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# Educational Weekly

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## *The Educational Weekly,*

Edited by T. ARNOLD HAULTAIN, M.A.

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TORONTO, OCTOBER 28, 1886.

EDWARD EVERETT HALE, in an admirable article on "How to Deal with One's Children" in *The Chautauquan* for November, pleads strongly for companionship between parent and child. "There is a certain danger, not much, but enough to be considered," he says "that the Juggernaut tyranny of a great public school system may do something to crush out that natural tenderness which ought to bind children and parents, parents and children, in one. Thus, of necessity the school hours must be fixed, and they are unchangeable. All home hours have to conform to them. In bad schools there will be evening lessons sent home. Of course these must be learned, and so much time is thus taken from home intimacies, duties, and pleasures. Because this is all so, it is all the more necessary in America that fathers and mothers shall watchfully keep close to their children, and keep the children close to them, by any device in amusement, in study, in daily work. There is no fear but the children will gladly hold on upon their share in this companionship."

Farther on he says:—"The great advantage of farm work as a school for the training of men, is that it admits so many chances for the father and his sons to be together. It is 'we' who do it, the boy rides the horse while the father holds the plow, or the little boy drops the potatoes while a bigger boy and the father cover them and make the hills."

It is an interesting and a vital question, and one we think to which an answer (for farmers' sons at all events) would more easily be found if, as we advocated in our last issue, something were done to tempt these classes of our pupils to follow the important vocation which their fathers have chosen.

On another page of this issue we have animadverted at length on a proposal to introduce into the public schools of the United States the subject of "Civics." This is the project of a body of men forming the "Institute of Civics." As our readers may wish to know more of this Institute we append the following from *The Citizen* :—

"The Institute of Civics has conducted correspondence relative to its proposed work with nearly five thousand individuals including men of the highest intelligence and character and representing every part of the country; it has secured the cooperation of about two thousand of such men as members of its State and local councils, and at this time the work of formally organizing these councils, in the different States, in order to effective cooperation in the Institute's work, is in progress.

"The Institute of Civics, by the promulgation of its purposes, has attracted the attention and aroused an interest on the part of officers of public instruction, and instructors and students in colleges and public and private schools, to an extent beyond the most sanguine hopes of its friends. Evidence of this is afforded by the following facts: (1) The officers of public instruction in several States have voluntarily signified an intention, at the earliest date possible, to make arrangements by which suitable education for citizenship shall be a part of the work of the public schools, and in one State (Louisiana) action in this direction has already been taken. (2) Through the agency of councillors of the Institute, its purposes have been under the subjection of favourable discussion before State and

local educational associations in sixteen States and Territories. (3) Councillors connected with Teachers' Institutes in eighteen States have signified their intention, as soon as suitable plans can be formulated for their use, to bring the subject of "Common School Instruction in Civics" to the attention of the teachers whom they instruct. (4) Through its councillors who are principals or instructors in normal schools, an interest in the work of the Institute has been aroused in a large number of such schools, in several of which plans are in contemplation with a view to the preparation of teachers for the work of elementary instruction in Civics. (5) Special efforts in the direction of education for citizenship, or the promotion of patriotism, have been made by councillors who are school officers or instructors in the public schools of Chicago, Philadelphia, Cincinnati, Cleveland, New Orleans, Denver, and many other cities and towns. (6) Civics is to be added, or has been added, to the course of studies, as reported by councillors, in a considerable number of the best class of private schools. (7) The Institute is already represented in the faculty of one hundred and thirty colleges by its councillors, the majority of whom are presidents of their respective institutions. The influence of these councillors is evidenced by the fact that in thirty-two colleges plans are in contemplation for more thorough instruction in Civics or studies germane to Civics. Many of these institutions have hitherto given this subject little or no attention. (8) Progress has been made in the direction of permanent organization by the appointment as members of its faculty, of the very able corps of advisors, instructors, and lecturers, whose names were announced in a late number of *The Citizen*, most of whom have already signified their acceptance. (9) The faculty is already in receipt of requests from colleges, schools, and lyceums, and educational associations, for assistance in the preparation of courses of instruction, the selection of reading matter, and the securing of lecturers."

## Contemporary Thought.

PROF. BLUNT in a recent address thus discourses to preachers:

No knowledge, however vast; no matter, however scriptural; no creed, however primitive and orthodox; no style, however faultless; no manner, however graceful, can avail without the force of the preachers own character, example, hopes, aspirations, prayers, going along with his sermon.

Why do not these remarks apply with equal force to teachers? asks the *New York School Journal*.

"WHETHER, as mere matter of knowledge, the masterpieces of English literature should constitute a part of the education of every man and woman, whatever his or her calling in life, I will not undertake to say; but I do regard an acquaintance with the English classics as an important if not indispensable means of acquiring the art of putting one's thoughts into good English. This purpose good author's serve, not only directly by providing suitable topics to be written upon, and by increasing one's command of language, but also indirectly by stimulating the mental energies, and by affording the keenest intellectual pleasure. Thus understood, English literature ceases to be a merely literary study, and becomes as useful to the man of science as to the man of letters, to Prof. Huxley and Mr. Herbert Spencer as to Mr. Matthew Arnold and Mr. James Russell Lowell. Literature is no longer a fund of information which may be weighed against information on other subjects, but it belongs to that kind of knowledge which is power."—*Prof. A. S. Hill in Harper's Magazine.*

THE whole civilized world has been marking very carefully the progress of the trial of the Anarchists. The issues of the case are of so important a character that the individuals directly concerned are almost entirely lost sight of. The Judge who presided at the trial bears a name that is known far and wide as the synonym for ability and unimpeachable integrity; and his conduct of this case has only added to his well-earned laurels. The defendants have had their unlimited opportunity of speech. The sentence of the law has been pronounced, and it is very difficult to see on what grounds its execution can be set aside. Sentiment is always pitiful, but pity is not always just. If these men die at the hands of the law they have defied, it will be because the law could not save them. Their death may be in their thought a martyrdom; but if they are martyrs, they are martyrs to plans and theories that were mean and cruel and dangerous. They have sown to the wind, and the safety and well-being of society seems to demand that they shall reap the whirlwind.—*Ex.*

THE heir to a great dukedom can go down to the English manufacturing towns and speak to the people in as plain and straightforward a manner as if he were one of themselves; he can make them feel that he has not been spoiled by the luxuries of Chatsworth and Hardwick Hall, but is still a cool and steady English man of business, with a powerful reserve of genuine English independence in his nature. Notwithstanding all the pride and frigidity that are attributed by foreigners to the

English character; notwithstanding all the vastness of the gulf, which, according to the English themselves, is placed in their country between class and class, it is undeniable that some representatives of the upper classes in England know how to cast a bridge over that gulf, and are able to establish a community of sentiment between themselves and their electors, and a common understanding even as to the details of legislation, that are unknown between the French aristocrats and the provincial urban democracies. — *P. C. Hamilton in the Atlantic Monthly.*

PERHAPS we may imagine the difference between the kind of attention given to dramatic representations by Athenians and by modern Englishmen, if we conceive a child thinking he is to be taken to see Madame Tussaud's, and finding himself among the Elgin marbles. The demand for a story, as we understand the words, in connection with the drama, would probably impress a Greek much as the demand for the accessories of wax-work among sculpture would impress us. It was not that they were wholly without any conception of this kind of interest, there is a great deal of it in the "Iliad." The conversation between Helen and Priam on the walls of Troy, for instance, has much of the vivid expression of individual character which a modern playwright seeks to produce. But this kind of interest must have been deliberately renounced by the great dramatists. They chose that austere simplicity which is, to our taste, so undramatic. The play of various human character is present in the poem which was to them as once their Bible and their Shakespeare, at least as unquestionably as it is in any modern poem, but the sharers in Homer's immortality reject his method, and if we look for that kind of interest in their work, we shall find none at all. The paradox involves the whole difference between the ancient and the modern view of this our human life, with all its issues of right and wrong, sweet and bitter, true and false.—*Julia Wedgwood in the Contemporary Review.*

WHEN we study the history of universities, and consider the forms of knowledge which at successive periods have chiefly engrossed university attention, we find this rule—that in proportion as a subject assumes prominence in the thought of the age outside the schools, in just such proportion does it, after some delay, take prominence in the curricula of the schools. This is true of the scholastic philosophy, for to it the great ancient universities largely owe their birth. This is true of the great revival of that classical learning which so long formed the chief foundation of college curricula. It did not begin in the schools—neither did the great development in later times of physical science, or the recent revival in the study of English classics. These all first assumed prominence in thought outside the university, and were afterwards there adopted.

At the present time, if one may judge from the signs that lie about him, it would appear that the department of social science is reaching such a prominence in thought outside of universities, that its introduction as a subject of study into their walls cannot be much longer delayed. In the widespread and general interest which is being taken in the economic problems of the age, in

strikes, trades unions and tariffs, in the history of our political institutions, in the history of our laws, in the codification of the laws, in all current political events and social questions, and in the wide-ness with which these questions are discussed, from their practical, their scientific, their philosophical aspects, one sees the forerunner of the introduction into the college curriculum, whether rightly or wrongly, I do not say, at any rate the introduction of a department of social science; and looking at the matter from a simple business standpoint, I have no doubt that whatever insitutation in Ontario first supplies this want by founding and maintaining a properly equipped department of social science, will make a tremendous advance, and will attract to itself a large body of students. It is what is required.—*C. A. Marten in Cosmos.*

WITH regard to the changes in the general conditions of society and the advance in human knowledge, think for one moment what fifty years have done. I have often imagined myself escorting some wise man of the past to our Saturday Club, where we often have distinguished strangers as our guests. Suppose there sat by me—I will not say Sir Isaac Newton, for he has been too long away from us, but that other great man, whom Professor Tyndall names as next to him in intellectual stature, as he passes along the line of master minds of his country from the days of Newton to our own—Dr. Thomas Young, who died in 1829. Would he or I be the listener if we were side by side? However humble I might feel in such a presence, I should be so clad in the grandeur of the new discoveries, inventions, ideas, I had to impart to him, that I should seem to myself like the ambassador of an emperor. I should tell him of the ocean steamers, the railroads that spread themselves like cobwebs over the civilized and half-civilized portions of the earth, the telegraph and the telephone, the photograph and the spectro-scope. I should hand him a paper with the morning news from London to read by the electric light, I should startle him with a friction match, I should amaze him with the incredible truths about anaesthesia, I should astonish him with the later conclusions of geology, I should electrify him by the fully developed doctrine of the correlation of forces, I should delight him with the cell-doctrine, I should confound him with the revolutionary apocalypse of Darwinism. All this change in the aspects, position, beliefs, of humanity since the time of Dr. Young's death, the date of my own graduation from college! I ought to consider myself highly favoured to have lived through such a half century. But it seems to me that in walking the streets of London and Paris I shall revert to my student days, and appear to myself like the relic of a former generation. Those who have been born into the inheritance of the new civilization feel very differently about it from those who have lived their way into it. To the young and those approaching middle age all these innovations in life and thought are as natural, as such a matter of course, as the air they breathe; they form a part of the frame work of their intelligence, of the skeleton about which their mental life is organized. To men and women of more than threescore they are external accretions, like the shell of a mollusk, the jointed plates of an articulate.—*Oliver Wendell Holmes in the Atlantic Monthly.*

## Notes and Comments.

MRS. D. M. CRAIK, authoress of "John Halifax, Gentleman," has spoken a powerful word for the stage in the September number of the *Nineteenth Century*. The article bears the title, "Merely Players."

THE town of Seaforth has placed at the disposal of the Board the sum of \$5,500, to enlarge the present building and completely equip the school. Large additions will at once be made to the library and apparatus.

CONFUSED understanding of what is to be done means failure every time, and the wise teacher is as careful in making clear what she wishes the pupils to do as she is in knowing definitely what she wishes to do.—*Ex.*

THE attendance at the Seaforth High School has increased so much during the past year or two, that if the increase next January is up to the average of the past, a fifth teacher will be absolutely necessary to overtake the work.

