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Vol. II.

THURSDAY, OCTOBER 15TH, 1885.

Number 42.

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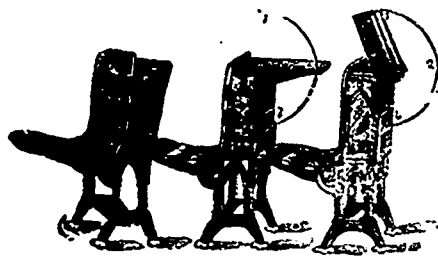
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The Educational Weekly.

TORONTO, OCTOBER 15, 1885.

THE Waterloo teachers, at their last meeting, proposed a resolution that in their opinion "all candidates presenting themselves at the professional Third Class Teachers' Examinations should be required to pay a fee of twenty-five dollars—the money to be disposed of by the Education Department in the interests of education." The objects aimed at are (1) the prevention of frequent changes of teachers by lessening the supply of third class teachers, and consequently (2) the betterment of the status, financial and otherwise, of second and first-class teachers, and, it may be said, of the profession generally. While agreeing with the association in recognizing the urgent need of amendment in these matters, we do not believe that the remedy proposed is a good one. What is wanted is not a less supply, but a better supply. And if the supply were better in culture and character, it would be considerably less in number. The granting of third-class certificates should be left largely to the county boards; no one standard of qualification, either professional or non-professional, can suit the different needs of different counties. The west has too many third-class candidates; the east and the north too few. The Education Department should not grant non-professional third-class certificates, but simply certificates of scholastic standing—all those below a certain fixed minimum being rejected. The county boards of examiners, knowing precisely the educational conditions of their respective counties, could determine what literary and scientific attainments they should require of all candidates for professional certificates coming before them.

THE aim of the Education Department, as we understand it, is to maintain a fair standard of non-professional standing for the Province as a whole. To meet the deficiency of supply which exists in the northern districts and eastern counties, power is given to the boards in these districts and counties to grant "district certificates," valid only in the districts in which they are given. The *modus operandi* in granting these certificates is precisely that described above. All candidates desiring certificates are examined on the same papers and in the same way as candidates for provincial certificates. The Education Department then sends to the different boards the marks obtained by the candidates within the jurisdiction of the boards. The boards then determine, each board for itself, what standard they will require, paying due regard to the educational needs of their districts. If this plan works

reasonably well we see no reason why it should not be extended so as to include within its operation all the third-class certificates of the Province.

IT will be remembered that early this year the EDUCATIONAL WEEKLY strongly advocated the institution of an annual ARBOR DAY for Ontario schools. At the same time we published a series of articles showing what good work had been wrought in various States of the American Union in the matter of arboriculture through the instrumentality of school children. The immediate success of our advocacy of the general observance of Arbor Days was much greater than we had ventured to hope for. It received the hearty support of the provincial press; and the Minister of Education at once issued a circular setting apart the 6th of May as the first school Arbor Day of Ontario. That day was observed in very many schools with such a practical expenditure of enthusiastic energy that the most beneficial results must follow. The plentiful and general growth of trees is a necessity to the material weal of the Province; a necessity, also, to the salubrity of its climate, and indispensable to the beauty of its landscape. But our soil has been largely denuded of its once magnificent arboreal investment, and that this waste may be redeemed, our children must be indoctrinated with a fondness for trees and forests which, judging from the indifference to nature's bounties that we, their parents, exhibit, they are not likely to obtain by inheritance. In the, now, continental movement for making arboriculture an (indirect or incidental) school study, this argument is always set forth—that our children must be taught to revere, and protect and cultivate what we have disregarded and neglected and destroyed—our indigenous trees and shrubs. The folly of the wholesale destruction of forests, for the sake of a small present gain, is now being generally recognized. A great part of Ohio was once covered by walnut trees whose value, if standing now, would be many times more than that of the land they covered, with all its subsequent improvements. Surely some of this timber was needlessly destroyed. In Muskoka, it is said, that of birch, one of the most valuable of our woods for furniture and indoor work, thousands of acres have been burnt on land not worth five, or at most, ten dollars an acre, when cleared. Some of this may have been unavoidable; but it ought not to be forgotten that land on which lines and clumps of trees are growing, and on which some proportion of forest wood still stands, is more productive than it would be if its soil had not to support even a single tree.

WE are led to make the above remarks by observing that Pennsylvania, which celebrated its first Arbor Day on April 16th last, is so well pleased with the results of its beginning that it has appointed October 29th as a supplementary school Arbor Day, to be observed in those districts of the State for which the first day appointed was too early in the year. It may be possible that some Ontario schools failed to observe the 6th of May for a similar reason. If so, we hope they will set apart some day very soon, for doing what was neglected in the spring. The autumn season is quite favorable to tree-planting, although the autumn weather is not so well suited to the many pretty ceremonies with which Arbor Day can be made delightful as the sunny weather of genial spring. But so much *needs* to be done, no time should be lost. If teachers wish to leave a notable impress upon the schools in which they are now working, we know of no way more suitable than doing something to improve the generally bleak and unattractive appearance of school buildings and school yards. During the summer vacation we had opportunity to see many schools. We were struck, more forcibly than ever, with their unpleasant, uninviting aspect: an unpainted "stoop," a dejected woodshed, a pump stuck in a heap of clay with a hideous garniture of Canada thistles about it, a gateless fence, and perhaps a straggling woodpile, were the all too common features. How easily these things might be bettered. The yard could be cleaned up. The detritus of a score of years' wear-and-tear in the playground could be carted off. Virginia creepers and wild honeysuckles could be set to grow around the stoop and shed. A clump of young elms could be put in each corner of the yard. Some maples, lindens or chestnuts could be planted in front of the school grounds or upon the opposite side of the road. To the care of each class certain trees should be assigned. The girls should be asked to contribute something towards the interior decoration of the house. The trustees, under the influence of the general interest in the improvement of school-premises, would not be slow to make a proper drain for the waste water of the pump, to replace the clay with a more presentable substitute, to put paint here and paint there where needed, to prop up the tumbling shed, to straighten the frost-bent fences, and to take their full share in everything that ought to be done. Nothing succeeds so much as enthusiastic co-operation; but in this matter, as in all others for the advancement of his school, the teacher must be the moving spirit.

Contemporary Thought.

HE reminded them that the main business of college life was study, and that all other interests were to be subordinated to this one. This he said without any desire in any way to seem to underestimate the practical work of the Christian minister, but close attention to study during the college course was the best preparation for thoroughly efficient, practical work afterwards.—*Dr. Caven, to the students of Knox College.*

IN Canada we have examples of all stages of national existence, but even in the older parts of the country it is doubtful if the science of political economy has received or is receiving that attention which its importance deserves. It has not, so far as we know, been given any prominence in the lists of subjects for study at any Canadian university, and although there may be many seeking to acquire a knowledge of it in after life, they find their progress slow.—*Can. Journal of Commerce.*

BY our affiliation with the university we secure representation on its senate, thus offering every opportunity to make our wishes known in that body and to some extent influence its decisions on all questions of university management. And is it not most desirable that the Provincial University should feel the influence of the Christian churches which in the aggregate make up so large a portion of the State? The Christian colleges which now encompass the university are its safeguard and defence.—*Dr. Castle, at McMaster Hall.*

THERE are in Ontario over 1,000 students in the higher seats of learning who for the most part are deprived of voting simply because they are there. Were they investing their money in real estate they would in less than two years have a property qualification and hence entitled to vote. How many more are in the high schools and collegiate institutes spending the required amount? How many in law offices or some other professional study? Why should not these have a vote after investing in something which is of more permanent and of real value to the country?—*South Simcoe News.*

"EDWARD EVERETT HALE'S advice to brain-workers to work only three hours a day, and to limit them to the forenoon or early afternoon, is calculated," says the *Philadelphia Times*, "to excite a smile on the face of the average professional or business man, as very few of either class can afford to regulate his work by such a custom. But if there is any foundation at all for Mr. Hale's theory, it applies with double force to the case of growing children at school. It is by no means certain that three hours of brain-work a day are not quite enough for children under fifteen years of age."

THE *Mail*, a few days ago, gave an admirable summary of Max Mueller's views as to the value of written examinations, citing amongst other cases, that of a candidate who, at an examination, gave readily the dates and titles of the principal works of Cobbett, Gibbon, Burke, Adam Smith, and David Hume, and yet was compelled, in answer to a further question, to answer that he had never read any of their writings. Max Mueller, speaking from long experience, regards examinations as a means of ascertaining how pupils have been taught, and protests against allowing them to become the end for which they are taught. In its

approval of this view of their functions the *Mail* will be endorsed by intelligent educationists everywhere, but its application of the citations from Max Mueller was not called for by the present state of education in Ontario.—*Canada Citizen.*

BUT affiliation secures for a certain part of our work—work done in this hall under our own professors, and prescribed by our own statutes—a recognition as an equivalent for certain studies in the course of the University of Toronto. No university student is required to take any portion of our work as a part of his university course; but if he is so disposed, he may pursue certain subjects in this college in lieu of certain other subjects in his university course. To this extent the university recognizes and accepts our work; and, equipped as we are, the university thought it no condescension to do so, for the student who takes these options and passes his examinations on them will have earned his university degree with quite as much labor and secured quite as much discipline as if he had obtained it in one of the five other courses of the university.—*Dr. Castle, at McMaster Hall.*

AS long as men escape from the turmoil of the work-a-day world, and strive to live the intellectual and contemplative life at all, there will always be some who will reverence what is noble and beautiful in the far-away past. As Socrates says, "The treasures of the wise of old, which they have left recorded in their scrolls, my friends and I unroll and con together, culling whatever good we find, and counting it a great gain, if thereby we grow dear one to another." Perhaps it will not matter so much, after all, if the throng of callow striplings sent up every year to the university shall no longer have made Xenophon's romance of the March to the Sea a *corpus vile* for painful grammatical dissection. It will be just as true as before that an earnest student of language, or of literature, must always find in Attic Greek the very crown and glory, the very heart and soul, of his desire.—*W. C. Lawlor, in the Atlantic.*

NONE but publishers have any adequate idea of the number of persons who cannot, or at least fail to write their names with sufficient distinctness to be deciphered. A letter can be made out, be it written ever so badly, because aid is given by the connection; but conjecture can do no good in making out a name which is disfigured by innumerable and senseless flourishes, which bear no similitude to any letter in the English or any other language; then as to the minor letters, the *e's*, *r's*, *n's*, *m's*, *u's*, *v's* and *w's*, they appear nothing more than a long line of zigzag, or a Virginia worm fence turned on its side. An incalculable amount of trouble, uncertainty, loss of time, to say nothing of cost of postages, envelopes, and paper, would be prevented if every person would write his own name at leisure, without any flourishes, with the utmost distinctness, every letter fully, clearly, and plainly formed; or if an answer is desired, to enclose a post-paid envelope with at least the name of the state, town, and county plainly written; then, should it reach the post-office, the postmaster might possibly guess at the writer. One additional advantage of this method would be that the person who is desired to answer the hieroglyphic sheet would not be meanly taxed with return postage and envelope. A small consideration, it is true; but it involves a principle of honesty and

morality which every high-minded man feels bound to respect.—*Hall's Journal of Health.*

IT is true that he was a man of genius, and that his ways were not the world's ways, but even genius cannot afford to ignore all the gathered wisdom of the past, especially in art. It is possible that no man ever worked so hard as Dore, or put forth so much; but it is obvious that if he had done very much less he might have held up all his work to his highest standard, whereas, it is very uneven, and much of it is impaired by bad drawing and by fantasy, which is beneath true art. A list of the books illustrated by him during the period between 1850 and 1870 would fill a column of the *Tribune*. In that time he earned \$1,400,000, and probably before his death his earnings had risen to \$2,000,000. But for his modesty and want of business capacity he could doubtless have made half as much again, but he always put a modest estimate on his own work, and the extent of his income was due to the magnitude of the output, and not to the height of his charges. As a worker he was indefatigable. For several years he seems to have denied himself more than three or four hours sleep in the twenty-four.—*New York Tribune.*

HE stated further that steps had been taken for affiliation with the University of Toronto. This would be advantageous in several ways. The four theological subjects which had been placed on the university curriculum would enable those students of Knox College who were so disposed to complete the full course of literary and theological training in six years. At the same time his advice to all students, who had it in their power, would be to take the full University course first, and after that the full course in the College. The college authorities would exert no influence, however beyond the most legitimate moral influence, to prevent any student who was so inclined availing himself of the opportunity to shorten his course. Another advantage of affiliation would be that the College would have a representative on the University Senate. Without entering on the vexed question of the relation between religion and secular education, he would just say that in his opinion the indirect influence thus gained by affiliation would be very great.—*Dr. Caven, at the re-opening of Knox College.*

ENOUGH, and more than enough, perhaps, has been uttered concerning the prejudicial effects on the body of habitually using alcoholic beverages. It is rare now to find any one, well acquainted with human physiology, and capable of observing and appreciating the ordinary wants and usages of life around him, who does not believe that, with few exceptions, men and women are healthier and stronger, physically, intellectually, and morally, without such drinks than with them. And confessedly there is little or nothing new to be said respecting a conclusion which has been so thoroughly investigated, discussed, and tested by experience, as this. It is useless, and indeed impolitic, in the well-intentioned effort to arouse public attention to the subject, to make exaggerated statements in relation thereto. But the important truth has still to be preached, repeated, and freshly illustrated, when possible, in every quarter of society, because a very natural bias to self-indulgence is always present to obscure men's views of those things which gratify it.—*Sir Henry Thompson, in Popular Science Monthly.*

Notes and Comments.

