Nipissing District, on the occasion of his departure, was presented by his scholars with a handsome accordion and an address.

MISS CAMERON, teacher of S.S. No. 3, South Elmsley, was presented at the close of the last examination, with a silver butter-cooler accompanied by an address from her pupils.

MISS ANDERSON closes for the present her relation with Mt. Brydges School this week. Miss Whiting, a former student of the Strathroy Collegiate Institute is expected to take her place.

MR. J. H. LACKEY has been re-engaged as teacher in the Fallowfield Public School, and Mr. E. Pratt, in the S.S. No. 8, Nepean. This will be Mr. Pratt's fourth year in S.S. No. 8.

MR. P. D. SHORRY, teacher in S.S. No. 3, Sheffield (Tamworth), on closing for the holidays was presented by his pupils with a book of poems, a "Gentleman's Companion," and an address.

MISS JESSIE WELSH, teacher of Uxbridge School, has been given leave of absence, to attend the Normal School, Toronto; and Miss M. Beaver has taken her place for six months.

AT Greig's School House, Ramsay, Carlton Place, on Thursday, 23rd December, the pupils presented their teacher, Miss Annie Baird, with a beautiful silver castor, accompanied by an address.

MISS LAFFERTY, who after nine years' service has severed her connection with the Orillia Public School, was presented with an address on the part of her pupils, together with a number of valuable gifts.

AT the close of the Model School examinations, the students attending the Model School, Milton, presented the head master, Mr. H. Gray, with a beautiful silver water pitcher and an appropriate address.

MR. WALLER FERGUSON, teacher of S.S. No. 5, Avonbank, being about to relinquish his position with the object of studying medicine, was lately presented by his scholars with a watch guard and locket.

MISS McLELLAN, of School Section No. 5, Howling Green, retires in favour of Miss Lottie Laing, from Melancthon; while Miss Keziah Fennel, a modelite, succeeds the present teacher in S.S. No. 4.

MISS COLGAN, teacher of S.S. No. 7, Tay, on the occasion of her departure, was presented by her late scholars with an address, together with an elegant morocco writing desk, and a handsome porte-monnaie.

MR. S. H. JEFFERY, who has been conducting Kinsale School for the last two years, bade adieu to the school on 23rd December, he having decided to attend Toronto Normal School during the next term.

AT the close of the examination of Markham Public School the pupils in Mr. J. D. McKay's department presented that gentleman with a testimonial in the shape of a whisk and holder, together with an address.

MR. NEIL W. CAMPBELL, of Bentinck, late English and science master at the Whitby Collegiate Institute, was appointed School Inspector for South Grey, at the last meeting of the County Council in place of W. Ferguson, resigned.

MISS BOWMAN, teacher of Lakehurst School, was presented by her scholars with a pretty workbox and a complimentary address on the occasion of a recent entertainment given at the Christmas closing of the school.

A VERY pleasant duty was performed by the pupils of S.S. 15, London Township, in presenting to their teacher, Miss Drury, a silver jewelry case as a small memento of their regard and respect.

MR. J. WHALEY, teacher of Hagerman S.S. No. 5, Markham, having severed his connection therewith, was presented with an album and a scarf pin by his pupils, accompanied by an appropriate address.

MR. LENNON, of Campbellford, the new science master of the Lindsay High School, prior to his departure from Campbellford, was the recipient of a valuable present and a flattering address by the pupils of the high school.

AT the close of the Public School term at Leslie's (Erin), Miss Bella Gordon, who has occupied the position of teacher for the past three years, was made the recipient of a very kind address, a toilet set and an autograph album.

THE Board of Chatham High School Trustees announce the formal opening of the new building and its promotion to the rank of a Collegiate Institute. Its cost is estimated at \$21,000. The formal opening took place on the 7th January.

J. S. PRINGLE, teacher, Tilbury Centre, has gone to Duart, and has been succeeded by Miss Lizzie Wilson, E. & H. Junction. Mr. Parnell, of the same village takes Fletcher School next year, and a teacher from Hamilton will take his place.

MR. F. G. BIANSHARD, teacher in S.S. No. 16, Brampton, was presented by his pupils of the fourth class with a beautiful plush album with their photos enclosed. The address was read by Miss Polly Ward, and the presentation made by Miss Maggie Wilson.

AT a recent meeting of the Orillia School Board the following resolutions were passed. On motion of Messrs. Evans and Murray, Miss Cooke to be paid \$300 for 1887. On motion of Messrs. Henderson and Murray, Miss Green's salary was confirmed at \$262.50.