A CORRESPONDENT asks us where the brochure containing the speeches of the Marquis of Lansdowne at Winnipeg and Victoria, noticed in our issue dated Sept. 30th on page 585, can be obtained. Messrs. Williamson & Co., Toronto, inform us that they can supply them.

THE Pennsylvania State Teachers' Association recently unanimously adopted the following resolution:—"That a year's experience in teaching temperance physiology and hygiene has convinced this association of the wisdom of the law which added this important subject to the list of common school studies."

WE have been asked by a correspondent to publish the names of the successful candidates at the July non-professional examinations for grades A and B. The following is the official list:—

GRADE A, NON-PROFESSIONAL.  
WILLIAM WELLINGTON IRELAND.  
EDWIN LONGMAN.  
ISABELLA F. MCKIM.  
JOHN RUSSEL STUART.  
ARTHUR H. SINCLAIR.  
JOHN STIRLING.  
ALLEN C. SMITH.  
GRADE B, NON-PROFESSIONAL.  
THOMAS ALLAN.  
WM. WHITTINGTON KNIGHT.  
THOMAS MIDDLEBRO'.  
JAMES NORRIS.

"Our public school system," says the *St. John, N. B., Daily Telegraph*, "is one of which we boast. It has done and is doing a vast work in training our youth, eradicating ignorance and disseminating knowledge. But on the other hand it is as surely alienating the tastes of young men from the agricul-

tural pursuits which it is desirable that most of them should follow. We have reached a state of things in which the young men of the rural districts will not stay on the farms their fathers tilled. Say what we may the education of the day breeds dislike for manual labour. The farms go wanting their needed culture while the farmers' sons crowd the ranks of clerkships, the overcrowded professions, or the equally thronged avenues of business callings, or seek for petty government offices, or leave the country. Where will the end be?"

SOME people in this Province, says an exchange, who are finding fault with the policy of the Minister of Education in reducing the number of text books in each subject, should read what Col. D. Brainerd Case said in a recent public address on the state of education in Pennsylvania. There the selection of the text-books to be used is left to the trustees. Col. Case relates his experience as follows:—"The trustees often find their minds biased by the present of a dictionary, or in some other substantial way are induced to favour this book or that. It seems as if each district were determined to have something different from any other in the county. There is often as much variety in the text-books as there are districts in the county. A family has but to move into an adjoining district to find the books which hard-earned savings had bought utterly useless, and new ones must be purchased. This is a hardship, and a useless expenditure—and one of the exactions which burden the people and do much to nullify the usefulness of the system. Col. Case advocates purchasing text-books with the public money, and argues that there is as good reason to pay in this manner for the text-books as for the teaching.

IN answer to a correspondent we publish the subjects for First Class, Grades A and B.

GRADES A AND B.

*Shakespeare*.—Merchant of Venice.  
*Chaucer*.—Prologue and the Nonne Prestes Tale.

*Milton*.—Paradise Lost, B. II. Sonnets and Epitaph on Shakespeare.

*Pope*.—Prologue to the Satires.

*Wordsworth*.—Ode on the Intimations of Immortality.

*Tennyson*.—Guinevere and The Passing of Arthur.

*De Quincey*.—The Confessions of an English Opium Eater.

*Macaulay*.—John Milton.

The following editions of the above are mentioned for the information of candidates: *Chaucer, Milton and Pope*, Clarendon Press.

Candidates are recommended to consult the following books of reference:—Dowden's *Mind and Art of Shakespeare*, or Gervinus' *Commentaries*, or Hudson's *Life, Art and*

*Characters of Shakespeare*; *English Men of Letters Series*, Siedman's *Victorian Poets*, Hutton's *Literary Essays*, Minto's *Manual of English Prose Literature*.

AT the convention of the Quebec provincial association of Protestant teachers, in the McGill Normal school, Montreal, the following resolutions reported from the two sections were adopted:—

"That a committee be appointed to second the efforts which are being made by the Protestant committee to harmonize all the lines of work done in the country academies."

"That this convention convey to our legislative authorities the expression of the belief that the time has come for the adoption of a measure embodying the principles of representative control for the academies, and compulsory gradation with the common schools either under the existing elective boards or others that shall be created."

"That it is advisable that the examinations for the degree of Associate in Arts as well as the examinations for matriculations at the Provincial Universities and examination for the higher class of academy diplomas should be assimilated."

"That it is advisable that the examinations for elementary, model and first and second grades of academy diplomas should be assimilated."

"That a committee should be appointed to render efficient assistance to the Protestant Committee of the Council of Public Instruction."

THE *Toronto Mail*, in an article entitled "Overcrowding the Professions," says:—"Could not something more be done than at present to direct the minds of students at our schools and colleges towards other pursuits than the professions? Could not, for example, instruction be given which would develop and strengthen the inclinations of those who are naturally fitted for agricultural pursuits, but who would otherwise drift into the study of law or medicine?" Referring to our suggestion that elementary agriculture should be made an optional subject, it says:—"This plan is a practical one, but we do not pretend to be able to judge how successful it might be. The objection may be urged that all these things are much better and more fully taught at agricultural colleges. But the students at such colleges have already, or are supposed to have, made up their minds to become farmers. It is the vast majority who attend other schools and colleges, and who have not decided as to their future, whom it is desired to influence. At present the influence of their teaching and surroundings is all in the direction of those callings of which the doors are barred by examinations. Could they not, by judicious guidance, be made to feel that practical knowledge and general culture are no less useful to and desirable in those who follow other pursuits? At least they might be given as fair an opportunity of becoming theoretical farmers as they have of becoming theoretical lawyers, doctors and teachers."

## Literature and Science.

### ÆSCHYLUS AND SHAKESPEARE.

THE different ideals which come out in these two national dramas, "Hamlet" and "The Eumenides," are visible when we contrast the life of the modern and the ancient world. In some sense we are forced to realize this difference whenever we look backwards. We see not merely that the Greek was a different kind of being from the Englishman, but that he was trying to be something different. The ideal state of the wisest Greek would have revolted the practical moral standard of the least virtuous Englishman. Men are separated, not by their ideal of what is good, but by their ideal of what is best; for by the correlation of moral force the whole of life is altered when we alter its hierarchy of reverence. It is of no avail that two men should agree that individual life is sacred, and that membership in a state is sacred, if they differ as to which is to come first. From the ancient point of view goodness was invisible in the individual, the group was the smallest organism in which it could be discerned. Hence all that belonged to individual relation was comparatively uninteresting. The one strong emotion which forms almost the theme of modern art, which every one thinks he can draw from imagination and most people have known by experience, had a subordinate place on the Athenian stage. The love of man for woman, so far as it ever appears there, is something quite secondary, something more or less to be kept out of sight. In the guilty love of Clytemnestra for Ægisthus there is indeed something pathetic and tender, but it is hardly allowed to appear at all; we are made to feel that she hates her husband much more than that she loves her paramour; the scene of destiny is a much stronger element in the murder than the sense of choice. In the classical ideal man's love for woman is almost nothing. In the chivalric idea it is almost everything. In Hamlet we see the chivalric ideal stamped by the individuality of a great original genius. Hamlet thinks, on the tomb of the drowned Ophelia, that he loved her more than twenty thousand brothers. Ah, how like human nature! We seem to have loved so passionately when we have lost. We do so love what has gone out of reach. While Ophelia was living, to be chilled or warmed by Hamlet's love, he took very little thought of her. Other feelings were not stronger than his love for her, perhaps, but quite as strong, and there were many of them. What a wonderful knowledge of the human heart lies in that combination of the cool lover and the passionate mourner! We know no other delineation of man's love that can be put by its side. An

inferior artist would have painted so slight a love as Hamlet's for Ophelia only in the portrait of a slight character. Shakespeare knew that a love may be indestructible, and rooted in a deep nature, and yet in itself may be a small thing; for he knew the heart of man. We fancy that those words are the mere equivalent of the statement that he was a great poet. But we are now comparing Shakespeare with a poet as great as he was and surely more original, who did not know the heart of man, and did not care to know it. He was not studying the springs of individual character. He cared only for that which was universal.

What Æschylus was studying was not the heart of man but the mind of God. What is the Power that rules the world? What is the law by which He rules it? How may man approach Him? These were the problems that filled the mind of the poet. Whatever were those lessons which he learned at Eleusis of the hopes of immortality we may see that they had deeply impressed him, that in imagination he was constantly piercing the dread barrier of the tomb. Whatever deeply interested him must be supernatural. And the ordinary course of history, in his day, may almost be called supernatural. He had fought at Marathon. He had seen the whole might of Asia shattered on the rock of Greek freedom. He had seen his country defended from a arrogant power as by a miracle. Hence in his desire to comprehend the law by which the world was ruled, and which he knew as destiny, there was a profound faith in ultimate righteousness, though the faith was not wholly dominant, and much that was there also was inconsistent with it. The Mysteries give the key-note to his music; we compare him with Shakespeare to discover difference; for resemblance we must turn to Dante. He saw that quality in sin which to the imagination of Dante created an endless hell, as an inheritance of guilt; or from another point of view as the passing over of guilt to fate. Surely in this vision he is not less true to reality than Shakespeare is. Who does not know how the errors of life hover to the eyes of memory in some dim region between sin and calamity, and change with the parallax of life's movement from the one position to the other? We never seem to have begun at the beginning! Always there was a past that domineered over our present! And then, at last, we feel that our life is moulded by the lives that have gone before, and thus that the seeming separateness of life is in part delusive. This idea seems to have haunted the Greek mind with a recurrent insistence of perplexity. When the object of attention changed from the group to the individual, that which lies at the very core of the individual life—the will—came into a new distinctness. A new interest in human character is a new belief

in human will, and we recover the old point of view only with a certain effort. We imagine that will is denied where it is hardly conceived. Till each man became a whole in himself, Will was only dimly conceived as a moving force in human affairs; that law of moral evolution which they knew as *Fate* was a much more distinct element in human experience. Hence Guilt was something different to them and to us, and throughout all their grandest poetry they seem always seeking to answer the problem of what it really meant. Orestes is vindicated by Apollo, but the Furies have much to say for themselves. We do not feel that the last word rests either with the God of Day or the Daughters of Night. The Goddess of Wisdom harmonizes both views. But though there is balance here, there is no variety. The drama, and all his dramas, is full of a sombre awful monotony. Divine Law leaves no room for human character.—*Julia Wedgwood in the Contemporary Review.*

### THE NEW ZEALAND ERUPTION.

IN a preliminary report on the recent volcanic eruptions in New Zealand, the government geologist traces the origin of the disturbance to the penetration of a large quantity of water to intensely heated rocks comparatively near the earth's surface. The focus of the disturbance extended from the north end of the Tarawera range on a line running southwestward from seven to ten miles, and stretching across the depression which had been occupied by Lake Rotomahana. The first phase of the outbreak commenced with an eruption at the northernmost of the three summits of the range, was followed in a few minutes by a more violent eruption from the second summit, and quickly culminated in a terrific explosion at the south end of the range which seems to have blown away a section of the mountain measuring 2,000 by 500 feet and 300 feet deep the debris being scattered over the country or many miles. The second and more disastrous phase began nearly two hours later than the first, and was marked by the outburst of an immense volume of steam from the site of Rotomahana Lake. At this time was formed the most remarkable feature of the entire outbreak—a great fissure, some six or eight miles long perhaps, running from the mountain near the first vent across the site of the lake, and including several powerful key-sers. Seen through the steam, the bottom of this fissure seems to be made up of boiling mud pools. The matter thrown from this chasm was in great quantity. Pumice-sand so thickly covered some forty miles of country as to obliterate many natural features and hide every trace of vegetation; while an entirely different deposit—one of mud—covered everything over a considerable area, reaching a depth of a foot at Wairoa, four miles away. Fine dust was carried at least 120 miles. No lava was ejected.—*Ex.*

## Educational Opinion.

### THE TEACHER'S JURISDICTION OUT OF SCHOOL.

AN interesting case has recently been tried at the Marylebone Police Court, London, England, an account of which may prove interesting and valuable to our readers. The defendant, in a letter to *The Schoolmaster*, succinctly describes the point at issue. We reprint his letter:—

SIR,—In the matter of Russell v. Groome, a case reported in the newspaper of alleged illegal punishment of a boy, I beg to submit that the law does not define where the schoolmaster's jurisdiction begins and ends; and therefore, in punishing Hassell for a school offence, I have not broken the law.