WE have much pleasure in announcing that the publishers of the EDUCATIONAL WEEKLY have made arrangements for the preparation of a series of papers on the lessons of the Fourth Readers, assigned for examination for entrance to high schools and collegiate institutes for December next. The lessons of both series of the Ontario Readers will be taken up. The notes and suggestive questions which will be given will be invaluable aids to working teachers in the preparation of candidates for this important examination. The publication of the series will commence next issue, and will continue weekly until finished.

WE shall commence next week a series of papers entitled "Modern Instances," which will be of good value for practical work in the English forms of high schools, and in the upper classes of public schools.

OUR contributors this week are the Rev. Dr. Grant, Principal of Queen's University; Mr. Reading, of the Ontario School of Art; and Mr. C. C. James, Collegiate Institute, Cobourg. Mr. Wetherell, Principal of Strathroy Collegiate Institute, has an interesting and timely communication.

IN Nova Scotia the school year begins on the first of November, and is divided into two terms of six months each, the second term commencing upon the first of May. Teachers are engaged by the term, and consequently all changes of teachers (which are extremely frequent) are made while the schools are in session. A more awkward and absurd custom for hindering the progress of education cannot be conceived. The Halifax *Critic* has instituted a crusade against the absurdity, in which we wish it every success. We have grievances enough in our Ontario system, but surely none so unnecessary and easily remediable as this.

KNOX COLLEGE was re-opened last week with that due ceremony which should attend the commencement of a new academical year in any educational institution. Dr. Caven gave an address in which he announced that a new professorship, viz., that of church history and homiletics, was about to be established. Dr. Gregg then gave a lecture on the progress of the Presbyterian Church in Canada during the last sixty-eight years. We cannot help contrasting the enthusiastic way in which these voluntarily supported colleges are conducted with the perfunctory way with which many things in our state-endowed institution are managed; to wit, its opening, which commences fictitiously upon a certain date, and continues semi-fictitiously for ten days thereafter.

THE inevitable may come slowly but it comes surely. In New Brunswick the educational emancipation of girls has been partially achieved—their full enfranchisement cannot long be postponed. At the late matriculation into the Provincial University two young ladies passed the examination with honor—one, Miss Tibbitts, taking the second place, with 82 per cent., and winning what is called "The Old Boys' Prize," the other, Miss Chase, taking the seventh place with 72 per cent., in a class of thirty. These young ladies are desirous of attending the university lectures, but we have not yet learned the decision of the faculty with whom the matter rests. The Ontario young ladies who have fought and won their battle will be ready to congratulate their New Brunswick sisters as soon as the decision is given, as it ultimately must be, in their favor.

MR. WETHERELL'S enthusiastic contention for a supreme place for Dr. Arnold in the ranks of schoolmasters (see last issue of the EDUCATIONAL WEEKLY) will meet with a ready acquiescence in the hearts of many who have studied the life, and read the works of the famous Head Master. But the text upon which Mr. Wetherell has built his objections, does, in our opinion, remain substantially true, that "Dr. Arnold was *not* a distinguished master of the *science* of education." His influence upon all educational workers since his time has been incalculable, because it has shown that, superior to methods and principles are the character and what may be called the dynamical quality, of the teacher. But education, as a science, had been little studied in Dr. Arnold's day. Milton and Locke, in England, and Jean Paul and Goethe, in Germany, had written tracts on the subject. Pestalozzi had lived and Froebel was living, but it may be doubted if Dr. Arnold had ever read Locke or heard of Froebel. The work of education at Rugby went on under Arnold himself, as it had gone on under Dr. Wool, his predecessor, and precisely as it was going on in all the great public schools of England at the time, a most unscientific and one-sided kind of work. It was only when the pupils reached the sixth form and came personally under Dr. Arnold's influence, that the wonderful power of his character, its honesty, its love of thoroughness, its contempt of the superficial and the unreal, and under the influence of his judgment and of his critical discernment, and within the range of his sympathy, never actively reaching out beyond his immediate circle—it was only then that Rugby was really that which many are accustomed to think it was during the whole career of every pupil.

COLLEGIATE INSTITUTE affairs in Perth, just now, are in a lamentable state. The board has advertised for a principal and three assistant masters, thus practically dismissing

all its present servants. We have no desire, and it is not our business, to comment upon the action of the board. We must express our regrets, however, that a school, which with the outside public has so good a reputation as Perth, should be so incessantly a cause of local wrangle as Perth for a long time has been. We make these general remarks: (1) If a head master has not the full confidence of a large majority of his board his best course is to resign. Trouble will come to him sooner or later, and true success will be impossible. (2) If a large majority of a board have not full confidence in their head master, the friends of the head master or the board ought to advise him quietly to resign. (3) If a board, as a whole, has confidence in a head master's ability, then their best course is to trouble themselves as little as possible with the internal economy of the school—they should leave to the head master a very large share of its management, and confine themselves almost entirely to financial and material affairs, of which there are always enough sufficiently to engage their attention. The interference of a board with the internal economy of a school is a sure sign of weakness and mismanagement. (4) When the board gives this confidence to their head master they should hold him, and him alone, responsible for the success of the school in government, discipline, and, of course with reasonable allowances, in educational progress. (5) If a head master has this measure of confidence given to him by the board his position becomes one of exceeding great trust. He cannot use too much caution, discretion, or tact. He must be sure he is right at every step he makes. He should take the members of the board into his full confidence, and not proceed, in any case where their experience or judgment would be of value to him, without their full approval and consent. His main object should be that the whole board, as a unit, should think with him, and to this end he should defer action until even the most recalcitrant member consents to his view. He will find that in the opinions of the most "obstinate" and "wrong-headed" member of the board there is a kernel of truth and wisdom that it may be well for him to ponder over. (6) There are very many men who, from natural disqualifications, can never hope to succeed as head masters. A head master's position requires tact and those other qualities which make a good business man, rather than scholarship. Unless a man has these qualities he will never succeed as a headmaster, and he will be very unhappy as long as he remains one. Indeed when the difficulties of the position are taken into account there is exceedingly little inducement, in Ontario, at least, to tempt a successful assistant master to take entire charge of a school, if it be a large one.

Literature and Science.

THE OGRE OF IIA IIA BAY.

OCTAVE THANEY.

(Continued from previous issue.)

"I might kill him," said the man.

"And be hanged for it?" answered his practical sweetheart, "how would that help?"

"He would be dead," said the desperate Isadore, "he could not marry thee. Mon dieu, it would help much!"

"But thy soul, it would burn forever!"

"It would not burn," said Isadore, practical in his turn, "I would repent and confess to the priest and he would absolve me."

"But he could not bring thee back to life. Oh, Isadore, promise me thou wilt put away such thoughts! Thou art cruel, thou!"

"Ah, dost thou feel what is tearing my heart?" cried poor Isadore.

"Look at me," said the woman, "dost thou remember my face a month ago? I cannot speak when I suffer, like thee, I can only bear it." The man was kissing her again, and crying quite openly. "Isadore," said she, "I must go. Bid me farewell. No, do not hold me. See, thou hast often complained that I never will kiss thee. This once."

I think they were both crying now. We were ashamed to listen longer and got up, but in a few minutes a woman's shape flitted round the curve and passed us. She was tall and had black hair; we both recognized Mélanie. "Oh, poor things!" cried my dear wife, "and we are so happy; can't we help them, Maurice?" I said that we might try. Anyhow, it wouldn't cost more than a picture. "So Mélanie is the old ogre's victim, is she?" said I; "what possesses her mother?"

In truth, Tremblay, in the village eyes, was worse than an ogre. All the world knew him to be a miser to his nail points, a cruel, surly old reprobate. He was a heretic and a scoffer at the saints. He had amassed (doubtless by baleful means) what was great wealth in that simple community. Most of the villagers were in his debt; nor was this the worst, he had possessed himself of all the secrets of the parish. How? The doctor talked about gossip; but there was a sinister theory more in favor. Under the confessional floor, in the church, was a space between the timbers large enough for a dog to lie, and Xavier, strong and supple, in spite of his eighty years, could curl his short body into a dog's compass; the abominable wickedness would only give a zest to the act, for the old infidel.

"But what secrets can you have?" I said to the doctor, "they can't be very bad!"

"There is a black spot in the human

heart, everywhere, Monsieur," answered the doctor. Wherever the black spot, Xavier was sure to put his wicked old finger on it and gibe at the victim's wincing. Then he would creep away, chuckling, to the ground, or, may be, to his pet devil, for St. Alphonse firmly believed in such a familiar.

My own acquaintance with the ogre was limited to one interview. I found him unloading blueberries, on the wharf, his cart and a sorry skeleton of a horse beside him. A nearer view did not give one a better opinion of his looks. He was of low stature, with enormously long arms, and disproportionately broad shoulders. I asked him a question; in French, of course.

"Me spik Englis," croaked the old sinner.

He insisted on speaking a kind of mongrel English in answer to my French, and we did not make much advance. By-and-by another man appeared and I tried to talk to him. Instantly Xavier's lean fingers were tapping my shoulder.

"He no spik Englis tall," said the exasperating monster.

"Tant mieux," said I, "at least I shall understand him!"

"Mais peut-être, M'sieu'," he retorted grinning, "he no vill understands you!"

I surrendered, bought a box of berries (at an awful price), and left him leering like a gargoyle. Recalling that leer, I pitied Mélanie. What a husband for a girl of twenty! Susan and I talked the affair over, discussing half a dozen plans of rescue. The most obvious was to go to the widow. We went. Susan broached the subject, after a diplomatic purchase of hollyhocks. She spoke of Mélanie, of her beauty, her pleasant ways, of our interest in her. We had heard that she was to be married; might we offer our sincere wishes for her happiness?

"Oway, Madame," the widow replied, with a certain ominous contraction of the muscles of the mouth, "she will be happy; M. Tremblay has a good heart."

"But," said Susan, "pardon, Madame—it is our great interest in Mélanie—is not M. Tremblay very old?"

We were in the garden, all four of us, for the idiot brother-in-law was there also, piling brush; Madame had been hoeing; she struck her hoe smartly on the ground and rested her elbows on the handle, her chin on her hands, and so eyed us grimly.

"Without doubt, Madame," said she; "*quay donc?* He will die the sooner. In ten, in five years she will be a widow, rich, free."

"Consider those same five years, Madame," I cried, "the trouble, the misery, perhaps."

Her lip curled. "M'sieu' has heard the talk of the village. They are imbeciles, they. M. Tremblay is a miser. Bah, 'ook around you, M'sieu'. This house, that

wood, for a nothing, a few vegetables—from a miser! Look at him," pointing to the idiot, "those clothes are from M. Tremblay, from the miser! In the house is a fiddle, one of the most beautiful. It is for him. M. Tremblay gave it to him. For why? can he play? Mon dieu, no; but it pleases him to make a noise, and M. Tremblay bought it. When Mélanie was a little child he always bought her things, snowshoes, a toboggan, a doll from Quebec. No child in St. Alphonse has a doll like that. A miser! bah, lies of the devil!"

"But he is a wicked man, cruel, harsh," I persisted.

"Never to us, M'sieu', never, never!"

"He is a heretic."

"Et M'sieu'?" said the widow.

"I am not to marry a Catholic. But he is worse, he scoffs at the saints and does not believe in the good God himself."

"The good God knows better," said Madame Guion placidly.

I tried another tack. "But Mélanie may love some one else."

"M'sieu' means Isadore Clovis," said the widow, drawing her tall figure to its full height, and though I am a big fellow, her eyes were nearly level with mine. "*Eh bien*, I, too, have loved a young man, M'sieu'. It was twenty-five years ago, and M. Tremblay would marry me, but I was a fool, I: my heart was set on a young man of this parish, tall, strong, handsome. I quarrelled with all my relations, I married him, M'sieu'. Within a month of our wedding day he broke my arm, twisting it to hurt me. He was the devil. Twice, but for his brother, he would have killed me. Jules is strong, though he has no wits; he pulled him off. See, M'sieu'," flinging the hoe aside to push the hair off her temples, "this he did with his stick; and this," baring her arm, "with his knife. But I was a fool, I forgave him and worked for him. He would do nothing but play cards and drive horses and drink, drink, drink. His grandfather was an Englishman and drank himself to death. The English are like that. And I—I forgave him and made myself old and wrinkled and black working for money for him. Then he would laugh at my ugly face and praise the village girls' looks. He had a soul of mud! But I forgave that, too. Then my children were born, and he beat them. Then I forgave no more, my heart was like coals of fire. Attendez, M'sieu', I have the mother's heart, I love my children, yet I was glad, I, when they died and were safe from him! Figure, then, what kind of father he was! Only Mélanie lived. The others would cry, cry; but Mélanie did not cry, and she would never speak to him, her father. There was a reason: God knows what women have to suffer and he takes vengeance. He, that coward, was afraid of Mélanie, a little baby, because she would not

speak to him. He tried, many times, to make her, but no, she would never speak, and she was three years old when he died. A horse kicked him and killed him, a horse that he was beating!"

