

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

Title on header taken from:/
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments:
Commentaires supplémentaires:

Pagination is as follows: [i]-ii, [65]-80, iii-iv p.

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
										✓	

L11
E45

U. W. O. LIBRARY

Educational Weekly

Vol. I.

THURSDAY, JANUARY 29, 1885.

Number 5.

IN THE PRESS. READY FEB. 8.

THE SCHOOL

Music Primer,

Containing an explanation of the elements of music and a dictionary of musical terms.

Especially adapted to the requirements of Students and Teachers. Every candidate for

MIDSUMMER EXAMINATIONS should have a copy of this book.

PRICE 30 CENTS.

The Canada Publishing Co., (Limited), TORONTO.



FULL LENGTH
ILLUMINATED PORTRAIT

SIR JOHN A. MACDONALD, G.C.B.

With the robes and insignia pertaining to his new title (copyrighted).

ISSUED AS A CHRISTMAS SUPPLEMENT TO "GRIP."

"Grip's" Tribute to Canada's Great Premier has been a tremendous success. One edition after another of "Grip" has had to be issued to supply the demand, and a new edition of the portrait is just issuing from the press.

THIS IS NOT A CARICATURE.

But a correct and pleasing portrait of the Right Hon. gentleman. It is printed in such colors as give a representation of Sir John's appearance when in full official robes. The work has been lithographed, and proofs sent to some of Sir John's most intimate personal and political friends, who speak in the highest terms of it.

This picture is a great hit, and well merits the general praise it receives. Every patriotic Canadian should have one.

The Hon. JOHN CARLING says of it:—"I do not hesitate saying that I consider the likeness a good one."

J. C. RYKERT, Q.C., M.P., says of it:—"The portrait is an excellent one, and reflects credit on the firm who produced the same."

"Grip" and portrait, 15 cents per copy.

Procure it at the Book Stores, or send 15c. in stamps to

Grip Printing and Publishing Co.,

Toronto.

BINDING

Neatly and Promptly Done.

HARPER'S, CENTURY, LONG-
MAN'S, LONDON SOCIETY,
QUEEN, LITTELL'S LIV-
ING AGE, THE WEEK,
FRANK LESLIE, EDIN-
BORO' FORTNIGHT-
LY, ST. JAMES AND
WESTMINSTER
REVIEWS, BEL-
GRAVIA,
BLACKWOOD,

LAW

PUBLISHERS

AND

BINDERS & Co.

26 & 28 ADELAIDE E.,

And St. Giles Ct., Edinburgh.

THE ATLANTIC, dependent alone on reading matter for its success, is brilliant above all others in this respect, and never has been so fresh, so versatile, so genial, as it is now.—*The Literary World.*

THE ATLANTIC MONTHLY

FOR 1885

Will be particularly notable for its Serial Stories, namely:—

I.

THE PRINCESS CASAMASSIMA.

By HENRY JAMES,

Author of "The Portrait of a Lady," etc.

II.

A COUNTRY GENTLEMAN.

By MRS. OLIPHANT,

Author of "The Ladies Lindores," "The Wizard's Son," etc.

III.

THE PROPHET OF THE GREAT SMOKY MOUNTAINS.

By CHARLES EGBERT CRADDOCK,

Author of "In the Tennessee Mountains."

IV.

A MARSH ISLAND.

By SARAH ORNE JEWETT,

Author of "A Country Doctor," "Deephaven," etc.

The first of a new series of papers entitled

THE NEW PORTFOLIO.

By OLIVER WENDELL HOLMES,

Will appear in the January ATLANTIC.

Poems, Essays, Stories, and Papers on Scientific, Literary, and Social topics may be expected from Oliver Wendell Holmes, John Greenleaf Whittier, W. D. Howells, Henry James, F. Marion Crawford, Richard Grant White, Charles Dudley Warner, Harriet W. Preston, Henry Cabot Lodge, P. Deming, Edith M. Thomas, Thomas William Parsons, George Parsons Lathrop, James Russell Lowell, Maurice Thompson, Thomas Bailey Aldrich, H. H. John Fiske, Mark Twain, Charles Eliot Norton, Horace E. Scudder, George E. Woodberry, W. H. Bishop, Edward Everett Hale, Edward Atkinson, Phillips Brooks, Harriet Beecher Stowe, Lucy Larcom, John Burroughs, James Freeman Clarke, Thomas Wentworth Higginson, Elizabeth Robins Pennell, Sarah Orne Jewett, L. C. Wyman, N. S. Shaler, Edmund Clarence Steadman, Elizabeth Stuart Phelps, E. P. Whipple, and many others.