The particular circumstances of the present case are these:—On Thursday, the 8th inst., as the afternoon school was being dismissed, Kellett was leaning against the school wall just outside the playground gate, when Hassell and another ran by "playing horses." As they passed, Kellett good-humouredly touched the reins, whereupon Hassell struck Kellett in the breast, saying, "There's the coward's blow." Kellett did not accept the challenge, but replied, "Go on: I don't want anything to do with you." Hassell immediately gave him a blow in the eye with such force that the eye closed and turned black, and it became necessary to keep a bandage on it for several days. In fact, the eye is still discoloured. It should be observed that this was not a "school fight" where blows are exchanged on both sides, but an unprovoked attack on a well-conducted boy of exceptionally nervous temperament.

As I went through the classrooms on the morning of the 9th inst., I saw Kellett's eye bandaged, and I noticed that the boy himself was painfully nervous and distressed. I therefore inquired what was the matter, and ascertaining the facts I have described, I told Hassell that it would be my duty to punish him for his misconduct. This I did by giving him one stroke on each hand with the cane. In the afternoon of the same day Hassell's father came to the school, evidently in a very violent temper, and declared that I had no right to punish his son for what occurred outside the school gate, and that I should hear of it again. A summons was applied for and granted at the Marylebone Police Court, and the case was partly heard on Friday last, the 16th inst., but was adjourned, as the magistrate (Mr. Newton, of Marlborough-street) professed himself unable to come to a decision on the matter, in consequence of a doubt in his mind with regard to the extent of my jurisdiction. I may mention that the boy whose eye was

injured was seen by some of the managers, and a special report was submitted to the school committee.

My contention is that the schoolmaster's jurisdiction—undefined by the law, but universally allowed by custom—may extend beyond the school gate.

Otherwise, rough boys who want to settle their differences have only to adjourn from the playground to the pavement adjoining, and fight them out, under the shadow of the school walls, before the eyes of the master, and in defiance of all authority.

Do the head masters of our public schools allow their boys to do as they like in the immediate vicinity of the school buildings?

My experience as a schoolmaster of thirty years' standing, nearly fourteen of which have been spent in the service of the London School Board, is that the parents of the scholars, and the public generally, expect the schoolmaster to exercise some control over his boys, and to protect the weak against the strong.

If this position were abandoned, I fear that all schools, but particularly London Board Schools, would become an intolerable nuisance wherever they might be placed, and boys would be encouraged in ruffianism, instead of being brought up to see the importance of good manners and language, and of consideration and respect for others.

Lastly, I would ask, should such matters be settled in school, or should children of tender years be familiarised with the proceedings of a police court?

I am, Sir, your obedient servant,  
CHARLES GROOME,  
Head Master.

P.S.—With the recommendation of the magistrate at the second hearing on Thursday last, the case was "allowed to drop."

### THE OUTLOOK IN ELOCUTION.

FOR many years, the art of expression has been singularly neglected. The outlook now is upon a renewal of general interest in what has been popularly called the science of elocution. It is quite true that much of the teaching of elocution, by its self-styled professors, has been held deservedly in low esteem. And it is also undeniable that the low rank which elocution took in the twenty years immediately preceding the present decade has not yet been raised in the popular mind to the dignity which, as an art, it is now earning. There are signs that the revival of elocution, which is now affecting slowly but surely all whom its influence can touch in any way, means a great deal in the development of thought in this last quarter of the century. That thought is clearest and best and most useful which can be plainly and effectively expressed; and the present

methods in the teaching of reading and oratory all point to the expression of thought, rather than to that display of vocal gymnastics and physical culture which has been the torture of sensitive minds, and the delight of those warped from a natural pleasure in natural speech.

Formerly, a person believed that he could become what was called a trained elocutionist in three months; and one even heard of students starting out in an independent career after a course of twenty lessons. It is not to be wondered at that some of the best people on the platform in this country cannot bear to hear the word elocution, since it is a synonym to them of the false and unnatural teaching of a strained and ridiculous delivery which they had promptly to unlearn when they attempted to put what they had learned into imitative practice. But things are changed now. This sort of charlatanism is largely done away with; and that which the recognized teachers of expression now give to their pupils is an unfolding of true principles—a training in laws which enables them to utter, to the fullest, their own thought or the thought of others which it is their business to offer. This drill in methods is no less a part of the new teaching than of the old; but the manner is vitalized now by the purpose. The great canon of all art is the first law of expression: Be natural. But in this, as in all arts, naturalness is the closest approach to the divine. It takes infinite patience and perseverance for the painter to learn to make a picture which shall not only give the truthful details of a landscape or a human face, but shall also show that subtle quality of relation and appreciation which, for lack of a stronger word, is called feeling. The highest praise given to Jenny Lind was that she sang with the voice of a bird and the soul of a woman. It is the hardest thing in the world to be natural, in the finest sense of the word; to shake off all the morbid accretions, the petty habits of the real life, and to be free and simple in the performance and the beauty of use. And here the scientific work of the teacher of expression comes in. Here is the opportunity of the formulator, or the master of the artist's technique. The fountain of power is psychic; but its outgiving is by voice and action, and the relation of these is proved to be subject to irresistible and immutable laws. The study of the philosophy of human expression leads on toward great possibilities in oratory, and illumines the traditions of ancient days. The printed word can never fully supplant the authority of the human voice. The most devoted scholar must turn, sometimes, from books to people, to be wholly wise; and the interpretation of thought by public speech will never be found unnecessary and unhelpful.—*Education.*

## Methods and Illustrations

### THIRD-CLASS LITERATURE.

#### EXAMINATION QUESTIONS SUITABLE FOR CANDIDATES.

##### 1. THE GOLDEN SCALES.

(High School Reader, p. 35.)

Time—three hours.

[NOTE. Each candidate is supposed to be supplied with a copy of the H. S. Reader.]

1. Express in your own words the substance of the "speculations" with which the mind of the writer was occupied before the vision appeared.

2. "In other places of the ho'y writings, the Almighty is described as weighing the mountains in scales, making the weight for the winds, knowing the balance of the clouds; and in others, as weighing the actions of men, and laying their calamities together in a balance." Quote passage from the Scriptures such as may have been referred to here.

(a) When the Scriptures are used, as were literature, and not quoted with special reference to their sanctity as inspired writings, what rule does good taste establish as to the manner of using them? (b) Does Addison violate or uphold the rule here? (c) Mention two or more modern authors whose writings are largely indebted to the Scriptures for their literary embellishments. (d) Has any modern orator of great repute made a similar use of the Scriptures? (e) Independently of their ethical or religious value, why is an appropriate reference to the Scriptures generally effective?

3. "As I have observed in a former paper." . . . "For these discourses with which I daily entertain the public." Give some little account of Addison's "papers."

(a) What was the ethical value of Addison's "entertainments"? (b) Is the *Spectator* now read for its ethical value principally; if not, for what reason? (c) Express your opinion of Addison as a stylist. Was he anything more? Much more? Specify as well as you can his particular excellences as a master of style. (d) What writers of to-day are famous stylists? (e) Make what comparison you can between Addison and one of these in this respect.

4. "Insomuch that I could not guess which was light or heavy whilst I held them in my hand." What is the ethical value of this remark?

(a) Quote other passages from the vision and interpret their ethical meaning.

5. "I made the same observation upon faith and morality; for notwithstanding the latter outweighed the former separately, it received a thousand times additional weight from its conjunction with the former, than

what it had by itself. This odd phenomenon showed itself in other particulars, as in wit and judgment, philosophy and wisdom, justice and humanity, and depth of sense and perspicuity of style." Explain and illustrate this passage as if to a class of young pupils, so as to bring out and make clear its ethical meaning. [Let your words be as simple, your language as choice, your illustrations as apt, as possible.]

(a) Mention other pairs which might be added to the above list.

6. ". . . by one of which I found that an English octavo was very often heavier than a French folio; and by another, that an old Greek or Latin author weighed down a whole library of moderns." Explain this. Do the statements coincide with the reality?

(a) Would these remarks reveal to us anything concerning the author, supposing he were otherwise unknown to us?

7. "I afterwards threw both the sexes into the balance, etc." Of what literary, (i. e. artistic) value is this paragraph? "I shall likewise desire . . . capital letters." Express your own opinion of this sentence as a mere piece of literary workmanship.

8. ". . . but resolved . . ." Supply the ellipsis.

9. What is the lesson intended to be taught by this allegory? How might it otherwise have been taught? Would its teaching so have been equally effective?

(a) Mention any other famous allegories that you may have read. (b) Refer to the very oldest that you know of. (c) In what does the special value of an allegory reside, when used to teach an ethical doctrine?

A. M.

### LITERATURE FOR ENTRANCE INTO HIGH SCHOOLS.

#### 1. THE RIDE FROM GHENT TO AIX.

THIS poem is usually entitled "How They Brought the Good News from Ghent to Aix;" and the indefinite date [16—] is added. "The indefiniteness of the date at the head of the poem will be best explained by the following extract from a letter of Mr. Browning's, published in 1881 in the *Boston Literary World*:—

"There is no sort of historical foundation about the 'Good News from Ghent.' I wrote it under the bulwark of a vessel, off the African coast, after I had been at sea long enough to appreciate even the fancy of a gallop on the back of a certain good horse 'York,' then in my stable at home."

"This poem, therefore, widely known and appreciated as one of the most stirring in the language, may be regarded as a living picture to illustrate the pages—no page in particular—of Motley. As parallels in American literature reference may be made to 'Paul Revere's Ride,' by Longfellow, and 'Sheridan's Ride,' by T. B. Reade."—Dr.

Gibson, in "Pomegranates from an English Garden." It may not be out of place to add that the "Dutch Republic," and "United Netherlands" of the celebrated historian are here referred to.

STANZA 1.—"As the gate-bolts undrew." What would be the prose way of expressing this?

"'Speed!' echoed the wall." Why not "good speed!"?

"Postern." Properly a *back-door* or *back-gate*; here used simply for "city gate."

"The lights sank to rest." Express this in other words. What lights? Express the last line in words of prose.

STANZA 2. "Not a word to each other." Browning, probably more than other poets, uses elliptical phrases. Explain fully.

"The great pace." A unique expression. Explain.

"Never changing our place." Explain.

"Made the girths tight." Why? What other words are similar to "girth" in sound and sense?

"Shortened each stirrup." Why?

"Chained slacker the bit." Why all these changes?

"Nor galloped," etc. What is the force of "nor"?

STANZA 3.—"Dawned clear." Explain.

"Half-chime." Probably half-past three, or half-past four.

STANZA 4.—"Up leaped of a sudden the sun." Why is the sun described as leaping up suddenly?

"The cattle stood black." Why so?

"And I saw my stout galloper at last." Explain this.

"As some bluff river headland its spray." Another ellipsis. These elliptical expressions add much to the vivacity of the description, and to the clearness of the conception which one may gain on reading it. This simile is so strong, so much exaggerated, one might say, that the density of the morning mist is almost felt by the reader.

STANZA 5.—"And his low head and crest." What is the grammatical construction of this phrase? [It may be the object of the verb "saw" in the previous stanza; or it may be an illustration of a very common habit of Mr. Browning's of telling a story graphically by hints, without much attention to grammatical constructions.]

Nothing can be finer or more vivid than the picture which this stanza brings up before the mind.

"Its white edge." Why *white*?

"Askance." Why?

"Spume-flakes." A good word here.

"Spume" means what is "*spit* out," "*spewed* forth."

STANZA 6.—"Dirck groaned." Explain.

"Flank;" "haunches." What parts are these?

STANZA 8.—“Neck and croup over.” What would be a more common way of saying this?