MR. MCGILLIVERY, of Smith's Falls Public School, was presented with an address and an album by the teachers on the occasion of his departure for the Southern States; and the pupils of the same school presented Miss H. Graham with an address and a jewel-case.

ON the 17th Dec. Miss Smith, the head teacher of the Greensville School, was made the recipient of a handsome photograph album and Christmas card, accompanied by a most pleasing address, which was read by Miss Florence Moiden, and signed by most of the pupils.

MISS JENNIE FRANCIS changes from Fullerton School to that at Motherwell, and her late pupils at the former school at the close of the last examination presented her with an address and two handsomely bound volumes consisting of the poems of Shakespeare and Longfellow.

AT a concert given by the scholars of the Public School, Cornwall, J. M. Talbot, the head-master, was made the recipient of a handsome whisk-holder and a picture holder by the scholars of his department, as an evidence of the esteem in which that gentleman is held by them.

THE school trustees of Manvers have re-engaged Miss Hearlip for another year for the brick corner school. Mr. R. G. Dean, we understand, is engaged to take charge of Springville School, Caven, for the ensuing year. Mr. Dean has just arrived home from the Ottawa Normal School.

CHARLES OLIVER, teacher of the Cottam School, Gosfield, has made up his mind to leave at the end of this month. On Wednesday evening of last week a party was held, when the scholars of the school presented him with a handsome gold ring, which shows the esteem in which he is held.

MR. J. RUSSELL CHISHOLM, who for the past five years has been teacher of Cherrywood School, has resigned his position to assume the head-mastership of Warkworth Public School. He was

presented with an address and a "Travellers Companion" by his late pupils of the former school.

AT a special meeting of the Orangeville Public School Board, two new teachers were engaged for 1887. These are Miss Turnbull, of Orangeville, and Miss Trimble of Alton. The former is to receive a salary of \$300, and the latter \$280. There were no less than 104 applicants for the positions.

THE Thamesford correspondent of the Woodstock *Weekly Sentinel-Review* says that Miss McMurray has been engaged to teach at Centerville, Miss Rose, of North Oxford, as assistant teacher, and that Mr. Scillen, formerly of the Eleventh Line, now of Ingersoll, has been engaged to teach in S.S. No. 1, East Nissouri.

MR. GEORGE BROWN, assistant teacher in the Model School, Morrisburg, was the recipient of an illustrated volume of "Paradise Lost" and an address at the hands of the pupils. And in the same town, the scholars in Miss Castleman's department made the presentation to her of an inlaid workbox, lined with blue satin, together with a Christmas card and an address.

MISS WILSON, teacher at Harrison's School, Brampton, has pleased the trustees so well that they have engaged her for next year; and in the same town a very pleasing event took place on the afternoon of Dec. 17th, in the presentation of an elegant jewel case, suitably engraved, to Miss C. Roberts of the Wellington Street School. The address was read by Miss Ettie Laidlaw, and the presentation made by Miss Gertie Armstrong.

THE pupils of the junior division of the Whitby Model School showed their good will towards their teachers by presenting them with Christmas gifts. Blanche Nicholson, on behalf of the pupils of the second division, presented Miss Burns with a beautiful work-box, and Bertie Henderson performed a similar service for the pupils of the first division and presented Miss Rogers with a beautiful china cup and saucer.

MR. GEORGE MALCOLM, teacher of Mitchell High School, has been presented by his scholars with a valuable gold chain and locket, together with an address. The teachers of Knox Church Sabbath School at Mitchell, of which Mr. Malcolm was superintendent, also made him the recipient of a handsome silver pitcher and an address. It appears Mr. Malcolm is about to leave the school.

A VERY pleasing event took place on Monday, December 20th, when the pupils of Mr. Robert Coates, headmaster of the Burlington Public School, presented him with a very handsome photograph album, bound in crimson plush and alligator leather, accompanied by an address signed on behalf of the school by Rosa Munn, Alice Rowsom, Alicia Wilson, Mabel Bastelo, Flora Burns, Willie Allen and Charles Crooker.

AT the Orangeville Public School Misses Coulter and Anderson have resigned their positions. Mr. M. N. Armstrong has been re-engaged as principal for 1887; and before the closing of the schools for the holidays Mr. McLim's pupils presented him with a beautiful and valuable writing desk, an

inkstand and a choice collection of Christmas cards as tokens of the regard and esteem in which he is held by them. Several other teachers also received presents from their pupils.

At the Boys' Central School, Winnipeg, Mr. Blakely was presented with an elegant study lamp and a handsome china cup and saucer. Miss Lily Breen read an address, and J. Wigington conveyed to Mr. Blakely the gift of the class; and the scholars of Euclid School, in the same city, made their mentor, Mr. J. Mulvey, a handsome presentation as a token of the esteem in which they hold him, and testifying to the good-feeling existing between master and pupil.