The fool had dropped his sticks and was staring at her piteously, alarmed at her gestures and her angry voice. He ran up to her and stroked her hand, uttering a mournful, inarticulate sound.

"Ce n'est rien, Jules," said the widow smiling on him, "sois tranquille." Jules smiled, too, and nodded his head, then slunk back to his task. "Do you understand, M'sieu', now," said the widow, "why I will not have Mélanie marry a young man?"

"But Isadore is so good," said Susan, coming to my aid, "he would not be cruel to Mélanie."

Madame Guion laughed harshly. "He?" she shouted, "he? *ma foy?* I think no. My Mélanie could lift him with the one arm. Always, she has taken care of him. Look you: when they are children, she puts on his snowshoes; and when he cries for the cold, she puts on him her mittens; and she will fight the boys that tease him because he is Tremblay's nephew. Always, she takes care of him."

"But, Madame," said Susan in her gentle voice, "if they have loved each other from childhood, how hard for them to be separated now."

"It would be harder," said the widow in quite another tone, "to marry him and repent all the years after. Love, it is pleasant, but marriage, that is another pair of sleeves. *Tiens*, Madame, regard the women of this village. Without doubt Madame has observed them. They work, work, work; they scrub, they cook, they weave, they spin, they knit, they make the clothes; one has not time to say one's prayers; and every year a new mouth to fill—*mon dieu*, one mouth? two at a blow, perhaps! That makes one ugly and old. If Mélanie marries Isadore Clovis she will be like these others, so poor, so tired, so ugly; and there will be the children and her poor old blind mother cannot help her. Ah, *mon dieu*, I will not have such a fate come to my beautiful one!"

Then I spoke, struggling after a short cut through the situation. I offered to pay for her journey to Montreal and to do something for Isadore.

The widow's face stiffened; plainly she suspected the Greeks' gifts. "And why should M'sieu' incommode himself for my eyes?" said she.

I thought I had better let Susan do the rest of the talking. Her tact is equal to any demand. "It is for Mélanie, too, you understand," said she, "I am fond of Méla-

nie. And see, Madame, we are two lovers, my husband and I" (with an adorable blush), "and we are very happy; we should like to make two other lovers happy. Is not that what the good God intends we should do with happiness, share it?"

The widow Guion smiled a faint and wintry smile, saying:—"Truly, M'sieu' has cause to be happy. But look you," she continued rapidly, "M'sieu' does not understand. It is not for myself. To see Mélanie rich, content, I would be blind, deaf, *dumb*." At this climax of calamities she spread her hands out to the sky, and the fool began to moan. "Mélanie will be happier with M. Tremblay—not now, in the end. And Isadore, too, he will be happier; his uncle will then give him a farm—he has told me; he will marry, he will content himself, he is a slight creature. It is not for him to marry Mélanie. For see, Madame, she has always had better than the other children. Often, I have worked all night that she might wear a pretty robe to the church. She has been to the convent at Chicoutimi, she has accomplishments: she can embroider, she can make flowers with wool, she can play on the piano. One can see she is superior to the other girls of the village. M. Tremblay will do everything for her; he will take her to Quebec. Ah, Madame, it is because I love my little one that I would give her to M. Tremblay."

Evidently we could hope nothing from Mélanie's mother. Simultaneously Susan and I gave it up, and Susan covered our retreat with an order for beets, to be delivered at the hotel.

But I thought that I understood the situation better. I believed Madame Guion told us the truth: she was only seeking her daughter's happiness. She had an intense, but narrow nature, and her life of toil, hard and busy though it was, being also lonely and quiet, rather helped than hindered brooding over her sorrows. Her mind was of the true peasant type, the ideas came slowly and were tenacious of grip. Love had been ruin to her. It meant heartbreak, bodily anguish, the torture of impotent anger, and the bitterest humiliation. Therefore, her fixed determination was to save Mélanie from its delusions. And because her own bloom had withered under sordid hardships, she yearned with passionate longing to ward them off her child. These two desires had come to fill her whole mind. Old Navier offered to gratify both. Besides, he was the giver of whatever small comforts had brightened her poverty; she was grateful, and it is quite possible that she wanted to make amends for the past. As for those aspects of the marriage which revolted us, privations and drudgery blunt sentiment in women even more effectually than in men.

Madame Guion felt no horror in such a union simply because she could not see any. These conclusions solved the problem of the widow's motives, but they did not help, in the least, to change them, or make her more friendly towards Isadore. We tried the young people, next. I talked with Isadore, and Susan with Mélanie. It was all plain sailing with the man. He poured out his woes to me, on the way to Lake Ravel, with true Gallic effusion. His uncle had been kind to him, after a gruff and silent fashion, when a lad, but now, grown to manhood, he found himself frankly despised.

"He has said of me, 'C'est un vraie blêche,' cried Isadore, grinding his teeth. "Bac, arrêtes donc!" The horse, plunging at the sight of a fallen tree, was calmed instantly; I could not help admiring the lad's mastery of the animal.

"He would not say that, if he had seen you drive Bac when he was frightened," I said.

"It is nothing," said Isadore; "I am good to Bac and he knows it, that is all. *He* taught me to be kind to animals. He buys old horses that are beaten. M'sieu' has seen the last, Charlay, a sight to make fear. He will not be so long, he will be fat, lazy, like the others. He says: 'Dame, I can get work out of them, c'est bon marché!' But it is not for that he loves all animals. He loves the fool, also; but all good people he hates, and he curses the saints, he is so wicked," said Isadore, piously crossing himself.

Certainly his uncle knew of his attachment, "He is glad that I suffer," said Isadore. "M'sieu', I speak to you with the heart open; sometimes I think that I will kill myself, but Mélanie then will weep, and I must burn, myself, forever also. No, I will go away, she shall never see me again. I will go to Chicoutimi!"

Chicoutimi being barely nine miles away rather blunted the point of this tragic threat; but the poor fellow's grief and rage were real enough. There was no question about his willingness to be helped. He burst into tears and insisted upon embracing me over the front seat. He would do anything, he would go anywhere, he was my slave for life. Then he cried again.

Mélanie, as the French say, was more difficult. At first she could hardly believe in Susan's offers. Finally convinced, the poor girl grew quite white with emotion; all she did, however, was to lift a fold of Susan's gown, press it tightly between her two hands to her heart, and then let it drop;—an odd gesture, which, nevertheless, Susan found infinitely expressive.—*From the Atlantic for October.*

(To be continued.)

Educational Opinion.

THE BRITISH ASSOCIATION AND EDUCATIONAL IDEALS.

THE visit of the British Association to Montreal last year has not been forgotten. This year the President speaks of it as marking "a distinct epoch in the history of civilization." The members were so impressed with the hospitality extended to them and the possibilities of Canada that even those who, with British reticence, said little at the time, are never wearied of acknowledging it since in public, and more frequently still in private correspondence. Their election of Sir William Dawson as President for next year is another proof of their desire to honor Canada. On our side we received a valuable intellectual stimulus at the time, and we are likely to take a more lively interest in the proceedings of the Association hereafter than we ever took before. The more we know of the great men of the day, the more we sympathize with their aims, and the more we are interested in the triumphs of science, which is always cosmopolitan, the better for us. We shall become less priggish and less provincial, and the gain thereof will be very great.

For my own part I read the proceedings of the Association with a new zest. It is our Association henceforth. We have had a practical proof that "in relation to our vast empire, science as well as literature and art, are the common possession of all its varying people," and I trust that another proof may be given before long by the Association holding its annual meeting first in Toronto and then in Melbourne or Sydney. This year the meeting was held in the ancient university city of Aberdeen, and judging from the reports the addresses were never better. *Nature* for September 10 contains the Inaugural address of the President, Sir Lyon Playfair, and three addresses, in whole or in part, delivered by the Presidents of Sections A, B, and C. It must be confessed that literary men as a rule do not take kindly to Science Associations. They expect to hear one-sided views as to education and life dogmatically propounded, because one-sided views of man's nature are entertained. They expect to hear natural science and learning identified. The men of science again are inclined to be suspicious of literary men. They think that they are slaves to traditional ideals of teaching and that those ideals are unsuited to a scientific age. But there were no jarring notes, so far as I have seen, in the addresses this year. It is evident that the old and the new learning are coming to understand one another better and that the day of complete reconciliation is at hand. In the recoil from the old system of an exclusively classical

education, with the classics unscientifically taught, it is not wonderful that men of science sometimes depreciated not only the classics as a means of culture, but spoke and wrote as if they thought that general culture itself was a superfluity or at best a luxury, and that the one thing needful for average boys and girls was "science." If any thought so then, the time of disillusionment has come. In the schools that introduced science subjects into their curriculum it soon became painfully manifest that the study generally amounted to little more than cramming the memory with barbarous words and unconnected facts or gazing at experiments with the same amount of educational result that is obtained by a Fourth of July celebration. Already as a consequence, in some influential quarters that were most accessible to new ideas, the new education is being voted worse than the old. But science, having conquered recognition for itself, is now free to admit that the introduction of science subjects into schools is not enough; that everything depends on how these are taught, and that the claims of science are neither universal nor exclusive. Its representatives assert as loudly as literary men can desire that mental culture is more important than scientific instruction; and that in the interest of science itself, the mind must receive a generous, liberal culture, and that specialization comes last in education and not first.

As indicating the point of view of representative scientific men, the addresses at the opening of the British Association this year are enough to warm the very cockles of the heart. Sir Lyon Playfair, Professor Chrystal in his opening remarks to the Mathematical and Physical Section, and Dr. Armstrong in his address to the section on Chemical Science, are all on the right side as regards true educational ideals. They know the difference between education and instruction, and the unspeakable superiority of the former to the latter. In spite of a disclaimer by the distinguished President, it seems to me that they press "the begging-box" rather importunately on the Public Treasury, but this is excusable in view of the little that the British Government is doing in comparison with other European Governments. It certainly may be forgiven in consideration of the hearty knock-down blows they deal to sundry pestilent crotchets with which we in Canada are afflicted, and which have enjoyed a general acceptance for nearly half a century, chiefly from the advocacy of them in newspapers by gentlemen who write "with that charming simplicity which is peculiar to honest people, who are at the same time very ignorant and very unthinking." Written competitive examinations, paper or examining universities, early specialization, multiplication of subjects taught to the same pupil at the same time,

the concentration of educational activity and public grants in metropolitan centres, the discouragement of local effort, parsimony on the part of the State, all come in for anathema, expressed in good racy English. I shall be content with making two or three references by way of illustration.

The President of the Association knows well the defects of the British universities. He says plainly that "even Oxford and Cambridge, which have done so much in recent years in the equipment of laboratories and in adding to their scientific staff, are still far behind a second-class German university." Yet he would not on that account propose to destroy the poorest of the eleven universities in Britain, or seek for improvement by combining two or three of them into one. Quite the contrary. "There are," he says, "too few autonomous universities in England in proportion to its population." He would strengthen the four Scottish universities and increase the number in England. He hopes that the colleges that have been established during the last twenty or thirty years in suitable local centres will develop into autonomous universities, after the fashion of Owen's College, in order that "they may not be turned into mere mills to grind out material for examinations and competitions." With regard to the liberality to be expected from the State, he gives as an example little Holland, which, with something like the population of Scotland and with no more total revenue than Scotland contributes to the empire, gives about five times as much annually as the Imperial Parliament votes to the four Scottish universities. Holland has about double the population of Ontario. It gives to its four universities nearly \$700,000 a year. Would a Government stand for more than one session with us that voted one-seventh of that sum annually? "The recent action of France is still more remarkable. After the Franco-German war the Institute of France discussed the important question: 'Pourquoi la France n'a pas trouvé d'hommes supérieurs au moment du péril?' The general answer was, Because France had allowed university education to sink to a low ebb. Before the great Revolution France had twenty-three autonomous universities in the provinces. Napoleon desired to found one great university at Paris, and he crushed out the others with the hand of a despot, and remodelled the last with the instincts of a drill-sergeant. The Central University sank so low that in 1868 it is said that only £8,000 were spent for true academic purposes." What is France now doing? She has rebuilt the provincial colleges at a cost of sixteen millions of dollars. She, in the last ten years, has been spending five millions annually on university education. With a war indemnity to pay, determined to rival

Germany in her battalions and Britain in iron-clads, she cannot afford any longer to starve higher education.