STANZA 9.—“Holster.” The leather case for the pistol.

“Any noise, bad or good.” Why these demonstrations?

STANZA 10.—“With his head 'twixt my knees.” Why? [For affection, and out of gratitude; also to take care of him.]

“Burgesses.” Usually “freemen of the city;” here probably equivalent to “magistrates” or “councillors.”

The route taken by Roland and his rider may be easily traced on any good map. The distance from Ghent to Aix is about 108 miles in a straight line, but by way of the towns mentioned in the text cannot be less than 122 miles, as follows: From Ghent to Lokeren, 13 miles; from Lokeren to Duffeld, 24 miles; from Duffeld to Aerschot, 17 miles; from Aerschot to Hasselt, 23 miles; from Hasselt to Looz, 9 miles; from Looz to Tongres, 6 miles; from Tongres to Dalheim, 13 miles; from Dalheim to Aix, 17 miles. The time which the ride took may be inferred from the first and seventh stanzas.

The general meaning of this poem is sufficiently clear; the purport of the ride is also clear: Aix, usually known as Aix-la-Chapelle, is in distress,—almost in the extremity of famine. Ghent has gained a victory over the French, who were laying claim to the Netherlands, and is now able to promise speedy succour to her sister town.

H. K.

### METHODS IN GEOGRAPHY.

GEOGRAPHY is often considered a dry and dull study, but there is no reason why it may not be made a most interesting subject in our schools. Instead of being disliked by the pupils, it should be heartily enjoyed, and almost any teacher may, I am sure, make the geography recitation the most delightful hour of the day.

The most cultivated woman whom I have the honour of knowing spent many of her evenings, when teaching, in planning her geography lessons to interest her pupils. She probably had very few helps *then*—as her teaching was done years ago—*now* helps are to be found everywhere. In every possible way we should strive to impress upon our pupils the fact that geography has to do with our every-day life, and that, instead of being dropped at the end of our school days, the study should be continued through life. Teach the children that no place mentioned in any book we may be reading should be passed by without being looked up on a map. Atlases are so cheap now,—a fairly good one may be had for twenty five cents,—that few are too poor to possess one.

All school-rooms should be furnished with a globe and a set of wall-maps; but, besides

these, books and pictures are needed. “The books,” you say, “are not to be had.” Perhaps not as many as you wish, but if you search your districts through you may find several that will be of great service to you. Those of you who are fortunate enough to have access to a public library will find a great many books that will help you very much, and many, too, in which you may be able to interest your pupils; for children can be led to read and enjoy books which their elders fancy too old for them. I know a boy who, at the age of eleven, would tell in an entertaining manner the stories from most of Shakespeare's plays; not because he had read Lamb's “Tales from Shakespeare,” but because he had read the plays themselves. Pictures may be gathered from illustrated papers and magazines, and, if you enlist the children, you will soon have a fine collection, which may be mounted on large sheets of pasteboard or put into scrap-books.

Written reviews should be begun as soon as possible, being careful not to give more work than can be neatly done in the allotted time. In criticising these papers it is well to give two marks—one for the subject-matter, and the other, which may be called a language-mark, for spelling, punctuation, as far as it has been taught, and the use of capitals, and neatness. In this connection I wish to say that we have never seen so great improvement in spelling as since we have taken the spelling lessons from the arithmetic, geography, history, and reading-book, dropping the speller altogether.

As our text-books are usually arranged, we begin with the definition of geography, which may be explained more fully by giving the meaning of the words from which it is derived. In connection with the definition of the earth, a little instruction may be given concerning the other planets, and the sun and moon. One book of much interest to children, on this subject, is entitled “Overhead.”

In teaching the form of the earth some of the proofs should be given and explained. If there is no globe in your room, you can illustrate this and other points very tolerably by means of a ball. Globes may be had so cheaply, however, that it is hoped all will be provided with them. The rotation and revolution of the earth, the length of the days and nights, the change of seasons, and the position of the different geographical circles may be made exceedingly interesting by explanation and simple illustrations.

It is hoped that no child will be allowed to remain ignorant of the *reasons* for the location of the tropics and polar circles. The second time I was examined to teach, I was asked the reason why the tropics were placed  $23\frac{1}{2}^{\circ}$  from the equator, and was obliged to say I did not know. It was never explained to me at school. In connection with these

topics, it is well to take up what is given of vegetation and animals in the different zones, whether it is next in order or not. With pupils ten years of age or younger it is, I am sure, much better to omit for the present the chapters on the “Races of Men,” “States of Society,” and “Religion.”

In teaching the definitions of the different bodies of land and water, illustrate from nature if possible. The teacher cannot be too careful, in all her explanations, to make herself understood, and must question closely to find out whether the children understand the meaning of the *words* used. It does not do, even with children twelve or fourteen years of age, to take much for granted. The other day, in a review lesson, one of my pupils wrote of an “expense of desert.” Some years ago I read of a child who had been studying of the surface of the earth. He was asked whether we live upon the outside or the inside of the earth. He replied, “Upon the inside.”

In teaching the continents, explain as fully as possible the effect of mountain ranges upon temperature and moisture; the advantages of a location near some large body of water; the effect of elevation and of sea-winds.

North America should, of course, receive attention first, and should be most carefully studied. Guyot's description of the physical features of the continent is excellent.

Map-drawing should be begun with North America, and continue through the course. It is an exceedingly useful plan to have the maps based upon the parallels and meridians, instead of following any of the systems given in the text-books. At first the maps should be drawn the size of the one in the book, and after a time larger ones may be required, if it is thought desirable. The teacher should first draw upon the board the framework of the map, enlarging it perhaps four times, and show the pupils how to place the parallels and meridians correctly. Then she should insist upon its being done with accuracy and neatness. It adds much to the appearance of a map if no names are written upon it. Of course the maps should be considered a part of the geography work, and be marked as such. A method has been suggested by one of our teachers, which may be very useful, not as an exercise in map-drawing, but as a help in preparing the lessons in map studies. Each child is furnished with a sheet of *thin* paper and carefully traces upon it the outlines of the map over which it is placed. Then in studying the lesson each question is numbered, and when its answer is found upon the map the child puts it with its number upon *his* map. The teacher is thus enabled to see, almost at a glance, whether the places have been looked out and properly located.—*Education*.



TORONTO:

THURSDAY, OCTOBER 28, 1886.

## "CIVICS"

THERE is an "American Institute of Civics." It held its first public meeting a little more than a year ago in the town of Saratoga. From the *Citizen* we discover that "the Institute of Civics has made the question of education for citizenship a topic of discussion in every part of the United States. It has opened the eyes of the American people to the fact that only a small portion of the children in our public and private schools have hitherto been properly instructed in those elementary facts relating to citizenship and government with which they should be familiar, and that there has been a corresponding failure adequately to prepare our youth for citizenship duties in the course of instruction provided in the great majority of our higher institutions of learning. The Institute of Civics has made evident the fact that under no name in use at the time of its organization, was there a proper correlation in a harmonious body of knowledge, as a science, of such essential facts relating to citizenship and government as ought unquestionably to have place among the subjects of instruction in our schools. It has met this obvious need by the new word which it has added to the language, the name "Civics" having been already accepted by the leading thinkers of the United States, as a suitable term under which may be presented, in harmonious relation, the facts in political science, political economy, jurisprudence, and ethics, which, together considered, must be regarded as constituting a separate and distinct science in which the fundamental affairs of government and citizenship, in a common view, are regarded from that standpoint of their vital relations."

It would be very interesting to learn what "those elementary facts relating to citizenship and government" are with which "the children in our public and private schools should be familiar."

But however "elementary" they may be, we can imagine the consternation which would be created amongst the head masters of the public schools of Ontario if to their already swollen curriculum of studies were to be added "civics." And "civics," be it remembered, is "a separate and distinct science" embracing the facts of political science, political economy, jurispru-

dence, and ethics." If we proceed at this pace every child who has passed through the public school course will be entitled to the degree of Doctor of Laws!

Our friends across the boundary with all their shrewdness are sometimes apt to lose their heads and indulge in flights of fancy happily rare amongst more conservative peoples. The wonderful rapidity of their progress seems to have intoxicated them. They see no limits to their capabilities, and recognize no obstacles to their improvement. "Push" is their motto, and in the establishment of an "Institute of Civics" and the advocacy of making "civics" a public school branch of instruction they have only followed out that motto.

"Civics," we grant, is an admirable subject for a university course. Political science, political economy, and jurisprudence (ethics we already teach) ought certainly to be included in an Arts course. Soon we hope to see the endowment of a chair in the Provincial University for the express purpose of providing lectures on these subjects. But the idea of decreeing that they shall be added to the public school course seems to us preposterous. What with arithmetic, algebra, euclid, history, geography grammar, literature, chemistry, drawing, orthoepy, botany, Greek, Latin, French, German, etc., etc., to say nothing of temperance and hygiene, where shall room be found for "civics"?

But there is another view to be taken of this project. Can "the facts of political science, political economy, jurisprudence, and ethics" "regarded from the standpoint of their vital relations" ever be put so simply before the children of our public schools as to be intelligible, much less edifying? "Wisdom, integrity and patriotism in citizenship," says the *Citizen*, "the only guarantees of good government—must be the fruit of the education we give our children." True, we say, to a large extent and with some qualifications; but can these only be acquired through "civics?" If so then from the time when the priest of the tribe first gathered about him and instructed the sons of the chiefs up till the establishment of the "Institute of Civics" mankind has lain under a grievous and lamentable misapprehension of the scope and functions of a school.

Plato, it will be remembered, has written a dialogue illustrating the duties of a citizen. In it are no profound truths or ele-

vating maxims culled from political science, political economy, or jurisprudence, it is simply an exposition of the necessity of obedience to law. "Obedience"—that, we think, is the true "civics." The pupil who is trained to obey implicitly his parent and his teacher will without any doubt whatsoever make the best citizen—and, what is more, probably the best legislator. We recommend the "Institute of Civics" to confine its efforts to endeavouring to make their pet subject a part of every university course and leave the over-weighted public schools to struggle as best they can with their already too heavy burden of studies.

## OUR EXCHANGES.

*Little Men and Women* for November is bright with full page illustrations of much beauty and art, and full of instruction in story, description, and easy verse.

*THE Pansy* for October is a large and beautiful number. It is full of stories, tales, biographies and "talks," suitable for Sunday and week-day reading; and it is abundantly illustrated. It may not be known to some of our readers that the editor of *Pansy*, Mrs. G. R. Alden, is one of the most popular writers of books for children and young people that America has produced; and her writings are not only always interesting, but always wholesome also.

*THE Journal of Education* for September 30th is a "Temperance Number," devoted exclusively to the argument for the scientific teaching of temperance in the public schools. The writers are Edith M. Thomas, Miss Frances E. Willard, Mrs. J. Ellen Foster, Mrs. Mary H. Hunt, Prof. J. T. Edwards, L.L.D., Prof. A. C. Boyden, Prof. E. F. Kimball, A'ex. Gustafson, Prof. O. M. Brands, Miss Alice M. Guernsey, Miss M. E. Cotting, Miss Harriet P. North, Dr. L. W. Baker, H. L. Reade, and others.

THE November number of the *Chautauquan* presents a most inviting list of articles. "Studies of Mountains," by Ernest Ingersoll; "Women's Work in Moral Reforms," by Mrs. Mary A. Livermore; "The Railway Industry," by Prof. Henry C. Adams; "The Associated Press," by S. N. Clark; "Norway," by Bishop Fos; "How Five Notable Women were Educated," by Kate Sanborn; "Earthquakes and Volcanoes," by Dr. Felix L. Oswald; "A Glimpse of Mexico," by W. W. Thorburn; "Along the Florida Coast," by J. B. Heider, and "How to Live," by Edward Everett Hale.