Miss FORD, teacher of the junior department of the Oakwood Public School, was agreeably surprised by being presented with a very beautiful album and some other fancy articles, on the eve of her departure to another field of labour. The presentation was made on behalf of the school by two little girls, Ethel Walters and Lizzie Sheridan. Mr. Rennie, of the Oakwood Public School, was also presented by his pupils with a highly ornamental silver dish, accompanied by an address.

At the high school on Tuesday afternoon, 14th December, the students of the Lindsay Model School presented their principal, Mr. R. Lers, with a beautiful parlour lamp, accompanied by an address; and an address and eight handsome and well-bound volumes of "The History of France," was presented to the same gentleman by the pupils and teachers of St. Andrew's Sunday School, on the previous day. Mr. Lees goes to Brampton, where he will fill the position of science master at the high school.

Mr. ROBERT GRANT, who has been many years principal of the common and model school at Welland, is about going to Brockville, to take charge of the public schools of that town. The pupils of his division seized on the occasion to present him with a flattering complimentary address. Welland division No. 91 of the Sons of Temperance, of which Mr. Grant has long been a conspicuous and exemplary member, also presented him with a most laudatory address, accompanying it with a handsome dressing case.

BEFORE the boys of the Quebec High School were dismissed for their Christmas vacation, they presented the following to their several masters: To the Rector, T. Ainslie Young, Esq., a handsome silver syrup jug; to Mr. J. P. Arnold, a silver-mounted ebony walking stick; to Mr. Fyies, a gold scarf pin; to Mr. A. Elliott, a dressing case, and to Mr. de Kastner, a silver card receiver. Mr. Ferguson and Miss Purdie, of the Esplanade School, were also presented with handsome tokens of esteem by the pupils.

We learn from the Port Arthur *Sentinel*, that Mr. Coleman, principal of the public school there, and formerly head master of the Peterborough Public Schools, is giving general satisfaction in the position he now fills. At a recent meeting of the Port Arthur School Board, it was agreed that his salary should be raised from \$1,000, but there was a difference of opinion as to the amount of increase. It was agreed that each trustee should state what sum he advocated, and an average should be struck. The result was that an increase of \$125 was indicated and was duly voted.

At the close of the school term for the Christmas holidays, the teachers of West Kent Street School, Charlottetown, P. E. I., were the recipients of valuable presents from the pupils of their respective departments. Principal L. Miller received a handsome plush-faced clock; Mr. Seaman a handsome silver fruit stand; Mr. Duncan, an elegant silver sugar bowl; Mr. Robertson, a valuable dressing case; Miss Lawson, from the girls of her class a plush dressing case, and from the boys a pair of vases and bracelets; Miss Wadman, beautiful toilet bottles, etc. In addition to the above many handsome Christmas cards were also given to the teachers.

At a meeting of the Lindsay School Board held on the 22nd December the following communications were read: From Mr. G. F. Lawson of Uxbridge, stating that his salary at the Uxbridge Schools having been raised he had decided not to accept the position on the Lindsay High School staff. From Mr. Harstone, relative to the staff of the high school, and suggesting some details for advertising the school. From Miss M. Peplow, tendering resignation of her position as teacher, acquainting the board that she wished to study at Toronto until July next, and from Miss L. Browne, applying for a position as teacher when a vacancy should occur, all of which were referred to the advisory committee.

At the Shediac (N. B.) School, testimonials of regard were presented at the close of the recent examinations to the different teachers. Miss Morrison received a pretty album; Miss Poirier a toilet combination; Miss Adams a very pretty satchel; and Mr. Belyea, a useful and pretty gold fountain pen. The schools, assembled in the principal's room, were addressed by Rev. A. D. McCully and Mr. D. Harper, and were dismissed by the principal, who wished them all the compliments of the season. At Butternut Ridge, in the same province, Miss Minnie Price will teach in the primary department of the Havelock Superior School after vacation. She succeeds Miss Barnes, who has resigned.

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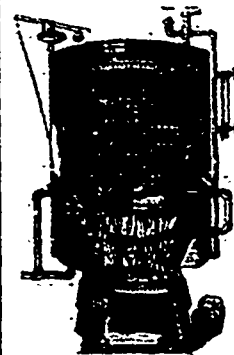
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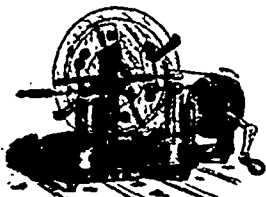
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