Professor Chrystal's address is the shortest of those before us, and also the freshest and breeziest. As he deplores the absence of an enlightened scientific public in Britain we can have some idea of the rivers of tears he would shed if in Canada. How can we call such a class into existence? His answer will do for us. We must have a higher ideal of education in general and of scientific education in particular. We must abandon the notion that "the iron tyrant examination" will ever give us such a class. From the hands of that tyrant we get only "a well-known enervation of mind, an almost incurable superficiality." Instead of following any longer on the departmental track, we must, he says in effect, get the best men as teachers, and we must trust them. We can get them to begin with only by trusting them, and we can get the best results from them only by continuing to trust. "Science cannot live among the people, and scientific education cannot be more than a wordy rehearsal of dead text-books, unless we have living contact with the working minds of living men. It takes the hand of God to make a great mind, but contact with a great mind will make a little mind greater. The most valuable instruction in any art or science is to sit at the feet of a master, and the next best to have contact with another who has been so instructed. No agency that I have ever seen at work can compare for efficiency with an intelligent teacher who has thoroughly made his subject his own. It is by providing such, and not by sowing the dragon's teeth of examinations, that we can hope to raise up an intelligent generation of scientifically educated men, who shall help our race to keep its place in the struggle of nations. In the future we must look more to men and to ideas, and trust less to mere systems. Systems have had their trial. In particular, systems of examinations have been tested and found wanting in nearly every civilized country on the face of the earth." He proceeds to point out that the University of London, which has pursued its career as an examining body with "rare advantages in the way of Government aid, efficient organization, and an unsurpassed staff of examiners, has been a failure as an instrument for promoting the higher education—foredoomed to be so, because, as I have said, you must sow before you can reap"; and he says: "Among the younger generation I find few or none that have any belief in the 'learn when you can and we will examine you' theory."

Altogether, I have not had for some time pleasanter reading than the contents of *Nature* for September 10. It is pleasant to find that convictions, which one has held

ever since he began to think, and in uttering which in corners he has sometimes felt as a "vox clamans in deserto," are proclaimed from the housetops by men who occupy the high places in the field. The days of the written examination craze at all events are numbered, although, as Professor Chrystal admits, "the task of reformation is not an easy one."

G. M. Prout

PROFESSIONAL HONOR.

THE EDUCATIONAL WEEKLY (Canada) enters a protest against the prevalent practice of publishing, in connection with the proceedings of school board meetings, the names of all teachers who apply for positions. It is claimed that the practice accomplishes no good, is in bad taste, and should be abandoned. When only one of thirty applicants can be successful in securing a situation, it cannot be agreeable to the remaining twenty-nine to be publicly advertised as ranking, in the estimation of the board, below their successful competitor. And it sometimes happens that a teacher seeks to improve his condition by applying for a better position than the one he holds. The public announcement of an unsuccessful effort of this kind is not beneficial to any of the parties concerned, certainly not to the teacher.

All this is very true. The practice complained of is in bad taste and has no compensating advantages. But the root of the evil lies deeper; it has its origin largely in the willingness of teachers to scramble for places—a practice more unbecoming than that of publishing the names of applicants, betraying a want of delicacy and professional spirit. The experienced teacher should endeavor to get himself into the attitude of receiving rather than making proposals; and boards of education should choose their teachers and invite them to their positions. It is disreputable for a lawyer, a physician, or a clergyman to make direct application for employment; and it ought to be so for the teacher.

It devolves upon teachers to educate public sentiment in relation to this matter. One who has occupied a position for one or more terms should not submit to the humiliation of being compelled to make formal application, before he can be employed for another term. Some boards of education have so little sense of the fitness of things as to require this. We have known cases of town boards advertising for an entire corps of teachers, though none of the old teachers had given any intimation of a purpose to retire, the object being to induce competition and keep down salaries. The honorable and wise course for boards of education is to fix sal-

aries, elect and notify all the old teachers they wish to retain, and fill vacancies with the best material in reach, whether applicants or not. Teachers on their part should respond promptly, accepting or declining; and when an engagement is made it should be scrupulously kept. — *Ohio Educational Monthly*.

"EDUCATED" VICE.

WHAT shall be said of the "education" of the men of wealth and leisure, who find their highest pleasure in the most criminal and ruthless forms of vice? These men have passed through public schools, perchance through universities; some are said to be doctors of medicine; others to be eminent at the bar or on the bench; and some even to wear the livery of the Church. In what shape can life have been presented to such men? What sense can they ever have gained of the organic unity of society? What respect can they ever have been taught for the temple of their bodies, or for the cardinal institutes of nature and of society? What regard for others can ever have been inculcated upon them when they think that *money* can atone for the utter degradation of a fellow-creature? Surely it is time to cry aloud and spare not, when men can pass for "educated" to whom the very elements of a true science of life are unknown, and who, with all their literary, professional, and social acquirements, are willing to descend in their daily practice to the lowest depths of infamy. Think of the two things—"education" and brutal, merciless vice—going hand in hand! Alas! it is not education; it is that wretched, sophistical veneering of accomplishments which usurps the name of education. It may embrace—in the case of medical men—must embrace—a certain amount of scientific instruction; but what it lacks is the true scientific grasp of life as a whole. We are no fanatical believers in the saving efficacy of a little smattering, nor even of much special knowledge, of physics and chemistry; but we are firm believers in the moralizing effects of a true philosophy of life, supported and illustrated by constant reference to verifiable facts. All sciences are but parts of one great science, and the highest function of universal science is to teach us how to live.—*From Editor's Table, in Popular Science Monthly, for September.*

THE *St. James Gazette* states that the incomes of professors in the Scotch Universities are in some instances very large, ranging from \$6,000 to \$20,000 a year, for the most part derived from fees. It refers somewhat satirically to the procession as "the finest in the world," and remarks that any one would revere a Scotch professor who saw him in his ante-room "taking in his money at £5 a minute."

TORONTO:

THURSDAY, OCTOBER 15, 1885.

CREDIT GIVEN WHERE CREDIT IS NOT DUE.

WE notice in a late number of the *Globe* the repetition of an argument which has been too frequently used to gain credit for the University of Toronto—an argument both fallacious in itself and derogatory to the dignity of the institution in whose favor it is advanced.

In brief, it is this: that the university is entitled to respect and support because certain eminent men have been trained at it—notably, the late Chief Justice Moss, and the Hon. Edward Blake. Precisely the same argument is annually advanced in favor of other universities; but surely our national university ought to be beyond the need of any such propping.

The fact that a man who wins a high position in life is an alumnus of a particular institution in no way entitles that institution to credit therefor (unless it can be shown that its general reputation for excellence was such as to attract him to the institution at the beginning); for if this were so, then it would be just to debit the institution with the ill-success of those of its graduates who have fallen behind in life's race. To a man's success in life his college training no doubt contributes, but it is not the cause of his success.

Of the gentlemen above named the career of one was a series of most brilliant academic successes, that of the other was honorable but not brilliant; but who could have said at graduation what the subsequent success or honor of either would be? Again, the triumphs of the successful student ought not to be reckoned as necessarily the trophies of either professor or college; for if so, then the failures of those who are beaten are equally chargeable to their instructors, a principle awkward in its application to any institution which prepares candidates for examination. And, again, in the particular cases we are now speaking of, both of these gentlemen were residents of Toronto at the time of their matriculation—a fact which decided the location of the college that they should attend, and circumstances of family history furthermore decided which of the two colleges of the city should be chosen. So that the proprietary right of the University of Toronto to the success

of these gentlemen is one of courtesy, merely, and ought not to be vaunted.

University and college only indirectly affect a man's career. Thomas Moss would have won for himself a brilliant success had he been born a shoe-black, and had his text-books been the evening papers he may have sold at street corners to earn his suppers.

The true test of the worth of a university or college, as of a school, is, not the number of distinguished graduates it can count (although this may always be a matter of innocent pride) but the quality and kind of influence it is exerting upon the rank and file of its students, especially upon the great body of them who are not endowed with superior natural gifts. It is the constant daily work of the laboratory and class-room that gives value to a student's college life, not the forty-five or fifty hours which he spends at terminal examinations.

The University of Toronto and University College have always maintained an excellent place in respect of the rigor and scholarliness of their examinations. But examinations are fast losing their importance as factors in university work; we doubt, indeed, if their days be not already numbered! Our provincial institutions must look to it, therefore, if they wish their pre-eminence to remain unchallenged, that their teaching and educating functions be, henceforth, vigorously performed.

OUR EXCHANGES.

The Chautauqua Young Folks' Journal (Boston: D. Lothrop & Co., \$1.00 a year) is a monthly for boys and girls. It is bright, readable, beautifully printed and prettily illustrated; but it aims to instruct rather than to amuse. An important feature is the "Reading Union," conducted by Dr. Vincent, Dr. Hurlburt, and Miss Kimball, of the Chautauqua Circle.

The Pansy (monthly, \$1.00 a year), another of D. Lothrop & Co.'s publications, is one of the most widely read of children's papers on the continent. This popularity is due to the general confidence of the public in the taste, judgment and character of the well-known editor ("Pansy"), Mrs. G. R. Alden, whose writings have done something towards sweetening and blessing the life of almost every child of this generation.

BOOKS RECEIVED.

Elementary Algebra for Schools. By H. S. Hall, B.A., master in Clifton College, and S. R. Knight, B.A., late assistant master at Marlborough College. London: Macmillan & Co. 1885. 358 pp. \$1.10. From Rowse & Hutchinson, Toronto.

BOOK REVIEW.

The Practical Bookkeeper: a new treatise on the science of accounts and business correspondence.

This is a work of 250 pages, edited and published by Connor O'Dea, of the British American Business College, of Toronto. It does not differ much from the ordinary books on bookkeeping; but no doubt it is a laudable ambition for every commercial college to have its own text.

The author claims nothing new for his book; but he aims at being clear, easily understood, and at the same time practical. In this aim we think he has succeeded: in fact, if any fault may be found, too much has been done for the student; the explanations are almost too full to place in the hands of pupils, as they are apt to copy entries and methods without taking the trouble to understand them, and the experienced teacher would much prefer that his class should work out all except perhaps the first set with his assistance only. For untrained teachers, however, and those wishing to obtain a knowledge of the subject by their own unaided efforts, we know of no better guide.

The first set is worked out to the minutest detail and the reasons given for every step. Journal entries and statements accompany the second set; statements are made out for several others and trial balances for almost all.

The sixth and seventh sets are to be worked out by single entry. This ought to commend itself to every student; we should like to see more space given to single entry. In most text-books it receives very little attention. No doubt, theoretically, it receives all it merits; but practically one half the business men in Canada keep their books after this method, and the majority of commercial college graduates know little of the system. Another good feature is the series of sets in double entry, continued through six months' business; the books are to be closed and the balances brought down at the end of every month. This gives the student some idea of actual business, and we should like to see shipments on sole and joint account introduced here, as we believe no other class of accounts affords as good discipline in the principles of journalizing and the science of account-keeping as these. As it is, they are relegated to a place near the end of the work, where they are likely to be looked upon as of secondary importance.

The methods of dealing with drafts and of discounting and renewing notes are gone into very fully, and a good collection of exercises is given. This chapter forms a valuable part of the work.

The treatment of correspondence is practical and to the point, and the exercises for practice are excellent, and just such as should be made the material for a good drill in every schoolroom. As in all other works which we have seen on the subject of bookkeeping, there is a want which remains for some text-book of the future to supply, viz., a good set on *insurance* and another on *loaning*. These two branches of business are extending themselves more every day, and embrace methods which have very little in common with ordinary business accounts.

A page or two set apart to the explanation of mercantile terms, of which there are so many,

would be a valuable addition to the work, and an index or table of contents would be useful. The paper and binding are very good, but the printing is by no means first class.

On the whole we can heartily recommend this work to all teachers of bookkeeping, with this precaution, which applies of course to any work where partial results are given: Be careful to see that your pupils, from the first, are trained to depend on their own work for results, and that they do not make an improper use of those given in the text. G. A. S.

Hodgson's Errors in the Use of English; a class book for use in schools, based on the English and American edition of the author's work. Compiled and edited (by permission) by J. Douglas Christie, B.A., master in modern languages, Collegiate Institute, St. Catharines. Toronto: Williamson & Company. New York: D. Appleton & Company. From the Canadian publishers.