WITH its November number the *Magazine of Art* ends the tenth year of its existence and closes the volume for 1886. The frontispiece is a reproduction in brown of Sir Joshua's famous portrait of the Hon. Miss Anne Bingham, after Batolozzi's engraving. The magazine opens with a paper on "The American Salon" (that is, the American painters who exhibit in the Paris salon) by Paul Leroy, which is illustrated by engravings from some

of the more recent contributions. An account of some historic gloves, which is illustrated among others by a fac-simile of Shakespeare's gloves (now owned by Dr. H. H. Furness, of Philadelphia), and St. James's Palace is described with pen and pencil by W. J. Loftie. This is followed by a poem called "Wasted," by Wilfrid Meynell; "The Forgerie of Bastianini," from the chapter in the series on the Romance of Art. "Apple Tree Corner," a favourite resort of artists, is graphically pictured by the pen of Katharine de Mattos, and the pencil of H. R. Bloomer. "Art in Canada" occupies several pages of illustrated letter-press. The poem and picture of the month are by J. Arthur Blaikie and Alice Havers. An interesting paper is devoted to "Van Dyck in Antwerp," and is followed by a paper on "Medals of the Stage," by W. E. Henley. "Art in Canada," is suggested by the Canadian pictures in the Albert Hall. The article is from the pen of Mr. R. A. M. Stevenson, and that it is thoroughly appreciative may be gathered from the two following extracts. "While walking among the Canadian pictures you can imagine yourself in a good European gallery much more easily than you can if you are in the Fine Art Section of any other Colony." In another place the writer says: "Though their (Canadians') best men are hardly better than Mr. J. F. Paterson, who belongs to Australia, it must be confessed that they have more of them than are to be found in any other colony, and that they show a much larger proportion of work up to a fairly good standard." Three examples are chosen to illustrate the article:—"Good-bye," painted by Paul Peel; "Meeting of the Trustees," by Robert Harris, and "The Abandoned Nest," by P. J. Woodcock.

#### REVIEWS AND NOTICES OF BOOKS.

*Studies of Animated Nature* J. Fitzgerald, publisher, 108 Chambers street, N.Y. ("Humboldt Library.") Price, 15 cents.

These are four essays on natural history subjects. First there is an essay on "Bats," by W. S. Dallas, and then one on "Dragon-Flies," by the same author. The other two essays are "The Glow-Worm," by G. G. Chisholm, B. Sc., and "Minute Organisms," by F. P. Balkwill. Natural history possesses a charm for all readers, especially when, as is the case with the present book, its beauties and wonders are unveiled by a keensighted observer, and are presented in a simple style.

NINE of the ten volumes of Burton's "Arabian Nights" are now published.

THE next volume in the "Famous Women series" is to be "Susanna Wesley," by Eliza Clarke.

BJÖRNSTJERNE BJÖRNSSON has been engaged by Mr. Bennett to write a series of papers on Norwegian politics for the *New York Herald*.

MISS A. MARY F. ROBINSON is the author of the next volume to appear in the "Famous Women Series," on Margaret, Queen of Navarre.

CASELL & Co. have just issued Julian Hawthorne's latest novel, "John Parmelee's Curse." This story originally appeared in a syndicate of

newspapers, and since its conclusion there it has been rewritten and added to by Mr. Hawthorne.

DR. HASKINS'S "Reminiscences of Emerson and his maternal ancestor," have attracted so much attention that the publishers will issue at once a second edition in book form, printed in large type and illustrated with a number of silhouette portraits.

THE publication of Mr. Gladstone's book, "The Irish Question," necessitated a quick piece of book-making. Sheets were received by the Messrs. Scribner on Monday morning; the pamphlet was set up, printed, and bound twenty-four hours later.

M. PAUL DU CHATELLO, says the *Athenaeum*, who for several years has been residing in the North, chiefly Copenhagen, has just finished a work on the wanderings, religion, culture, and conquests of the earliest Scandinavians, entitled "The Viking Age."

THE first number of the new *Scribner's Magazine* will appear December 15th, and will be published simultaneously in all parts of the United States and Canada. All succeeding numbers will be published on the first of the month. The subscription price of the new magazine will be \$3 a year.

SEVERAL of Cowley's "Essays," in prose and verse, with an introduction and notes, make No. 27 of Cassell's "National Library," and selections from "Sir Roger de Coverley and the Spectator's Club," those classics of English, No. 28 in the same little paper-covered vest-pocket series at ten cents each.

MR. RIDER HAGGARD'S story, "King Solomon's Mines," has been one of the greatest literary successes of the day. Up to the present time 50,000 copies have been sold, and now the publishers announce a new edition in cloth at one dollar, also a new edition just ready in paper cover, twenty-five cents.

THE editor "Jo's Boys," by Louisa M. Alcott, is so great that 10,000 copies more are now being printed, making 30,000 in all; as the publication day is still a good way off, the probabilities are that the first edition will be not less than 50,000 copies. The next volume of Balzac's novels will be "Cousin Pons," and will probably appear in September.

SAMPSON LOW & Co. have in the press the first part of a new translation of Hans Christian Andersen's "Fairy Tales and Stories," which will be embellished with over five hundred illustrations by eminent Scandinavian artists, drawn expressly for this edition. The first part will appear before Christmas, and the second next year. The translator is Mr. Carl Siewers.

CASELL & Co. have begun a new series, the "Select Library of Entertaining Fiction," made up of small and compact collections of short stories, taken in many cases, we presume, from their several excellent periodicals. The books run about 140 pages each, each has ten or a dozen tales, and the price is but fifteen cents. Four numbers are out: "A Race for Life," "My Night Adventure," "Who Took It?" and "Snowed Up." The type is very good.

"THE Sorrows of Werther," and "Milton's Earlier Poems," with Cowper's translations of the Latin and Italian ones, have been added to Cas-

sell's National Library; "Leigh Hunt's Autobiography" to Harper's Franklin Square Library; and "Readings from Milton" to the so-called Garnet Series of the Chautauqua Press. This last volume contains "Paradise Lost," and a number of the shorter poems selected by Bishop Warren, of the Methodist Episcopal Church.

THE *Academy* learns that the Grand Duchess Sophia of Saxe-Weimar is preparing a "monumental edition" of the complete works of Goethe, including his diaries and his letters, and also a biography in three volumes. While the principal materials will be the store of documents recently made public in the Goethe Archiv, it is hoped that much help will be derived from MSS. and little known books in private hands. An appeal is, therefore, made to all who possess such materials, to lend them for the purposes of this work, which will make special mention of the place and the condition of both MSS. and printed books.

A. C. ARMSTRONG & SON announce the smallest complete edition of Shakespeare, to be known as the "Illustrated Pocket Edition of Shakespeare's Dramatic Works and Poems," and to contain also a glossary and Life by J. Talfourd Blair. It will be carefully edited from the best texts, and will have forty line block reproductions of Weir's and other well-known engravings. It will be in eight volumes, 32mo., in nonpareil type, and perfectly printed by the Glasgow University Press on thin opaque paper, specially manufactured for the purpose. It will be issued in a neat box in many varieties of binding, including cloth, French morocco, Russia, full calf, Turkey morocco, etc.

THE International Education Series," says the *Literary World*, is continued by "A History of Education," by Prof. F. V. N. Fainter, A.M., of Roanoke College. As stated in a very able preface by Dr. W. T. Harris, editor of the series, the aim of this history is to show the educational development in each nation as based on its sense of true civilization, whether the underlying philosophy has been heathen or Christian, and whether carried out merely in the teaching conveyed in family and national customs or by a system of schools. The subject is traced in oriental countries, including even China, in classical, and in primitive, mediæval, and modern Christian times, with brief account also of the Mohammedan learning. The author's judgment is well balanced; his style terse, clear and interesting.

THE fifth volume of the dictated portions of the lectures of Herman Lotze, translated and edited by Professor George T. Ladd (Ginn), is the "Outlines of Æthetics." On this subject Lotze does not seem to have been so distinct and positive as in his other lectures, his philosophical interpretation being confused and unsatisfactory. Where he comes to deal with the arts his remarks are more to the point, being appreciative and profound. The concluding lecture treats of poetry, and in a spirit of keen insight and philosophical command of principles. He finds that all the universal sciences, if they pursue their subject-matter into the minute details in which its significance for the first time becomes apparent, issue at last in poetry. This broad definition is adhered to in his fine interpretations of the various forms of poetry, and in his exact delineation of their function.—*The Critic*.

**THE FIRST WRITING LESSON.**

THE question is sometimes asked, "When shall we begin teaching children to write?" It has been a custom to teach printing; and since this art when acquired is useless, to discontinue its practice after a few months and then to commence the work for which this is supposed to be a preparation.

While these months are not wholly wasted since the child has gained some control of her hand and some power of observation, is it not better to gain this power by working directly in the line of the art to be mastered? Granting this, the child may learn to write while she learns to read. The teacher's aim in this work should be to cultivate in her pupils a power to observe, and to imitate accurately, written forms. The child must overcome many difficulties, and it is best to place in her hands those tools which she can most readily handle. For this reason most teachers prefer slate and pencil for the first year's work.

During this first year children can easily learn to write their names, to make capitals and small letters, to make figures, and at the last to copy short words and sentences. If the class is an ambitious one, it may be best to have some of the work done on paper near the close of the year.

A few suggestions as to the method of carrying out this plan. A wise teacher will make the work a means of discipline and training, for the first thing is to teach these lawless little folks to take their slates quietly and by count, and to pass the pencils and rules in the same manner. These it is best for the teacher to take charge of at the end of every exercise. It saves much time, as they are thus always on hand and always in order.

When the children can handle their tools quietly they should be taught how to hold the pencil and how to place the rule and to hold it on the slate for the purpose of ruling lines. All this drill they consider great fun; and when the teacher has trained her class so that, from the first order until they are ready to work, the children obey her quietly, simultaneously and exactly, she may be sure of such attention from them as will make it profitable to go on with the work.

It is best to begin by teaching the children to rule lines. The ruled slates do not afford a perfectly smooth surface, and thus interfere with good work; but above all, this exercise serves as a valuable means of training. The unsteady little hands are trying to manage the pencil and the guidance of the rule at this time is a great help.

The practice in spacing the lines teaches the child to judge of space, and that she must constantly do in writing. There is a great difference in children's natural ability in this line, but nearly all can be trained in a short time to rule a set of four parallel

lines. Most of this work should be simultaneous with the directions of the teacher, which ought to be often accompanied by her own work on the blackboard.

Some time should be allowed during each exercise for the children to work without direction, thus giving each one a chance to do her best. This also affords the teacher an opportunity to go about among her pupils giving a hint here or a word of praise there, and it enables her to choose the victors in the conquest who may, as a reward, exhibit their slates for the admiration of their companions.

During the week which this work may occupy, the teacher should make preparations for the next step in advance. She should rule slips of paper as she has taught the children to rule their slates, writing on each one in a plain, round hand, the names of some child. Great care must be taken that both the vertical and horizontal spacing be accurate. These slips may be pasted inside the cover of the primer for future use. In addition to this, the teacher may rule a border at the top of each blackboard placing there the digits and the letters, both large and small. Thus the children have always before their eyes the accurate form of each letter and the answer to every such question as, "How do you make *k*?" "Please make me a *g*;" and all the other chirographic conundrums with which every primary teacher is only too familiar.

By the second week the children are ready to begin the work of learning to write. It now requires but a few moments to supply the whole class with tools and to have every slate covered with "sets of lines." The primers are opened, and the children are delighted, each one to see his or her own name inside.

The work of copying these names on to the slates is a slow but interesting process to the children. The difficulty is to induce them to bring their great straggling letters into the limits of space and line; but the teacher must be watchful and constantly at work correcting mistakes and helping the awkward little fingers. A few days' practice if the teacher has done her duty will warrant her in devoting only a part of the writing time to this exercise; trusting to spare moments, when copying becomes "busy work," and the promise that "as soon as any one writes her name well, she shall put it on the blackboard," to help every pupil accomplish the end satisfactorily.

Now that the fingers have become a little more obedient and the eyes have proved themselves capable of looking at such small things, the children may be taught to make separate letters and to observe them so closely that they cannot fail to draw them with some degree of accuracy. The capitals are more readily taught at first, since they

are large and thus more easily made. Each letter taken in advance should be drawn on the blackboard by the teacher line by line, the pupils following at her direction. Every good primary teacher knows so well how to clothe the dry bones of any subject to please her little folks that it is unnecessary to explain how these tiresome lines may be made to live in the imagination of each child by means of some little story told about them, as the letter or the word grows on the blackboard. There should be a review from memory each day, and when the letters and figures have all been mastered the children may review from memory and dictation while copying from the blackboard words, sentences, anything in fact that may teach them to write and which is at the same time interesting.

To one who looks for some detailed plan or method of work, the mere suggestions of this article must prove a disappointment. Its sole object will have been accomplished should some teacher, plodding on in the old routine of printing or of allowing her pupils to scribble on the miserable grooved slates, determine this year to teach them to write. Should this experiment entail additional labour on her part she will be more than repaid by the satisfaction of the children as they grow in the power to *make something*.—*American Teacher*.

**TOM'S TRIP TO ARABIA: A HINT FOR TEACHERS OF GEOGRAPHY.\***

TOMMY FAY had failed in his geography lesson, and was sent to his seat to learn it. He did not look happy. It was uncommonly hard, thought Tommie, to be tied to a stupid book and shut up in a school-house, when he knew where there was a patch of wild strawberries just pleading to be picked; and, as ill-luck would have it, Lyman Lath knew the place too, and might get there first.

Tommie sighed as he looked at the long column, and began desperately: "Arabia is bounded on the north by Turkey, on the east by—oh, dear, what a long name!—E-u-p-h-r-a-t-e-s river."

He could remember the other boundaries better, and after two or three whispered repetitions, he was ready for the products.

"The chief products are coffee, dates, indigo, spices, and various gums," he repeated over and over.

"Coffee, dates, strawberries—no—strawberries, coffee—oh no, no strawberries at all! I'll just put my head down on the desk and say it all over again," he said to himself.

But he had scarcely got to the end of the first sentence when a strange thing happened. A queer-looking little man seemed to pop

\* Teachers of public schools may gain valuable hints from this peculiar method of pointing a moral. The sentence, "I never knew it was like stories before," contains the kernel of the lesson the writer is trying to put before teachers.

out of the top of his desk. He reminded Tom of the Turks he had seen at the fair in Boston. His trousers were loose and baggy, and he wore a red turban on his head. His face was so jolly that Tom did not feel in the least afraid, and said boldly, "Well, who are you?"

"Don't you know me?" said the little man. "My name is Geography. I'm the man who makes it, you see. I ride about the world and find out things to put down in the books. It's time for a new addition, and I'm on my way to Arabia to collect new facts. Would you like to go with me? I've had paralysis of my right arm, writing so much, and now I need an amanuensis. What? Don't know what that means. Well, just ask my cousin Mr. Dictionary next time you see him. Ah, there's the west wind coming! Will you go? The west wind blows east, you know; so that's the wind for us. Halloo, there!" he called. "Now, lively, if you want to get on board."

Tommie never could tell how it happened; but in an instant he was whirling through the air, with gleaming water or misty hills far below him. At last he heard his companion say, "It's time to take in sail. Now for a spring!"

Tom, rubbing his eyes in astonishment, found himself standing ankle deep in sand, with nothing but sand about him as far as eye could see. "This is the great Arabian desert," explained his guide. "You see how it is blown into little wave-like drifts by the wind. It is sometimes called the 'fiery sea,' on account of the reddish colour of these waves. And here," he continued, "is a *sand-gulf*. A German baron came here once with me, and he tried to find the depth of one of these gulfs. He dropped a sea-lead into the white sand, and it sank so fast he was obliged to let go the line, which instantly disappeared. But why don't you write this down?" he asked suddenly.

"Oh," said Tom, in confusion, "I did not know this was to write. I thought this was a story."

"Why, it's all stories," laughed the jolly man. "Now I must find an oasis for you. Ah! here is one. You see this clump of tall palm trees with grass growing beneath. We find these green spots in the desert wherever there is a spring of water. They are the delight of caravans and wandering Arabian families. I call the Arabs nomadic in my books. That means they have no fixed home. They pitch their tents by one of these springs, and live there until the water fails, and the goats and camels have eaten all the grass; then they must go on. These trees are date-palms. The date is one of the chief products of Arabia."

"Yes," said Tom, eagerly, "I know that. Dates, coffee—"

"That reminds me," interrupted Geography, "that I must go down to the south-

western part of the country and look at the coffee-trees. This light breeze will carry us there. It is lucky," he continued, as they were borne on by the wind, "that there isn't a sand storm now. The last time I came here I was caught in a terrible one. I had to hid behind a rock and bury my head in the sand until it passed by."

All at once Tommie felt himself landed again, and now he saw on every hand a great stretch of glossy green leaves.

"Pull out your note-book," said his companion, "and write that this is the province of Yemen, where the celebrated Mocha coffee grows. Mocha, on the Red Sea, is the principal port where the coffee is shipped. If you will believe me, those wretches in Egypt and Abyssinia bring their coffee here and ship it as genuine Mocha; so when you drink Mocha you can't tell whether it is Mocha or not. You needn't write that," he said, mournfully.

Tom had hardly tucked his note-book into his pocket when another flight through the air landed them in a broad, unpaved street of a queer, old town.

"This is Mecca, the birthplace of Mohammed," said Geography. "It is visited annually by two hundred thousand pilgrims, my last edition says; but my friend here, Et Tamar, tells me the number is not so great now. That curious, square building in this walled enclosure is the Caaba, or House of Allah. You can't get a nearer view of it, as none but Moslems are permitted within the walls. In one corner of this building is the famous 'black stone' which the Moslems believe was brought from heaven by the angels. It is worn smooth by the kisses of the faithful, and the granite walk around is kept smooth as glass by the feet of pilgrims. Every Mohammedan who is able is expected to make the pilgrimage once in his life-time. Why don't you write all this?" he asked fiercely.

"I beg your pardon," said Tom. "I forgot it sounded so much like a story."

"Of course it is a story," growled the little man. "Now we will fly over to Medina, and see the Mosque which contains the tomb of the great prophet."

"A very dingy, dark city," thought Tommie, when they arrived, "and no business going on."

"No," said his friend, answering his thought, "There is no business done here. There is nothing here but the Mosque, which you can't enter, as you are not a believer, and even a Moslem may not look at the tomb of the prophet, which is hidden by silk curtains. The beholder would be blinded by a flash of holy light."

Tommie had barely time to jot down this information when the wings of the wind whirled them away again, leaving them on a rocky plateau which, Geography told him,

was in the province of Nejd, in the interior. Here are produced the finest horses in the world. "Arabia is the native home of the horse," wrote Tom from dictation, "also of the camel and dromedary. The latter are very useful for carrying—"

"Halloo!" cried Geography, suddenly. "The very thing! Here is a caravan bound for Muscat. That is the chief port on the Persian Gulf, and near the great pearl fisheries. You ought to see the fish on that shore. I've seen the harbour just blocked with sardines."

Tom looked up and saw a line of camels, laden with bales of goods, headed by a beautiful black horse and a swarthy rider, who wore a gay silk scarf wound round and round his head.

"How would you like to ride a camel?" asked Geography. Before Tom could reply one of the camel drivers lifted him up on the back of one of the patient creatures. The animal started off at a brisk trot, and Tom felt a queer, dizzy feeling in his head. He was certainly falling. Down—down! Where was he? Was this sand? or was it a floor? Tom started up and rubbed his eyes. The camels, drivers, and funny man, all were gone, and he was sitting on the floor of the school-house. The teacher was coming toward him. She tried not to laugh as she said, "I was just coming to wake you, when you fell off your seat. You have had a long nap. School has been done half an hour, and you may run home now. We will leave the geography until to-morrow, when you are not so sleepy."

"I never knew it was like stories before," said Tom, sleepily, as he left the room. But Miss Trix did not understand him; neither did she understand how he knew so much about Arabia, the next day.—*The American Teacher.*

#### LOUD AND MUCH TALKING.

ONE of the faults into which teachers sometimes unconsciously fall, is that of loud and much talking in the school-room. It is a curious fact that loud talking and much talking seem to go together. A teacher who talks loud is apt also to talk much, while the teacher whose tone of voice is subdued but firm, uses few words.

The tone of the teacher's voice, and the number of his words, has much to do with his influence in the school-room. A habitual loud and sharp or hoisterous tone, indicates shallowness, if not self-conceit. It often creates an unfavourable impression on the minds of pupils before they are fairly conscious of a real dislike to the teacher. Words in a school-room are like monetary currency in places of trade; a given amount is necessary for the transaction of business. All over and above that necessary amount is

not only useless, but injurious to the operations of trade and industry. It also depreciates in value as it increases in volume. The more a currency is inflated the less any given piece of it is worth. In like manner a certain amount of voice and verbiage must be employed by a teacher in a school-room, in order that the work of the room may proceed properly, under his guidance and control. But all he emits over and above that is not only useless but injurious. A noisy teacher is sure to have a noisy school; a noisy school is less favourable for the progress of pupils than a quiet one. It is also less easily governed. And the noisy teacher has usually so weakened his influence that, even were the school not somewhat demoralized, he could not so easily govern it as a more quiet teacher could. The Good Book somewhere says, "In quietness and in confidence shall be your strength." This is often true of teachers. Some very ordinary persons display great strength as teachers, when close observation will reveal the fact that their strength lies largely in their quietness and air of modest confidence in themselves. Even the ass arrayed in lion's skin passed for a lion—till he roared. Oftentimes it is the roar alone which determines whether the teacher is a lion or an ass. It may be remarked in passing that a lion rarely roars; still more rarely does a first-class teacher roar in his school-room. He moves about with soft feline tread and watchful eye. His words are few and quietly spoken, but full of significance. Every word has a moral force not alone in its meaning, but in the tone and manner in which it is uttered. He never threatens; he rarely rebukes or reproves or says anything relative to government; he does not say much even about the work going on; he spends few words about the lesson to a class—fewer still to pupils on their seats. But yet he maintains better government, secures better order, gets out of his pupils more and better work, in short, teaches a better school than any noisy teacher in the country.

The moral of this story is, that a teacher's voice should be loud enough to be easily heard by the pupil addressed in any part of the school-room, but never louder, never sharp or boisterous. His words should be few and well chosen. They should be numerous enough to say in brief and concise form the things necessary to be said, and no more.—*J. H. Lee, in Western School Journal.*

SUCH a liberal education as will fit the man in due time to grapple most effectually with any speciality, consists more in training than in acquisition. The man that is thoroughly master of his own powers will master any sphere or theme to which he is called.—*Presl. Bartlett (Dartmouth Coll.), in The Forum.*

## Mathematics.

### PROBLEMS IN ARITHMETIC

SUITABLE FOR CANDIDATES PREPARING FOR THE ENTRANCE EXAMINATIONS.

(Continued.)

22. WHAT time would 36 men, working 10½ hours a day, require to build a wall which 24 men working 9 hours 20 minutes a day, can build in 9 days?

23. How many revolutions will be made by a wheel which revolves at the rate of 360 revolutions in 7 minutes, while another wheel, which revolves at the rate of 470 in 8 minutes, makes 653 revolutions?

24. If I borrow £500 for 13 months when money is worth 4½ per cent., how much ought I to lend in return for 15 months when money is worth 3½ per cent?

25. If 7 men, working 16 days, can mow a field 1320 yards long, and half a mile wide, what will be the length of a field 1320 yards wide, which 4 men can mow in 42 days?

26. Fifteen horses, having four feeds a day can be kept for two months for 16 guineas, what will be the cost of keeping 20 mules for 5 months, giving them three feeds a day, a horse's feed being ¾ of a mule's?

27. Sixty thousand bricks are required for a wall 50 yards long, 15 ft. high, and 1 ft. 10½ in. thick. Knowing each brick to be 9 inches long, and 4½ inches wide, find its thickness.

28. A man left his eldest son one-third of his property; his two other sons, each, one-seventh; his three daughters, each one-tenth; the remainder of his property, which amounted to £650, he left in legacies. What was the whole amount he left?