We presume that many, if not most, of the teachers of English composition are already more or less familiar with Hodgson's "Errors," and are using it in their teaching. The edition hitherto published has proven of great service as a work of reference, and the Canadian editor, Mr. J. D. Christie, of St. Catharines, has endeavored to condense, simplify and arrange the material in form suitable for pupils' use. In this text nothing but the examples has been retained, with suitable references to the larger text. The make-up of the book, in type, paper, and binding, is fully equal to the high-class work of the present admirable series of high school books. The only point for criticism will be the subject matter. It certainly is a well of defiled English, whose purification will tax the abilities of teachers as well as of pupils. In comparison with other collections of "False Syntax" it stands high, and, with the assistance of the larger work of reference, the teacher of English will find himself well equipped. To those who lay great stress on this method of teaching classic English we can heartily commend this work. But there are many who decry all such collections, and who ridicule the idea of teaching good English by the study of errors. They say that the only way to learn to write is by writing, and by studying the greatest masters. All very good, but there is a use for such collections as this when the use is properly understood. To our mind the secret of good writing is, the healthy and natural development of one's own individuality, rather than by copying and imitation. Imitators always stamp their works with the brand of imitation. He who slavishly follows any great writer will copy his defects more readily than his excellences. There can be no second Macaulay, no modern Shakespeare, no nineteenth century Bacon. But we can have our Ruskin, our Tennyson, and our Lowell. In studying the works and style of all such masters the first care then is to separate the defects from the excellences, and while condemning the former to retain the latter. It is in the cultivation of this faculty of perception that compilations of errors are serviceable. He who cannot recognize a fault cannot recognize a virtue. The careful use of this text-book will greatly assist pupils in cultivating good style; but it must

of course be remembered that its place is that of an auxiliary. It would be as vain to expect to attain perfection through its use alone as for a paralytic to expect to learn to walk by criticising the hobbling of a cripple. In its proper place it will prove a capital work, and we bespeak a hearty reception of it by teachers. C. K.

Table Talk.

MR. JUSTIN MCCARTHY'S *History of our Oregon Times* has been translated into French.

THE November number of *Harper's* will conclude the seventy-first volume of the magazine.

THE publishers of Rev. E. P. Roe's novels say that they have already sold 750,000 of them, and they claim for them *five million* readers.

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

THE most successful school teacher in the world is the Rev. Dr. Butler, who has just withdrawn from the head mastership of Harrow with a fortune of \$500,000, to accept the lucrative Deanery of Lincoln. The deanery is worth \$10,000 a year.

FAC-SIMILES of all the important Shakespeare quartos will soon be issued by a London house. They will only cost six shillings a quarto, and will be welcomed by all close students of Shakespeare. The cheapness is the result of the photographic process used in the reproduction.

A FEW days ago Mr. Gladstone drove into London on business, and stopped at a bookseller's store in the Edgware Road. His entrance was discovered, and when he had effected his purchase, a crowd of 3,000 enthusiastic admirers had assembled to greet him. The police cleared a passage for him, and he rode off in a friend's carriage amid rousing cheers.

MANY Americans who have been delighted on Sundays by Cannon Liddon's pulpit oratory in St. Paul's Cathedral will regret to learn that the eloquent preacher's health is precarious, and that his physicians have advised him to stay on the Continent the next two months. The announcement of a sermon by Dr. Liddon has long been sufficient to fill the cathedral to overflowing.—*Harper's Weekly*.

"CORBETT, in his grammar, loved to quote examples of bad English from Kings' Speeches, and an analogous idea," says the *Chicago Standard*, "has been carried out on a large scale by a French testator at Poitou, who has bequeathed to the Mazarin Library a collection which it took him years to accumulate, of 3,500 specimens of bad French written by members of the Academy from its foundation to the present day."

"DR. LEOPOLD VON RANKE, now ninety years old, for sixty years filled the Chair of History in the University of Berlin. He still works," says the *Lutheran Observer*, "about eight hours a day, from 5 to 12 and from 6 to 10. He dictates now to an amanuensis. His physician forbids his leaving the upper storey in the house in Luisen Strasse, where he has resided for the last forty years, and he lives very simply indeed."—*Literary News*.

THERE is a little book, called *Outdoor Papers*, by Wentworth Higginson—I think it is out of print—that is one of the most perfect specimens of literary composition in the English Language. It has been my model for years. I go to it as a text-book, and have actually spent hours at a time, taking one sentence after another, and experimenting upon them, trying to see if I could take out a word or transpose a clause, and not destroy their perfection.—"H.H." (*Mrs. Helen Hunt Jackson*).

PROFESSOR JOHN TYNDALL, who contributed every dollar of the profits of his course of lectures in the country in 1872 to the establishment of scholarships in physical science, is by no means a rich man. He lives in much simplicity with his second wife on the top floor of the Royal Institution Building, and has no children. Mrs. Tyndall is the daughter of a peer. Scores of professional men would consider Professor Tyndall's style of living very straitened, but no scholar ever cared less for money than he.—*Harper's Weekly*.

FRANZ LISZT, the composer, now about seventy-two years old, draws a regular salary as chamberlain at the Grand Ducal Court at Weimar, which enables him to live in modest comfort, but exacts no work. The pupil of Beethoven, the teacher of Rubinstein, and the father-in-law of Richard Wagner, and the admired of the entire musical world, he is still surrounded by enthusiastic learners, who, especially at his tri-weekly receptions, put themselves to much inconvenience for tokens of his favor. Liszt never takes pay for instruction in music.

PROFESSOR TURNER, who fills the chair of anatomy at Edinburgh University, has an income of \$20,000 a year from his lectures, and his position is there considered to be "the most valuable of the kind in the world." Some of his brother professors make from \$10,000 to \$15,000 a year. His official duties occupy him about an hour a day for only six months of the year, the other six months being vacation. But Professor Turner has to confine himself to university work, and does not engage in private practice. In New York, the medical professors depend chiefly upon their private practice, and several of them make much more than \$20,000.—*Harper's Weekly*.

MR. ARLO BATES tells in the *Providence Journal* a story illustrating the extremes to which the worship of literary greatness has at times gone in Boston, whatever may be its present state. "In the latter part of Mr. Emerson's life, when his mind had failed somewhat, his daughter came into his library one morning and found him entertaining a stranger, a Boston woman. As Miss Ellen entered, the sage looked up with an expression of hopeless bewilderment. 'Ellen,' he said, 'I wish you would attend to this lady; she wants some of my clothes.' Trained by long experience to the vagaries of the lion-hunting female, Miss Emerson was yet rather taken aback by this somewhat startling announcement; but the visitor proceeded to a voluble explanation that she was making a 'draw-in' rug, 'a poet's rug,' made of poets' cast-off clothing. Mr. Longfellow had given her an old shirt, and 'if Mr. Emerson had a pair of worn-out pants—' Whether she got the trousers report sayeth not, but surely," says the *Chicago Standard*, "such ingenuity of impertinence deserved some reward!"—*Literary News*.

Special Papers.

ONLY—ITS USE.

PROBABLY the most abused and misplaced word in the English language is the little but effective word placed at the head of this article. In ordinary conversation it does not receive its rights once out of ten times. How frequently do we say and hear, "I only came this morning," "I only gave him a dollar," "The man only died yesterday" (as if that were not enough), "We have only lived here for ten years"? How more effective and euphonious to say, "I came only this morning," "I gave him only a dollar," etc. ! This little word seems a rather bashful, backward child whose more selfish brothers have jostled him out of his rightful place so often that he is content to drop in anywhere, on the supposition that he no longer counts. The customs of ordinary conversation do not always apply to classical composition; surely here we ought to expect to find this word properly placed by those whose business it is to arrange all words with reference to their harmony, their effect and their rights. But not so; nearly every writer in English misplaces this word in nine cases out of ten. Mark the errors, and you will soon prove the statement. Our textbooks are not free from blemishes; our critics of style stumble over the same old stone while stooping to clear the paths of others; even Shakespeare nods at times. Perhaps it might not be amiss to note down a few that have been marked, which can be used for class purposes as well. The first six are from the *Westminster Review*; the others are marked separately.

"Life can only come from life in the natural world."

"We need only quote one."

"My good friends here only change for the better."

"She can only delight in study of any kind for the sake of personal love."

"Questions which were once only touched upon in the study are now discussed in the drawing-room."

"It may be urged that profound ideas can only be made intelligible by the aid of subtlety both of style and thought."

"The Conservatives can only hope to retain power by retaining the Irish vote."

"Carlyle's poetry can only be exhibited by extracts."—*Ohiter Dicta*.

"I should assume that art could only please by imitating nature."—*Ruskin*.

"He is only blamed because he has sought to conquer an inferior difficulty rather than a great one."—*Ruskin*.

"For silence is only commendable in a neat's tongue dried."—*Shakespeare*.

"Cesar refuses to divorce Cornelia and only escapes death by hiding himself in the Sabine mountains."—*Wood's Bellum Britannicum*.

"A Holy Grail, which can only be carried by those of pure heart and stainless life."—*Library Mag.*

"Mr. F. was only elected by the casting vote of the clerk."

"If the rebellion only succeeds in giving our English contemporaries information."—*Daily Paper*.

"He was only able to get a vote on the amendment."—*Daily Paper*.

"The second can only be obtained by rousing the people and the Government to an appreciation of the importance of the subject."—*ETI. WEEKLY*.

Sometimes the careless use of "only" will put strange meaning into sentences, as for instance when the *Globe* said, "The Premier promised that he would amend the Bill so that only the Indians of the older provinces should vote." One reading would certainly exclude all white men. The *WEEKLY* of April 30th copied an article from the *Nation*, criticising the use of shall and will; yet the *Nation* said, "But let no verbal sinner console himself with the belief that he has Shakespeare for his companion. He can only count on Chalmers, and on Scotch, and English generally." This sentence is worth a close scrutiny; the beam and the mote are here certainly exemplified. Examples could be multiplied tenfold, but enough have been given to illustrate and direct attention again to the rights of the slighted word. In conversation its use can generally be shown by the emphasis, but not so in composition—further: how much more effective at all times when placed as close as possible to the word or phrase which it modifies! It is a word whose beauty and force are seen only when it is found in its proper place. Does not the English student, as a rule, spend more time in studying the proper position of "ne...que" in French than of "only" in English? Which is the more important? The first rule for the teacher to follow is, *physician, heal thyself*. Care in conversation and in writing, criticism of all such mistakes in the writings of others, and the emphatic explanation and application of the simple rule to pupils will do much towards improving our English.

Chas. C. James

A STUDY OF "ROBERT OF LINCOLN."

MERRILY swinging on briar and weed,

Near to the nest of his little dame,

Over the mountain-side or mead,

Robert of Lincoln is telling his name:

"Bob-o'-link, bob-o'-link,

Spink, spank, spink;

Snug and safe is that nest of ours,

Hidden among the summer flowers.

Chee, chee, chee."

Robert of Lincoln is gayly dressed,

Wearing a bright black wedding coat;

White are his shoulders and white his crest,

Hear him call in his merry note:

"Bob-o'-link, bob-o'-link,

Spink, spank, spink;

Look, what a nice new coat is mine,

Sure there was never a bird so fine.

Chee, chee, chee."

Robert of Lincoln's Quaker wife,

Pretty and quiet, with plain brown wings,

Passing at home a patient life,

Broods in the grass while her husband sings

"Bob-o'-link, bob-o'-link,

Spink, spank, spink;

Brood, kind creature; you need not fear

Thieves and robbers while I am here.

Chee, chee, chee."

Modest and shy as a nun is she,

One weak chirp is her only note,

Braggart and prince of braggarts is he,

Pouring boasts from his little throat:

"Bob-o'-link, bob-o'-link,

Spink, spank, spink;

Never was I afraid of man;

Catch me, cowardly knaves, if you can.

Chee, chee, chee."

—*W. C. Bryant*.

First Verse.—How does Robert swing? Describe his action.

Why is he merry?

Who is his little dame?

What is he telling? Why is he called Robert of Lincoln?

Where is he telling it? What is a mead?

Read the third and fourth lines with the word *all* before "over." Why is he doing this?

Why does he think his nest is snug and safe?

Why does the author use the words "spink, spank, spink," and "chee, chee, chee"?

Second Verse.—What else makes Robert merry?

How is he dressed? What other colors does he sometimes wear? Describe the bob-o'-link's plumage?

Why is his coat called a wedding coat?

What is his crest?

What does he say about his dress?

Third Verse.—Why is Robert's wife called a Quaker? Why patient?

How does her lot differ from his?

What does Robert say to cheer her?

Who rob birds' nests?

What animals do this? Which class of thieves deserves the greatest punishment? Why?

What is the difference between a thief and a robber?

Fourth Verse.—How do Robert and his wife differ in dress? In manner? In their talk?

What lines show this?

What is a braggart? Why is Robert one?

What is a prince? Why is he called the "prince of braggarts"?

What objection is there to boasting?

Define knaves.

Is the last line of this stanza a boast?

Why not?

—*N. Y. School Journal*.

Practical Art.

ELEMENTARY DRAWING.—II.

It is very noticeable that children are, by nature, close observers. At first the eyes are used more than any of the organs of sense, and seem to be their most important means of obtaining information. Prof. Fowler, the eminent phrenologist, when writing of the phrenological organ of observation, says: "In all children it is developed almost to deformity, and it is larger at birth than any other intellectual organ, because it constitutes that mental front door through which all else enters the mind. Infants must *look* in order to remember. Their minds are constituted to begin to develop at this identical faculty, because this provokes every other. Hence, with what avidity they seize and ask about picture books! This powerful looking *instinct* was created to be cultivated, not repressed. All juvenile education should be formed on this principle of the young mind, that observation is their highway to knowledge."

It really seems as if children, as they grow, use their ears and tongues more, and their eyes less, and that the latter fall somewhat into disuse. This is not actually so, but the growth of other faculties apparently dwarfs that of observation, and it appears to become less acute as we grow older, until we go about as it were with eyes shut, seeing comparatively little of what is going on around us. Having eyes we see not.