29. Divide £3,500 among A, B, and C, so that A shall have twice as much as B, and C shall have one-sixth of B's share.

30. A cistern has three pipes, A, B, C, which together can fill it in 15 minutes. The pipe A by itself could fill it in an hour; B could fill it in 45 minutes; in what time could C fill it?

31. A can mow a field in six days of 9 hours; B can mow it in 8 days, and C in 12 days. Supposing that A after mowing for a day is joined by B, and that after another day they are joined by C, when would the work be finished?

32. Divide 156 by 15625; and subtract 156 from 1325.

33. Find the value of  $3.751875$  of £3 6s. 8d.

34. Find the simple interest upon £3375 for 2½ years at 6 per cent. per annum.

35. A room is 20 ft. 9 inches long, 15 ft. 3 in. wide, and 12 ft. high; find the cost of papering it with paper ¾ feet wide at 4½d. a yard.

36. Simplify  $.031339 \times 3.13 + 327$ .

37. If a tradesman with a capital of £500 gain £60 in seven months, how much will he gain in a year with a capital of £420?

38. Two men or five women can do a piece of work in 12 hours, how long will 3 men and two women take to do it?

39. If three men or five women can do a piece of work in 20 days, in what time will

it be done by 8 men and 20 women working together?

40. Reduce  $3.11\frac{3}{6}$  miles to yards.

41. Find the circumference of a wheel which makes 1848 revolutions in  $3\frac{1}{2}$  miles.

HURON.

(To be continued.)

### HINTS ON TEACHING ARITHMETIC

1. SECURE a supply of objects for illustration of elementary work. Button molds, strips of coloured cardboard, or a dime's worth of wooden toothpicks will answer the purpose well enough.

2. Each number to 10 should be named, illustrated and represented by its appropriate figure simultaneously. In this way the law of association of ideas will aid the memory. Numbers from 5 to 10 should be represented by objects arranged in groups of 4 or less, as  $9 = 111 \ 1111 \ 11$ .

3. Ten objects tied in a bundle call a *ten* hence three bundles and two units make 32. Give many exercises in reducing *tens to units* and *units to tens*. Ten bundles make a large bundle, or 100. Continue practice in reductions, using hundreds, tens and units.

4. When additions and subtractions to 20 can be readily made, give frequent exercises to cultivate readiness by association of ideas; as 3 and 4 are 7, 13 and 4 are 17, 43 and 4 are 47; 4 from 9 leaves 5, 4 from 29 leaves 25, 8 and 9 are 17, 88 and 9 are 97, etc.

5. To the examples in the books add a large number of miscellaneous problems. Do not give answers. If the book has them be especially careful about this, as pupils are much given to working for answers when possible. Original problems should often require the use of more than one rule for their solution. This affords review and prevents mechanical work.

6. Require neatness and system in all slate or board work. Allow no scrawls, flourishes or ornamentation. Have all slate work handed in for inspection.

7. It may be necessary at times to explain principles, to simplify or to illustrate objectively, but it is very seldom best to work a problem or to allow one pupil to work examples for another. Problems beyond the comprehension of pupils should be avoided lest they become discouraged or fall into habits of dependence by seeking help.

8. Secure from the first clear explanations, based on principles, not on rules.

9. Allow the pupils to waste no time in learning rules for such work as notation, addition, percentage and its applications. It may be pardonable to let pupils find the L.C.M., G.C.D., and possibly some things in fractions, decimals and the extraction of roots by rule.

10. Pupils forget easily. If you find that topics which they have passed over are forgotten, give them one or two review problems each day, or a lesson one day in the week. It is seldom necessary to put a class back if the work has been properly done.

11. Encourage originality, rapidity and accuracy. Illustrate, bring to the class actual bills, drafts, notes, insurance policies, mortgages, etc., let them be handled, and other reproduced by the pupils. Make or obtain the various forms or solids to illustrate the tables of measures and of mensuration.—*Intelligence.*

## Table Talk.

It is said that Lincoln once gave the following advice to a friend :

Do not worry.  
Eat three square meals a day.  
Say your prayers.  
Be courteous to your creditors.  
Keep your digestion good.  
Steer clear of the biliousness.  
Exercise.

Go slow and go easy.

Maybe there are other things that your special case requires to make you happy, but, my friend, these, I reckon, will give you a good lift.

THE *Saturday Review*, in commenting on Dr. Moore's assertion that "women ought not to be as well educated as men," says: "Dr. Moore's conclusion is that both boys and girls suffer from too much work and too little play. It is possible that when a girl's education has been almost completely neglected, and she is suddenly introduced into Girtton or Newnham, she may suffer from trying to compress into three years what ought to have been spread over ten. But that only shows that her mental training should have been more rationally conducted, not that there has been too much of it. No institutions has ever succeeded better than the ladies colleges of Oxford and Cambridge, and the notion of girls from Newnham or Girtton, as stooping or flat-chested, over-crammed monstrosities, is exceedingly diverting to any one who knows anything about them."

THE difference in our estimate of people and things depends on how we take them. If we eat the whole nut, we find a good deal that is coarse and innutritious; but if we have the habit of picking out the kernel, we generally find it sweet. Even the squirrel knows enough for that. Persons of a very wide and varied experience are apt to acquire this squirrely wisdom. Out of each of their battles, sieges, and fortunes they have contrived to extract a central core that was interesting. The crude remainder of incident and circumstance, like the ache of the philosophical warrior with the broken leg, served at least "to pass away the time." A neighbour of mine finds human nature very humdrum. People bore him terribly. He should stop trying to take them whole. Even in one's self there may be found some deeply hidden bit of good meat, however thick the husk and shell. How delightful, and perennially delightful, is that friend who seems to have discovered this kernel in our husky nature! What an agreeable day we pass when he succeeds, for the time being, in making it visible even to ourselves! As experienced persons learn to extract the kernel from the real world, so contemplative persons learn to do it with books. Macaulay was said to be able to stop a minute at a book-shelf, and pluck out the heart of a new volume. Others of us take longer, but we all have to acquire something of the art, in the bewildering presence of the endlessly thronging crowd of books. It seems to me, for instance, that I found the very innermost kernel of *Amiel's Journal* the first hour I spent in a preliminary reconnaissance of those charming pages. It was in the single phrase *mûle - équivale à*. This "resignation with energy,"—the giving up without giving in,—it is a whole philosophy of life in a nutshell.—*Atlantic Monthly*.

## Educational Intelligence.

### SOUTH GREY TEACHERS' INSTITUTE.

ONE of the most successful teachers' institutes held in South Grey took place in the school-building, Dutham, on Wednesday, Thursday and Friday, September 29th and 30th and October 1st.

The attendance of the first day being small, only a portion of the business laid down by the management committee was gone through, but on Thursday about seventy teachers and others were present. Mr. C. McArthur read a paper on "Bookkeeping," which brought out considerable discussion. Mr. Coleridge followed with a "Junior Geography," showing his method of using the globe. Some discussion and criticism followed regarding his methods. Dr. McLellan, although he did not fully endorse the method, remarked that he could see in Mr. Coleridge some of the elements of a good teacher, and thought that, after a little experience, he would rank well as a teacher. Dr. McLellan was then called upon, and gave an excellent lecture on "The Art of Questioning."

At the afternoon session Mr. Irwin, Principal of the Flesherton Public Schools, showed his method of introducing history to a class.

Mr. Allen, of Dutham Model School, followed with a good introductory lesson on the "Infinitive Mood."

Mr. Ramage read a very lengthy and carefully prepared report of the Provincial Teachers' Association of 1886.

Dr. Gunn was next called, and gave an interesting address on "Water," using a number of practical methods by which impurities could be detected. A vote of thanks was tendered to the doctor for the interest he has always taken in teachers' work.

Dr. McLellan continued his subject of "Questioning," after which a committee was appointed to report on College of Preceptors.

At the evening session, notwithstanding the unfavourable weather, the town hall was fairly well filled at 7.30. Mr. Hunter, ex-M.P.P. for South Grey, occupied the chair.

Short speeches being made by Mr. Reid, Head Master of the Mount Forest High School, and Mr. Marchant, Principal of the Owen Sound Collegiate Institute, the lecturer, Dr. McLellan, was called upon for his celebrated lecture, "Educational Critics Criticised." At the end of Friday's session the meeting closed to meet at Flesherton some time in May or June, 1887.—*Condensed from the Flesherton Advocate*.

### MONTREAL PROTESTANT TEACHERS' ASSOCIATION.

FROM a report of this meeting we take the following interesting items:—

Dr. Kildens stated that in the Anglo-Saxon Runes the vocalic *y* had probably the sound of the French *u*, and the consonantal *y* the sound of *g* in gear. The ancient Runic writing had no literature. It was used only to mark names and mottoes on swords, ships, clothes and graves. When Augustine introduced the Latin alphabet, the Runic *sh* and *ts* sounds found no equivalent in it; the consonantal sound represented by *g* and its vocalic

sound was represented by *i* (sounded like *ee*), and only afterwards by the letter *y*. The Hebrew alphabet had no vowels. The Greeks inserted epsilon and omega last of the vowels. The epsilon was brought to Cumæ by a Greek colony. It was shaped like *y*, was a late addition to the Latin alphabet, and was very sparingly used. It was used in Saxon to represent the thin sound of *u* by some authors, while others used combinations of other vowels to give the same sound. Later on, as *g* had been used to represent the *y* sound, so *y* revenged itself by taking the place of *g*, and *w* did the same; hence the forms drag, dray, draw—variations of the same root.

Dr. Buckham, in the succeeding paper, called attention to the use of a so-called dead language, Greek, in forming new names in our living language. He instanced the use of *telegraph* for a word used in ocean telegraphy; *diplograph*, for a pen which writes two letters at once; and *skeddaddle*—for the Greek word means "to scatter." The reason for this he stated to be the "coinability" of the Greek language, arising from its flexibility and facility of composition. English had made efforts in this direction, for instance—inwit, for conscience; fore-elders, for ancestors, etc., but many of the results had become obsolete owing to their comparative harshness of sound—evident by comparing "far-talk" with "telephone." We, however, still used many, such as horse-car, etc. Dr. Buckham remarked that from Latin we have drawn still more copiously. From two-thirds to three-fourths of all the words we use are not Anglo-Saxon—that is, are mostly Latin. Hence, French is far less like a foreign language to us than Saxon is. Nations whose language is not so happily connected with past civilization as ours are loathe to come under the influence of modern ideas.

At the evening session an interesting paper was read by the Rev. Principal MacVicar, on religious teaching in schools. He strongly advocated that religious teaching should receive proper recognition in our public schools. He did not advocate sectarian teaching, because sectarianism and Christian teaching were entirely different matters. The best way to ensure Christian teaching was that the teacher himself should be a Christian. The reverend gentleman said he did not believe that strong impressions of Christian life could be gained from twenty-five-cent text-books, nor even by learned lectures on Christian parity. The whole Bible should be the text-book in schools. If it were excluded, nothing would remain. He said that even if the Bible were abused in some instances, the remedy did not lie in its exclusion, the work should not be excluded because somebody has complained against it, but he would try to have the blasphemer prevented from teaching it. Give the Bible to teachers and pupils freely and they might have no fear of the result. God would look after that. (Applause).

In response to an invitation to address the meeting, the Rev. Dr. Buckham said that on the system of education he would not put on airs to give Ontario advice, much less Quebec. The education problem were the same on both sides of the line. The speaker was afraid that the disease of demagogism, from which those on the other side had suffered, was spreading to Canada. The demagogism of the present generation of manhood

was that ninety-nine out of a hundred votes were apt to be led by one wire-puller. (Applause.) He thought he saw that disease coming with all its devastating influence on this Province especially. The cure was the public school. (Applause.) Our duty to God was first, and our duties to the family, the school and the state came next. Each depended on the other, and the fulfilment of these duties on the part of the future generation depended largely on the efforts of the teachers of the Province.

### THE ONTARIO ENTOMOLOGICAL SOCIETY.

THIS is a society deserving the greatest encouragement. It has just completed its seventeenth annual convention at London. At this meeting many interesting suggestions were mooted; amongst others the removal of the headquarters of the society from London to Toronto. Dr. White, of Toronto, in an address to the society stated that on different occasions he had held conversations as to what was the best general course to adopt to popularize the study of entomology. Lately he had been conversing with various persons as to what effect the losing of Mr. Saunders would have upon the Entomological Society of Ontario, and as to what was the best plan to induce undergraduates of colleges and others to enter into the study of entomology. It was generally acknowledged that the best general course to adopt was a system of first-class lectures—not, perhaps, popular lectures, but scientific addresses. The lectures would furnish material for publication in the *Canadian Entomologist*. To his mind, much of the influence for good of the society was lost owing to its not being located in the centre of learning. He was confident that its headquarters should be located in Toronto instead of London. Capt. Geddes, however, thought it would be a little premature to attempt to remove the society bodily from London without first trying a branch in the place intended for its removal. A general informal discussion was entered upon as regards the advisability of moving the Society's headquarters to Toronto, which resulted in the unanimous support of Capt. Geddes' suggestion to form a branch there, Dr. White being a hopeless minority with his scheme to remove the headquarters of the society to Toronto. A motion to the effect that Dr. White and Capt. Geddes be requested to obtain all necessary information respecting public lectures on entomology under the auspices of the society, and to report to the editing committee at their earliest convenience, was carried;

A DEADLOCK was the result of the discussion on fees at the last meeting of the London Board of Education.

THE Ridgetown Public School Board have engaged Mr. Bingham as head master for 1887, at \$550 per annum.

THE Trustees of S.S. No. 7, Kincairdine, have re-engaged Mr. F. M. Mathers as their teacher for 1887 at a salary of \$410.

THE Orillia High School Board has selected Mr. Wm. Moore, B.A., of Smith's Falls High School, and Mr. John Waugh, of Kellsdale, as

second and third masters for next year. Mr. Waugh for a time acted as assistant master in Orillia High School.

THE first convocation day of the Orangeville High School, was held on the 8th inst. The meeting was presided over by Mr. Lindsey, chairman of the board. The first business was the presentation of diplomas to the pupils that were successful at the last examinations.

DR. ALBERT GUNTHER, of the British Museum, visited the Canadian Section recently, and made a careful examination of the natural history specimens from various parts of the Dominion. The Doctor evinced much interest in the collection brought under his notice, and is understood to have expressed great satisfaction at the comprehensive and valuable nature of the display.

THE Royal Scientific Academy of Turin has awarded to Prof. Pasquale Villari, of Florence, its prize of \$2400 for his "Life and Times of Macchiavelli." This prize is adjudged every four years to the author of the most important work in natural science, history, geography, or mathematics that has appeared within that period. Occasionally it has been given to a foreigner, as to Darwin several years ago.

OUT of about one thousand students who presented themselves for examination from the Liverpool centres, in connection with the science and art examination of South Kensington, upwards of two hundred were women. Two young ladies passed in magnetism and electricity, twelve in inorganic chemistry, and two in agriculture. One lady, who passed the elementary examination last year in machine construction and drawing, was again successful in a more advanced stage of the same subject.

AT the last meeting of the Carleton Place Board of Education, the principal of the High School, Mr. Johnston, was re-engaged for the ensuing year at a salary of \$1,000. Mr. Sheppard was re-engaged as assistant in the High School at a salary of \$750. Mr. Goth was engaged for 1887 at the same salary as the present year. Miss Girouard was re-engaged for the ensuing year at a salary of \$300, on condition that she teaches the department she now has only in the old town hall, taking charge as head teacher in the building. Miss McCallum was re-engaged for the ensuing year at a salary of \$225. Miss Burke was re-engaged for the ensuing year at a salary of \$250.

ONE of the most interesting features in connection with the proceedings of the Northumberland County Teachers' Institute meeting, held recently at Chatham, was the adoption of "Payne's Lectures on Education"—to be read thoroughly by members during the year and discussed at next year's institute. This departure from the somewhat routine methods which characterize the proceedings of our institutes, says the N.B. *Journal of Education*, seems to be progressive and judicious. Not only may the teachers during the intervening time read intelligently, but submit the author's theories to practical test in the every-day work of their schools. With such an excellent work as the one adopted, a livelier interest in improved educational methods should be the result, with a corresponding activity in the schools that are to receive the benefit of this new departure.

ON the 17th inst. 3,000 children belonging to the thirteen board schools in the parishes of Woolwich and Plumstead were, through the intercession of Mr. Gover, one of the district members, granted a holiday, for the purpose of visiting the Indian and Colonial Exhibition. Arrangements were made with the South-Eastern Railway Company, and four special trains conveyed the children from the Plumstead, Woolwich Arsenal, and Woolwich Dockyard stations. The voyageurs alighted at Cannon street Station, and proceeded by corresponding special trains to South Kensington, the girls taking the lead all the way. They were met at the Exhibition by several members of the London School Board, who dined with about 100 managers and teachers in H room, Mr. M. K. Braund presiding. To enable the large party of juveniles to have an opportunity of seeing the illuminations, the Commissioners kindly ordered the grounds to be illuminated at a much earlier hour.

THE Brockville Mechanics' Institute this year have made a new departure in founding an art school in affiliation with the Ontario School of Art. This, we think, is a move in the right direction, and one that cannot but commend itself to every person. During the past two winters drawing classes were held, the subjects taken up being geometrical, perspective and freehand drawing. This year to the above there will be added model and memory drawing in the primary department, and for which the fees will be but one dollar, to all members of the Institute, for the forty lessons. Arrangements have also been made for taking up the advanced course in drawing, including drawing from casts or nature, shading, drawing from flowers and ornamental designs, for which the fees have been fixed at three dollars for forty lessons. Provisions have also been made for drawing from the antique and painting in oil or water colours. The institute has secured Mr. Fred C. Gordon to take charge of the school.—*Ex.*

## Correspondence.

### SPELLING REFORM.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—I would like to warn your readers that Bishop Cox, in the extract you quoted last week from his recent article in *The Forum*, casts ridicule, not on spelling reform *per se*, but on that particular kind of reform which would make our spelling strictly phonetic. It is not my intention to defend the advocates of the system so vigorously assailed by Bishop Cox, and I need hardly say that they are quite able to defend themselves, as their progress in making converts shows. He admits that they "have gained some adherents among scientists and scholars," and I have no hesitation in asserting that their propaganda will be indefinitely facilitated by the use of the great Historical English Dictionary now in course of publication under the auspices of the Philological Society of England. Dr. Murray, its editor, has devised a strictly phonetic alphabet as a means of indicating pronunciation, abandoning the old defective system of diacritical marks. The use of this new alphabet for a special purpose will soon convince

educated men everywhere that a strictly phonetic system of spelling has much to recommend it for general use, and I fully expect to see before long a great accession of strength to the phonetic movement. Certainly ridicule of the kind heaped on it by Dr. Coxe will do little to prevent the general use of "the new jargon," in the face of the frank admission by Prof. Max Müller, and other eminent philologists that there is much to be gained and little to be lost by adopting it.

Bishop Coxe does not express any opinion, unless it be an implied one, on the expediency of such a measure of spelling reform as that promulgated by the Philological Society of England and the American Philological Association. It is based on the idea that a great improvement can be made in our spelling without any change of alphabet by making a more rational and consistent use of our alphabetical marks and of the orthographical expedients which are employed to supplement them. English spelling might be greatly improved and the area of "constant orthography" greatly enlarged by dropping letters that are phonetically useless, by substituting *f* for *ph* so sounded, by inserting letters where they are needed to indicate more correctly the pronunciation, etc., etc. Every practical teacher, especially if he teaches reading by the phonic method, knows that improvements of this kind would lessen the drudgery of both teacher and pupil at school; every one who is not forced by some literary occupation to practice writing knows that they would lessen the drudgery through life of those who are afraid of the senseless

and pedantic ridicule now heaped on the unfortunate person who spells a word differently from his neighbours.

Bishop Coxe seems to think it a good thing that spelling is hard, because a boy is enabled to "learn a hundred things besides spelling in his spelling class. He gathers the history of words, the roots of speech, the philosophy of language, and the elements of many languages besides his own." He does not seem to be aware that by reforming our spelling phonetically we would at the same time reform it philologically, and that with a spelling so reformed a boy would in a given time pick up in his spelling class a great deal more of the knowledge he speaks of than he can possibly do now. One of the strongest objections to our present spelling is that it needlessly obscures the etymology of words. One of the strongest reasons for improving our spelling is that the task of tracing the derivation and history of English words would thereby be indefinitely facilitated. So little importance is now attached to the etymological objection urged by Bishop Coxe that unsparing ridicule is heaped upon it by the foremost philologists of the day, and Mr. Sweet, one of the greatest living English scholars, says that no one would think of objecting on philological grounds to a reform of English spelling except some "half-trained dabbler" in etymology. I suspect that Dr. Coxe comes under this description; I know that many other opponents of spelling reform do.

WM. HOUSTON.

Toronto, October 25th.

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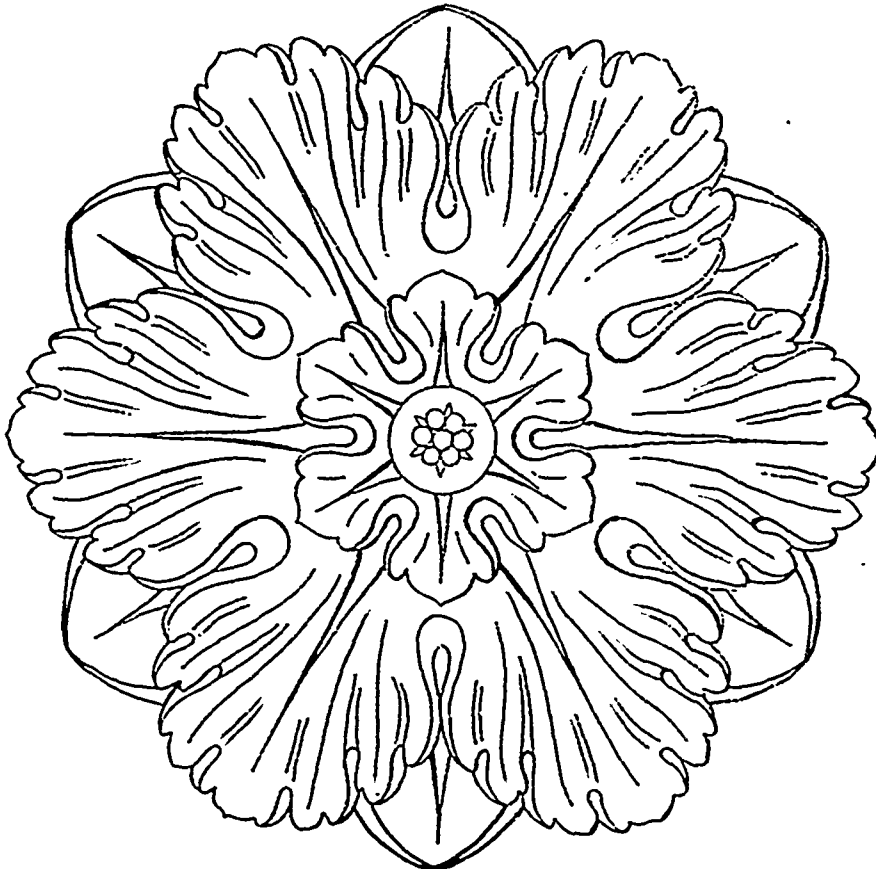
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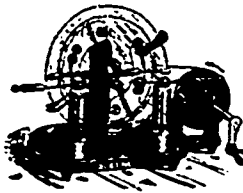
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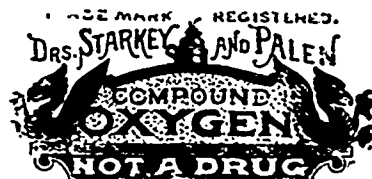
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