Observation tends to cultivate originality of thought. We first see a thing, and then examine it to find out what we can about it—though when the faculty of observation is trained, a single glance is often sufficient to reveal very many, if not all, of the principal features of an object, and an examination of it is unnecessary—and this suggests a train of thought. Observant people are, as a rule, well informed and have ideas of their own; learning more by what they see than by what they hear or read, they acquire the habit of thinking for themselves.

Observation may also become to us a source of great enjoyment. Most of the beauties with which Nature so lavishly clothes our world are made manifest to us through the medium of our eyes, and happy is he who sees and appreciates them. Many of the wonderful processes of Nature are going on beneath our feet, and all around us, though until we stoop to look for them, we may be entirely ignorant of them. Children should be taught to search out these things for themselves—to be in direct sympathy with the birds and flowers. To them and to us Nature should be an open book in which we can find both amusement and instruction; we should find "tongues in trees, books in

brooks, sermons in stones, and good in everything."

Whenever a muscle or mental faculty is put into operation the natural result is growth of that muscle or faculty, and so when we find that the study of drawing must be accompanied by a certain amount of neatness, system or order, precision, accuracy, thoroughness, patience, and perseverance; we naturally expect that the prosecution of the work will develop all these habits; and this will be found to be the case. No argument is needed to prove the desirability of the acquirement of these habits. They are all calculated to be of great practical benefit in life; in fact they are almost necessary to success. Without system, precision, accuracy, our affairs will be in endless confusion; without thoroughness nothing can be well done, and without patience and perseverance we are apt to leave everything unfinished. Of thoroughness, or attention to details, Sir Arthur Helps says: "Any man who is to succeed must not only be industrious, but, to use an expression of a learned friend of mine, he must have an almost ignominious love of details."

Patience and perseverance are almost synonymous, and are perhaps as necessary as any other traits of character to the success of an individual in the performance of his daily duties. Indeed by some it is supposed that the distinguishing feature in men of genius, is the possession of great patience and perseverance—of course added to their natural ability—which enables them to plod, to go steadily on, surmounting all obstacles, and without which their talents would be of only moderate use. A man of average intelligence possessed of great patience will accomplish more in a given direction than one of great ability without it.

Another of the important benefits derived from the study of drawing is the cultivation of taste. By this is meant good taste. In this matter we can make the children bearers of important messages to their elders. It is becoming more and more evident that the time has come when something should be done towards cultivating in the public at large—*good taste*. This is no easy task. We who have formed opinions of things cling tenaciously to our opinions, and vigorously resent any attempts to change them. We are not all even open to conviction, and so with the present generation very little can be hoped for as regards correcting the many errors of taste and judgment in artistic matters, that are everywhere apparent. But by inculcating in the minds of the children of the rising generation ideas of beauty, teaching them what is right and what is wrong, we may naturally expect, in time, to see a great change for the better, when people will not even tolerate what is now considered to be an object of beauty.

We see around us on every hand evidences of depraved taste. Our floor coverings, wall coverings, ceiling decorations, furniture—both in design and ornamentation—and in fact a very large percentage of everything to which the so-called designer and decorator has applied his misdirected skill, are executed in violation of many of the principles of beauty and utility. This is a fact greatly to be deplored, and immediate steps should be taken to educate the public so that they will demand and accept only what is beautiful and true; then, only such will be produced. A start in the right direction has been made, but it is not a very vigorous one as yet.

The question now arises—who will undertake such a task? Even amongst those who are acknowledged to be masters of art such a diversity of opinion exists that it is hard to say just where the line between beauty and ugliness, utility and inutility, worth and worthlessness, truth and falsity, is to be drawn. The solution of the problem rests with the teachers of Canada. They must educate themselves and then educate the children to distinguish between the good and bad in art, and all will go well. At present what is considered to be an evidence of culture and refinement, is nothing less than cultivated bad taste. Every one, or nearly every one, possesses an innate power of appreciation of the beautiful and true, and if this power be let alone and allowed to develop itself, it will be found to be an unfailing guide to our judgment. By being constantly in the presence of ugly things we may first tolerate and then, perhaps, even learn to admire them, but this cannot be called cultivated good taste. Our judgments have been formed in ignorance of the laws of beauty, and we can only regard the present state of affairs as a misfortune rather than a fault, unless it be the fault of those who knew better and took no pains to let others know it.

Very much of what has been said regarding the importance of drawing as a school study will, no doubt, be looked upon as a digression from the proposed treatment of the subject, but it is deemed advisable to endeavor to show to teachers that there are other benefits derived from its study more important by far than the mere mechanical one of being able to depict objects. The work should be prosecuted so as to bring about the best possible results, having in view the very great amount of good it is likely to be to those studying it. What has been said before may be repeated here, that as an educative influence, drawing is one of the most important that is now brought to bear upon the minds of our children.

Arthur J. Reading

The Public School.

PUNCTUATION.

(Selected from Bernard Higsby's Manual.)

[The following short chapter is much simpler than those which we selected from Quackenbos, and well suited for teaching young children. To the larger work of Quackenbos the teacher is referred for an extended treatment concerning the use of the comma and other marks of punctuation not taken up in our previous numbers.]

ONE of the most necessary steps in the art of Composition is the acquirement of the knowledge of Punctuation.

Punctuation is to writing what tone is to reading. It lends to words the spirit of sense and meaning.

The "comma" (,) denotes the smallest division in the construction of a sentence. Wherever a sentence is divided into "clauses," place "commas." Thus :

Tennyson's style, in point of unintelligibility of construction, is open to many objections.

When several nouns, adjectives, or other parts of speech follow each other, they must be separated by a comma. Thus :

Men, women, and children were there. It was a warm, bright and pleasant day. You, your brother, and I must appear to-morrow. Write clearly, carefully, and correctly.

Nouns in apposition are separated by a comma. Thus :

The butterfly, child of the summer, flutters in the sun. Alexander the Great, conqueror of the world, died at an early age.

When a verb is understood, it is well to insert a comma. Thus :

As a companion, he was severe ; as a friend, captious and dangerous ; in his domestic sphere, harsh and jealous.

EXERCISE.—Place "commas" in the following sentences :

a. The lives of Julius Caesar and Napoleon I. will bear many comparisons. Each by a bold resolute determined will triumphed over the superstition and prejudices of a mighty nation and seized upon the empire of a people in whose hearts was planted the love of liberty fraternity and equality. Each possessed with the desire of ambition extended his dominions and gained the good will of his warlike subjects by the display of military pomp and grandeur.

b. Midas King of Phrygia several thousand years ago was a very warlike monarch as the classic annals show.

c. Self-conceit presumption and obstinacy blast the prospects of many a youth.

d. To live soberly righteously and piously comprehends the whole of our duty.

A "semicolon" (;) is a little more expressive of separation than a comma. You place a "semicolon" where there is a change of meaning in the sentence, but a continuation of the construction. Thus :

Be civil to all ; for civility is the mark of gentility.

A "colon" (:) is much more expressive of separation than a semicolon. When the construction of the sentence is broken, but the sense continues, place a "colon." Thus :

Many clever men make poor orators : in fact, oratory is an individual gift.

A "period" (.) marks the completion of the sentence.

A "note of interrogation" (?) denotes a question. Thus :

Who rules ? Who conquers ?

A "note of exclamation" (!) denotes a surprise or an invocation. Thus :

How are the mighty fallen !

A "parenthesis" is a clause or part of a sentence not necessary to the sense of the sentence, but explanatory, and is generally included between the marks (). Thus :

Everything (for God has made nothing in vain) has its especial function and duty.

An "apostrophe" (') denotes abbreviation. Thus :

'Tis *for* it is. E'er *for* ever. 'Mid *for* amid.

A "hyphen" (-) is employed to connect compounded words ; as, lap-dog.

"Quotation marks" (" ") denote that the words of another are introduced. Thus :

"It was the English," Kaspar cried,
"That put the French to rout."

EXERCISE—Correct the following sentences, inserting the stops and capital letters :

Self-control is prompted by humility pride is a fruitful source of uneasiness it keeps the mind in disquiet humility is the antidote to this evil.

Vice is not of such a nature that we can say hitherto shall ye come and no farther from law arises security from security curiosity from curiosity knowledge. fire is with regard to the heat as the cause to the effect it is itself an inherent property in some material bodies and when in action communicates heat fire is perceptible to us by the eye as well as the touch heat is perceptible to us only by the touch fire spreads but heat dies away.

And I came to the place of my birth and said to the friends of my youth where are they and echo answered where are they

Be careful to avoid tale-bearing for that is a vice of the most pernicious nature and generally in the end turns to the disadvantage of those that practise it many things if heard from the mouth of the speaker would be inoffensive but they carry a different meaning when repeated by another.

Father of light and life Thou good supreme
O teach me what is good Teach me thyself
Save me from folly vanity and vice
From ev'ry low pursuit and feed my soul
With knowledge conscious peace and virtue pure
Sacred substantial never-ending bliss

"Capital letters" are used in the following cases : 1. The first word of every sentence ; 2. First word of every line of poetry ; 3. First word of a direct quotation ; 4. Proper names and adjectives derived from them ; 5. All names of the Deity ; 6. Days

of the week and months of the year ; 7. The pronoun *I* ; 8. Important words, as the Revolution, the Norman Conquest ; 9. Every principal word in the title of a work.

EXERCISE.—Rewrite the following, correct the use of capitals where required, underline the letters you thus change, and attend to the punctuation :

a. I am monarch of all i survey
My right there is none to dispute
From the centre all round to the sea
i am lord of the fowl and the brute

b. The contemplation of the frailness and uncertainty of our present State appeared of so much importance to solon of athens, that he left this precept to future ages : Keep thine eye fixed upon the end of Life.

c. On wednesday the twenty-first of august i went down to brighton.

d. The reformation was begun by martin luther.

e. Scott's lady of the lake describes the scenery of the trossachs.

VENTILATION.

THOMAS H. DINSMORE, JR., F.R.S.

1. Do the houses in which we live and the public halls in which we meet with others contain pure air ?

They do not.

2. Why is this ?

Because we are all the time throwing off impure air and gases from our lungs, which, with the heat and other gases from stoves and furnaces, render the rooms close and unhealthful.

3. What are the names of the gases which render the air so unhealthful ?

There are two principal kinds, called carbonic acid and carbonic oxide.

4. How are they produced ?

The first is thrown off from the lungs, and both are formed when anything like wood or coal is burned with fire.

5. How does the air in a room which contains either of these gases affect persons ?

It makes the cough and causes headache.

6. What common mistake do people make in their houses ?

They sleep in small rooms with both the doors and windows closed.

7. Why is this a mistake ?

Because each person renders ten cubic feet of air impure in a minute, and as, usually, there are two persons in one room, the bad air soon affects the sleepers, so that they do not rest well, but toss about and have troubled dreams.

8. What is the size of an ordinary bedroom ?

About 12 feet long, 10 feet wide, and 10 feet high.

9. How long would it be before so much impure air would be thrown off from the lungs of two sleepers, in such a sized room, as to render the air unfit to breathe ?

Not more than one hour.

10. How may a supply of pure air be obtained?

By raising the windows a little at the bottom and lowering them about the same space from the top.

11. Why is this a good plan of ventilation?

Because in such a case the warm and foul air would escape at the top of the window, while fresh air would enter at the bottom.

12. Should the windows be open on both sides of the room at the same time?

They should not; as, in that case, a current of air would pass through the room and might cause the sleepers to take cold.

13. In what other way may a room be ventilated?

If it contains a fire-place, the best plan is to leave the fire-board partly open.

14. How should teachers ventilate school-rooms?

By having some of the windows thrown wide open for a few minutes at each recess.

15. How should churches and public halls be supplied with fresh air?

About an hour before the time for meeting the windows should be raised for fifteen minutes, then closed entirely on one side, and almost so on the other, leaving only a small space open at the top of each one.

16. Why should the windows in a public building be opened an hour before the time of meeting?

In order that the fresh air may be somewhat warmed before the people arrive.

17. At what rate would an audience of two hundred persons render the air of a church or hall impure?

Two hundred would render the air impure at the rate of two thousand cubic feet per minute.

18. What effect does this change in the air have upon the people?

It always follows, unless the hall is well ventilated, that when the audience is large a number of the ladies feel weak and faint until they return to the open air.

19. Are our school buildings and public halls properly ventilated?

They are not; as a general rule they are sadly neglected.—*American Teacher.*

SUGGESTIONS TO TEACHERS OF HISTORY.

G. M. LEMON, NORMAL SCHOOL, LADOGA, IND.

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

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

1. Assign the lesson by the outline. By this means you will teach *history* and not *book*. Have each pupil procure an outline if possible; if not, write the lesson on the blackboard, or have a copy on your desk for their use.

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

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

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

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

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

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

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

ARITHMETICAL QUESTIONS.

(Continued from page 623.)

The following questions selected from Sadler's *Counting-house Arithmetic* will be found useful to teachers preparing pupils for the Entrance Examination:

42. A dealer purchased a quantity of oysters, fish and clams, and paid for the entire quantity \$59.40. The cost of the clams was 65% of that of the oysters, and the cost of the fish 20% of that

of the oysters and clams together. Find the cost of each.

43. If 50% be added to a number the sum will be 270. What is the number?

44. A partner drew out 30% of his interest in a manufacturing firm and had \$2,100 remaining to his credit. What was his interest in the firm?

45. A lady spent \$280 for clothes and jewelry. She paid 20% more for jewelry than clothes. How much did she expend on each.

46. The number of votes cast for the election of a senator in a legislature was 120, and the successful candidate received a majority of 30% of the total votes cast. How many votes did he receive?

47. A young man deposited in a Savings Bank \$280, consisting of greenbacks and National Bank notes. If 40% of the sum deposited was greenbacks, how much in National Bank notes did he deposit?

48. In the manufacture of cloth 680 pounds of cotton and wool were mixed together. If 140% more cotton than wool was used, how many pounds of wool did the mixture contain?

49. A merchant paid freight on 7,200 pounds of merchandise, consisting of sugar, molasses and rice. The weight of the sugar was 80% of that of the molasses, and the weight of the rice 66 $\frac{2}{3}$ % of that of the sugar. For how many pounds of each did the merchant pay freight charges?

50. A dairyman paid \$30 for eggs, \$40 for butter, and \$20 for cheese. He made 20% profit on the eggs, 35% on the butter, but sold the cheese at 80% of its cost. What was the gain or loss?

51. What is the gain in sterling on 360 yards of cloth, bought at 3s. 4d. per yard, and sold at a profit of 75%?

52. A stock of goods cost \$300, and freight 5% additional. If 40% be sold at a profit of 27%, and the remainder at 25%, what is the gain?

53. Bought an invoice of fruits for \$340. Sold 75% of the invoice at 66 $\frac{2}{3}$ % of the entire cost, and the remainder at 25% gain. What was the net loss?

54. The retail price of a book sold by agents is \$5 per copy. If the agents are allowed a discount of 40%, what per cent. do they gain upon their investments?

55. A speculator bought a piano at auction for \$180 less than the manufacturer's price, and sold it for \$120 above manufacturer's price. He paid the auctioneer \$500 in full. What was the per cent. of gain?

56. An excavator contracted to dig a cellar at 30 cents per cubic yard. He paid his laborers 24 cents per cubic yard. What per cent. does the excavator gain?

57. Purchased 60 gallons refined petroleum at 7 $\frac{1}{2}$ cents per gallon. Sold 40 gallons at 9 $\frac{3}{8}$ cents per gallon, and the remainder at 8 $\frac{1}{4}$ cents per gallon. What was the gain per cent.?

58. Corn purchased at 45 $\frac{1}{2}$ cents per bushel was sold for 54 $\frac{3}{4}$ cents per bushel. What was the rate per cent. of gain?

59. A grain dealer sold 240 bushels December wheat, costing \$1.14 per bushel, at 99 $\frac{3}{4}$ cents per bushel. What was his per cent. of loss? What was the selling price?

Educational Intelligence.

LINCOLN AND WELLAND TEACHERS' CONVENTION.

THE teachers of Lincoln and Welland held a very successful convention in the Central School, St. Catharines, on Thursday and Friday, the 1st and 2nd inst.

A very large number of teachers were present from both counties, and a lively interest was taken in the discussion of all subjects introduced. Mr. Hutt, Principal of Port Dalhousie Public School, was elected president for Lincoln County, and Mr. D. C. Hetherington, Principal of St. Catharines Public School, was elected Secretary-Treasurer for the same county. (The election of officers for Welland does not take place until next year.)

Mr. A. C. Crosby, of Smithville, read a paper on, "A plea for the study of elementary geometry in public schools, and how to teach it." This paper caused considerable discussion. The convention came to the conclusion that Mr. Crosby's method of teaching geometry was a good one, but that his plea for introducing it into public schools was a bad one.

Mr. Houston, M.A., of Toronto, read an excellent paper on "Literature in public schools," after which Jas. A. McLellan, LL. D., gave a short lecture on "The art of questioning."

During the evening session the Doctor delivered a very interesting lecture on "Critics (educational) criticized."

On Friday the following papers were read and discussed:

Important points in English history—D. C. Hetherington.

The A B C of arithmetic—Dr. McLellan.

Composition to a second class—W. H. Harlton.

Grammar in public schools—Dr. McLellan.

During the afternoon session of Friday a delegation from the W.C.T.U. of St. Catharines occupied a short time in addressing the teachers in reference to the subject of "Temperance in schools and compulsory attendance of children."—*Thorold Post*.

DEFAULTING SCHOOL TRUSTEES IN INDIANA.

THE next legislature of Indiana will be very apt to make a change in the school law of that State. During the past week it has become known that the school trustees of some eight or ten townships in Daviess, Posey, Vermillion, Warren, Benton and Fountain counties, in league with each other and a common accomplice in Indianapolis,

have issued and negotiated fraudulent notes in the names of their respective townships, to the aggregate value of between a quarter-million and a half-million dollars, and that most of the swindlers have already escaped with their booty to Canada. The Indiana law provides for the election of one school trustee for each township, and allows him absolute discretion in incurring debts in the name of his township, although the law declares that no political or municipal corporation in the State shall be liable for more than 2 per cent. of its valuation at the time of the last preceding census. The fraudulent notes, which were all drawn to mature in December, 1886, were made payable to R. B. Pollard, who figured as the Indiana agent of a hypothetical school furniture company of Chicago. Pollard's real business was unloading the notes, which he did without difficulty, at large discounts of course, in Chicago and elsewhere, dividing the proceeds with the trustees. Legal opinion is reported as being divided upon the question of the liability of the townships for any amount exceeding 2 per cent. of their respective valuations. Should it be decided that they are liable for the whole amounts, several of them will be bankrupted, and it is said will not become solvent again in twenty-five years. Three of the escaped trustees telegraphed from Canada for a legal friend to meet them at Hamilton, Ontario, and when he arrived there he found them in tears. They also stated to him that they were ruined. The report that the swindlers will not return to their former homes receives much credence in Indiana.—*The University, Chicago*.

HIGH SCHOOL GRADUATION.

A NEW feature in the high school work of Ontario is the diploma which the Minister of Education now offers on the completion of a high school course of study. The proposed curriculum offers a wide range of options. The students may choose ancient or modern languages, an English and commercial, or a scientific and mathematical course. The diploma itself will be of substantial value as a certificate of thorough intermediate scholarship. It will also serve as a passport to matriculation in the university and in the various learned professions, and will be quite equal in value to the diploma of a commercial college, while in the teaching profession it will be the equivalent of the non-professional examination. We shall be very much disappointed if this diploma does not become the object of ambition to a large number of the young people of Ontario. At present about one in a thousand graduates from the university, and there are less than 1,000 university students in Ontario. With 12,000 high school pupils, may we not look for at least

3,000 high school graduates each year, which in a few years would give us a high school graduate to every twenty of the population.—*Cobourg World*.

MR. GEO. S. BEAN, B.A., is the new assistant master of the Bradford High School.

MR. J. S. BELLAMY, B.A. (Victoria), is the new head master of Colborne High School.

MR. T. B. DENTON has given up his teaching at Cobourg and is now studying law in Toronto.

MR. J. H. FOLLIICK, B.A. (Victoria), is the new English and Science master of St. Mary's Collegiate Institute.

MR. G. S. DEEKS, B.A., of Chatham High School, who was injured during the summer, has resumed work.

MISS ADDISON, of Newcastle, and Miss Ellis, of Pembroke, are full matriculants of the freshman class of Victoria.

MR. JOHN SHAW, of Brussels, has been appointed principal of the Blyth Public School, in place of R. Henderson, resigned.—*Wingham Times*.

THE Board of Education, Simcoe, have refused to comply with the petition of the model school students asking for the removal of the \$5.00 term fee.

UNIVERSITY COLLEGE, Toronto, has required the vaccination of its students. Dr. Bryce, of the Provincial Board of Health, and Dr. J. L. Davison are appointed vaccinators.

MR. TILLEY, Assistant Director of Teachers' Institutes, has been visiting his old friend Dr. Dorland, formerly of the Provincial Model School.—*East Kent Plaindealer*.

MR. GEO. J. LAIRD, for two years Professor of Natural Science at Mt. Allison University, N.B., has gone to Germany to complete a course having in view the degree Ph.D.

MISS K. H. WHITE, for several years a very successful teacher in Trenton Separate School has been appointed teacher in the Deaf and Dumb Institute, Belleville.—*Trenton Advocate*.

NEIL McQUEEN McEACHERN, school teacher, Peel, was presented with an address and a handsome present on his leaving his school No. 16, Peel, to accept a school principalship.—*Guelph Mercury*.

A SCHOOL teacher at Leonora, Kansas, has resigned his position because all the male pupils carry revolvers. He feels that it is a work of supererogation to teach the young idea of that town how to shoot.

HON. G. W. ROSS, Minister of Education, at the late meeting of the Canadian Shorthand Association, stated that he hoped the time would soon come when the utility of shorthand would be universally recognized in the schools of Ontario.

THE schools in Warton are crowded. The teachers are saying that they will not teach more children than the number decreed by the departmental regulations. There is some talk of introducing into the schools the Galt half-time system.

MR. W. J. CHISHOLM, B.A., of Chatham, has resigned his position in the high school to put in the required term at one of the training schools. Mr.

V. Fowler, B.A., of Colborne, has also given up a good position for the same reason.

We regret to learn that Mr. D. McKay, mathematical master in the Walkerton High School, has lost his eldest son. The young man has been ailing from lung disease for some time, and died on Oct. 1st, aged 28 years.—*Bruce Herald*.

In Brantford the Free Library is a popular institution. For September 3,290 books were issued from the library and 28 new readers added. The total number of readers registered since May 1st, 1884, is 1,949.—*Dundas True Banner*.

THE record of Dundas High School during the last school year stands as follows: Two students matriculated in arts, three students obtained second-class teachers' certificates, grade "A", two grade "B", and three Third Class.—*Hamilton Times*.

A TEACHERS' INSTITUTE for the county and town of Peterborough will be held in the Central School on Thursday and Friday, the 22nd and 23rd of October. Besides local, some of Toronto's best educational talent will take part.—*Peterboro' Examiner*.

A FEE of twenty-five cents per month for the first form, fifty cents per month for the second form, and seventy-five cents per month for the third form, will hereafter be charged to all pupils attending the Oakville High School.—*Oakville Independent*.

THE annual convention of the Wentworth Teachers' Association will be held in the new school buildings, Dundas, on Friday and Saturday, 16th and 17th inst. Hon. G. W. Ross, Minister of Education, Rev. Dr. Laing, and Inspector Smith will be present.

THE Parkhill School Board has increased the salaries of all the old teachers, giving \$50 additional each to Messrs. Bigg and Darrach, and engaged Miss Cluness at \$325 for Miss Aikens' room, and making the salaries for the lower grade school \$250 each all round.—*London Advertiser*.

MR. J. J. CRAIG, Public School Inspector, of Fergus, has been appointed Lieut. of the Arthur Volunteer Rifle Co'y. Lieut. Craig some years ago underwent the course of study and secured a certificate at the Military Cadets' School of Instruction in Kingston.—*Fergus News-Record*.

MR. D. M. ROSS, second assistant master of the Brockville High School, has passed the second year's examination in arts in the McGill College, Montreal. Mr. Ross took a very high standing, which is all the more creditable because he did not attend the lectures.—*Brockville Recorder*.

THE Head Master of Norwood High School has recovered his health. Mr. Horning of Peterborough C. I. had been appointed to take his place, but on his recovery Mr. Horning did not hold the Norwood trustees to their agreement. Mr. Horning's salary in Peterboro' has since been advanced to \$1,000.

MR. H. F. MCDIARMID, late head master of the Model School, Cobourg, has resigned his position to take a similar position in the West Mr. W. S. Ellis, M.A., mathematical master of the collegiate institute, has been appointed to take charge of the training classes in the model school for the remainder of the present term at a salary of \$125.

C. DONOVAN, B.A., the Western Inspector of Separate Schools for the Province, was the guest of Mr. Mathison, of the Deaf and Dumb Institute, lately. Mr. Donovan is a thorough and practical educationist and asked the mutes a great many pertinent questions when visiting the school rooms. The replies he received surprised and pleased him.—*Intelligencer, Belleville*.

OCT. 6th was a red letter day at Alma College, being signalized by a visit and lecture of the Rev. Dr. Vincent, the father of Chautauqua. A reception was given the distinguished guest by the principal in the college parlors. The college chapel was filled with an eager and attentive audience including the teachers, visitors, and about 100 of the students.—*East Kent Plaindealer*.

VICTORIA COLLEGE was formally opened on Saturday, Oct. 3rd, by exercises in Alumni Hall. Principal Nelles delivered an address to the students, abounding in practical suggestions, and sound common sense. Rev. Mr. Jones, College Bursar, was present. His feeble condition, after his long illness, elicited the sympathy of the boys, who gave him a warm reception.—*Cobourg World*.

THE undergraduates attending the Wesleyan Ladies' College, Hamilton, have unanimously decided to wear the academic cap and gown. Young ladies have been seen in cap and gown at University College, Queen's College, and Victoria College, but the Hamilton young ladies are the first to adopt the practice in an institution attended exclusively by the female sex. Will Principal Wood's young ladies "follow suit"?—*Semi-Weekly Citizen, Ottawa*.

OMEMEE High School celebrated the opening of its new building with appropriate ceremonies—a torch light procession headed by a band, a public meeting, and a banquet. At the meeting addresses were delivered by Mr. Grace, chairman of the Lindsay High School Board, Col. Deacon, Dr. McLeilan, Director of Teachers' Institutes, Inspector Knight and others. The erection of the building is largely due to the enterprise of Mr. J. A. Tanner, M.A., the head master.

IN Dr. Tassie's report to the trustees of Peterboro' Collegiate Institute, he complained of the conduct of parents in allowing pupils, who are going forward for examinations, to remain absent from school during the latter days of the session in opposition to the wishes of those who taught them, and of the general irregularity in attendance. The organization of the institute he reported to be in a flourishing condition, and its prospects better than ever before.—*Peterboro' Examiner*.

THE painting and modelling classes in connection with the Ontario School of Art, which opens in Toronto, Monday, Oct. 12th, will be under the direction of Miss Peel, daughter of Mr. J. R. Peel, of this city, and a graduate of the Philadelphia and Paris Schools of Art. Miss Peel has just returned from Paris, where she has been two years with her brother, Paul Peel, working with the art masters. She has been doing good work, which has been highly spoken of by Parisian connoisseurs.—*London Advertiser*.

SCHOOL life in St. Catharines Collegiate Institute is vigorous. Its football (Association) club has been organized with the following officers: Jno. Henderson, M.A., Hon. President; R. S. Strath, 1st

Vice-president; J. A. Oliver, Sec.-Treasurer; D. A. Clark, Captain; J. Sims, Curator. Its literary society is flourishing. A cantata is in the course of rehearsal which promises to surpass everything that has yet been given in the musical line by the society. Scholastically the institute is maintaining its old proud position. It has a large class of university first year students, and also a large First "C" class.

THE accommodations are not first-class. The present rooms should be remodelled. An addition containing at least two rooms should be made to the present building, and a suitable room should be made for science teaching. The present laboratory is unsuitable. The blackboards are badly situated. They also should be rectified. Both chemical and physical apparatus, especially the latter, are incomplete, and the equipment of the laboratory is so defective that the head master has been unable to teach properly chemistry and physics.—*Inspector Seath's Report on Chatham High School in Planet*.

MR. J. R. STRATTON, seconded by Mr. W. H. Wrighton, moved, "That from and after this date all teachers in the high and public schools who are absent from their duties without the written sanction of the chairman of the board, be charged at the rate of \$5 and \$3 per day respectively, such sum to be deducted by the treasurer from the absent teacher's salary, and that the principals of the high and public schools be requested to report to this board at each regular meeting the name of any such absent teacher or teachers, with the reasons for such absence"—Carried.—*Peterborough Examiner*.

THE smallpox scare has set the boards of health to thinking over the best means to secure the vaccination of the people. In the township of Waterloo, doctors have been appointed to perform the operation in each district, and the township will bear the expense. This wholesale and thorough method has been adopted because the local board is a stickler for economy. Preston beats it. There the council has asked for tenders to vaccinate the entire population—presumably with the object of bringing down the cost to the lowest possible sum. The councillors should have a care. Whatever else is done it should be stipulated that the vaccine be pure. The lowest tender is not always the best, especially in matters where the public health is concerned.—*Hamilton Evening Times*.

WITH your last paragraph on the duty of the Government to deal as liberally as possible with schools in new and outlying sections I agree entirely, and will give just a few figures to show what is being done. In 1881 (my predecessor's last year) the poor school grant for Algoma was \$1,800. In 1882 I got \$2,645; in 1883, \$3,040; in 1884, \$3,500; and in 1885, \$4,500. The legislative grant has also been raised from the old figure of \$1,000 to \$1,500 for the present year, making altogether \$6,000 to the schools of Algoma for 1885, besides about \$1,000 worth of maps. In other words, the "liberality" of the Government has considerably more than doubled in the last three years. This, I think, not only shows a very fair liberality, but a rapidly growing one on the part of the Education Department of Ontario.—*Inspector Maclean, in Manitoulin Expositor*.

Examination Papers.

JULY EXAMINATIONS, 1885.

SECOND AND THIRD CLASS TEACHERS.
LATIN AUTHORS.

Examiner—J. E. HODGSON, M.A.

Candidates for III. take A and B; candidates for II. take B and C.

A.

Translate:

Jucundum potius, quam odiosum! Ut enim adolescentibus, bona indole præditis, sapientes senes delectantur, leviorque sit eorum senectus, qui a juventute coluntur et diliguntur: sic adolescentibus senum præceptis gaudent, quibus ad virtutum studia ducuntur. Nec minus intelligo, me vobis, quam mihi vos esse jucundos. Sed videtis, ut senectus non modo languida atque iners non sit, verum etiam sit operosa et semper agens aliquid, et moliens; tale scilicet, quale ejusque studium in superiore vita fuit. Quid, qui etiam addiscunt aliquid? ut Sælonem versibus gloriantem videmus, qui se quotidie aliquid adolescentem dicit senem fieri; ut ego feci, qui Grævas literas senex didici; quas quidem sic avidè arripui, quasi diurnam sibi explere cupiens, ut ea ipsa mihi nota essent, quibus me nunc exemplis uti videtis. Quod cum fecisse Socratem in filibus audirem, vellem equidem etiam illud (discabant enim filibus antiqui): sed in literis certe elaboravi.

1. Parse fully: potius, indole, sit, minus, tale, versibus, senem, cupiens, exemplis, illud.
2. Give the derivation of: adolescentibus, virtutum, atque, aliquid.
3. 'Quid, qui etiam addiscunt aliquid: vellem equidem et illud.' Supply the ellipses.
4. 'quibus uti.' Name four other verbs that govern the ablative.
5. Distinguish: coluntur, diliguntur; aliquid, aliquod; quotidie, in dies; literas, epistolas.
6. 'sed in literis certe elaboravi.' Who is the speaker? to what does he allude?

B.

Translate:

Fructus autem senectutis est, ut sæpe dixi, ante partorum honorum memoria et copia. Omnia vero, quæ secundum naturam sunt, sunt habenda in bonis. Quid est autem tam secundum naturam, quam senibus emori? quod idem contingit adolescentibus, adversante et repugnante natura.

1. Parse: ante, sunt, emori, natura.
2. 'contingit adolescentibus.' Distinguish from 'accidit adolescentibus.'
3. Omnia 'autem.' Mention two other post-positive words.

Translate: Nec vero clarorum virorum post mortem honores permanerent, si nihil eorum ipsorum animi efficerent, quo diutius memoriam sui teneremus. Mihi quidem nunquam persuaderi potuit, animos, dum in coporibus essent mortalibus, vivere; cum exissent ex iis, emori; nec vero, tum animum esse insipientem, cum ex insipienti corpore evasisset; sed cum omni admixtione corporis liberatus, purus et integer esse cõpisset, tum esse sapientem. Atque etiam, cum hominis natura morte dissolvitur, ceterarum rerum perspicuum est

quo quæque discedant; abeunt enim illuc omnia, unde orta sunt: animus autem solus nec, cum adest, nec, cum discedit, apparet. Jam vero videtis nihil esse morti tam simile, quam somnum.

4. 'si efficerent.' Why is the subjunctive used here?
5. 'quo . . . teneremus.' When is 'quo' used to denote purpose?
6. 'Mihi . . . persuaderi potuit.' State the rule for the construction.
7. 'admixtione.' Why is the ablative?
8. 'cõpisset.' When is the deponent form used?
9. 'morti simile.' Distinguish from 'mortis simile.'
10. Give an epitome of the arguments for 'Old Age.'

C.

Translate:

Juppiter angusta vix totus stabat in aede,
Inque Jovis dextra fictile fulmen erat.
Frondbus ornabant, quæ nunc Capitolia gemmis.
Pascobatque suas ipse senator oves;
Nec pudor in stipula placidam, cepisse quietem,
Et focum capiti supposuisse fuit.
Jura dabat populisposito modo prætor aratro.
Et levis argenti lamina crimen erat,
At postquam fortuna loci caput extulit hujus,
Et tetigit summos vertice Roma deos;
Creverunt et opes et opum furiosa cupido,
Et cum possikant plurima plura petunt.
Quærere ut absument, absumpta requirere certant;
Atque ipsæ vitis sunt alimenta vices.
Sic, quibus intumuit suffusa venter ab unda,
Quo plus sunt potæ, plus sitiuntur aquæ,
In pretio pretium nunc est; dat census honores,
Census amicitias; pauper ubique jacet.
Tu tamen auspiciûm si sit stipis utile quæris,
Curque juvent nostras æra vetusta manus.

1. Parse: Capitolia, capiti, medo, opum quibus.
2. 'Jura dabat.' Distinguish from 'jus dabat.'
3. 'alimenta.' What other case might have been used?
4. 'plus sitiuntur aquæ.' Supply the ellipsis.
5. Give the derivation of: Juppiter, vertice, fictile.
6. Scan the seventh couplet of the extract, giving the name of each line and marking the quantity of each syllable.
7. Express in Latin: May 6th, Sept. 24th, Dec. 3rd.
8. Give Ovid's name in full. Where and when was he born?

Correspondence.

To the Editor of the EDUCATIONAL WEEKLY.

BAD ENGLISH.

DEAR SIR,—I see by your issue of Oct. 1st that the publication of Mr. Christie's edition of "Hodgson's Errors," has stirred up the old dispute about the educational value of exercises in "False Syntax." Some slashing buffoon in the N. Y. Critic cracks his whip pretty loudly over Mr. Christie's head, and indulges in a loud guffaw at the expense of "the ingenious school teacher." The serious conclusion of the critical swashbuckler is this: "We doubt whether good English was ever taught by the compilers of bad."

If it be true that pure English cannot be taught from compilations of "twisted concords," by all means let the excited censor din his discovery into the heavy ears of dull schoolmasters, but if

his mission is to be successful he must eschew irrelevant raillery and assume at least a semblance of dignity.

At this day, should the expediency of teaching good English by means of bad English be a moot matter? Can the teacher, by the daily display of fine models of style and the patient employment of positive precepts, train his pupils, without negative admonitions, to accuracy and elegance in the writing and speaking of their mother tongue? Will "Imitate this," and "Do this," bring ripeness from crudeness, and exactness from barbarism and solecism? Or is it at times useful and even necessary to approach the tyro with "Thou shalt not"? In the domain of morals the positive and negative methods are everywhere blended. The decalogue thunders out an almost unbroken "Thou shalt not." The creed of the Great Teacher, notwithstanding the general trend of his sweet evangel, is not all positive. The preacher from the sacred desk presents enrapturing ideas of angelic purity, but if he is true to his holy calling he presents also, for the reprobation and detestation of his hearers, divers loathsome monsters of vice. Is this sound and established principle of ethical instruction to find no analogy in secular education? To teach English without "black lists" and "tabooed terms" would be as futile and as foolish as to proclaim the gospel of salvation without a warning note about "false witness" or "adultery."

The main objection to such compilations as excite the wrath of the N. Y. Critic is, that many of them contain "errors" that one never hears or sees; but the book which Mr. Christie has revised is almost wholly free from this fault. When we find in school books such delicious specimens for correction as the following we can hardly wonder at occasional outpourings of indiscriminate ridicule:—"He loves I"—"I loves reading"—"The secretary's of war report"—"This remark is founded with truth"—"Me being absent, the business was neglected." "Hodgson's Errors," however, is an invaluable text-book, and it can safely be said that the student who has thoroughly mastered it will be at least as well acquainted with the genius of English syntax as are some self-complacent critics who seem to have acquired their elegant diction by the top-sided positive method.

Yours truly,

J. E. WETHERELL.

St. Marys, Oct. 3., 1885.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—In one of the columns of your valuable journal I notice several resolutions which were adopted at the Waterloo Teachers' Association, held at Berlin. Among them is one imposing a fee of twenty-five dollars upon all candidates who present themselves for professional Third Class examinations.

I know not how this resolution may be viewed by other teachers of the Province, but in my opinion it is a selfish one and would practically shut the doors of the teaching profession in the face of many poor boys and girls. Give the poor ambitious boys and girls a chance.

Yours respectfully,

T. J. MURPHY,

Principal, Longwood School,

West Middlesex, Oct. 6, 1885.

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 REV. W. D. BALLANTYNE, M.A., Pembroke.
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 J. H. BROWN, Principal Deaf and Dumb Institute, Wilkesburg, Pa.
 P. H. BRYCE, M.A., M.D., Secretary Provincial Board of Health, Toronto.
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