TERMS: \$4.00 a year in advance, POSTAGE FREE: 35 cents a number. With superb life-size portrait of Hawthorne, Emerson, Longfellow, Bryant, Whittier, Lowell, or Holmes, \$5.00; each additional portrait, \$1.00.

Postal Notes and Money are at the risk of the sender, and therefore remittances should be made by money-order, draft, or registered letter, to

HOUGHTON, MIFFLIN & CO.,

4 Park Street, Boston, Mass.

SELBY & COMPANY

344 YONGE ST., TORONTO.

Kindergarten Books and Material.

Diploma Awarded at Industrial Exhibition,
Toronto, 1884.

—AGENTS FOR—

WILH. HERMES' DRAWING COPIES,
"THE BEST YET PUBLISHED."

GOLD MEDALS:

London, Philadelphia, Sydney and Melbourne.

Drawing School,	20 Cents.
Drawing Studies,	40 "
Small Follo, per sheet,	20 "
Large Follo, per sheet,	40 "

THE

International Detective & Inquiry Agency

Nos. 55 & 57 Arcade Buildings, Yonge Street,
Toronto, Ont.

The only Agency of the kind in Canada.

Missing Friends traced; Suspected Persons watched; Cases worked up by Experienced Detectives in any part of America; Witnesses found; Verbatim Reports of Trials made; Information given as to Reliability of Business Firms, etc. All business conducted with secrecy and dispatch.

GEO. H. CANDLER, Manager

AGENTS IN ALL PARTS OF THE WORLD.

A great chance for Agents, Farmers' Sons, School Teachers, and others to make money. Ten dollars a day paid. We stand ahead, and take the lead on all other tea houses in Canada, and offer agents the best chance ever known to make money. Our system is entirely new. For full particulars address the Canada Pacific Trading and Importing Company, (wholesale tea and coffee Importers) 120 Bay Street, Toronto. (Enclose 3c. stamp for reply.)

AGENTS WANTED

In every town and county in Canada, for the popular and fast-selling New Portrait (in five colors) of SIR JOHN A. MACDONALD, in the full robes and insignia of a G.C.B. This is no caricature, but a fine likeness of the Canadian Premier. Retail Price, 12 x 18, 15 cents; 18 x 24, 25 cents. Terms liberal.

GRIP PUBLISHING Co., TORONTO.

GOLD FROM BRASS. No Detection. Latest Scientific Discovery. Sample box 15 cents, with full directions and Agents' Price List. Money in it. No Humbug. H. HAMILTON, 779 8th Ave., N.Y.

IMPORTANT!

GRIP, ONE YEAR,

AND

Educational Weekly,

ONE YEAR,

To one Address—

THREE DOLLARS.

FREE

BY RETURN MAIL. Full description of MOODY'S NEW TAILOR SYSTEM of dress cutting. GUARANTEED TO CUT EVERY conceivable garment to a perfect fit WITHOUT the use of paper or patterns—can be learned by a young girl without a teacher from the FULLY printed and illustrated INSTRUCTIONS GIVEN FREE. Send six 3c. stamps for two sample patterns. GUARANTEED TO BE perfect. Send name on postal for description. PROF. MOODY, 102 King St. West, TORONTO, Ont.

The Educational Weekly,

PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.,

SAMUEL J. MOORE, *General Manager.*

C. FRASER, *Business Manager Educational Weekly Dep't.*

JOHN E. IRVANT, M.A., *Editor.*

T. ARNOLD HAULTAIN, M.A., *Assistant Editor.*

CONTENTS OF THIS NUMBER.

SHORTER EDITORIALS	65
SUMMARY OF NEWS.....	66
NOTES AND COMMENTS.....	66
LITERATURE AND SCIENCE:	
A Lyric from Becket.....	TENNYSON 68
A Lullaby.....	TENNYSON 68
The Positivists.....	MORTIMER COLLINS 68
The Fairy Land of Science.....	MISS A. B. BUCKLEY 68
CURRENT EDUCATIONAL OPINION:	
An Address.....	THOS. KIRKLAND, M.A. 70
LONGER EDITORIALS:	
Apologies.....	72
To the Very Youngest Teachers, II.....	72
Renewal of Third-class Certificates.....	73
TABLE TALK.....	73
MUSIC.....	74
DRAMA.....	74
ART.....	74
PRACTICAL ART:	
Perspective (third paper).....	ARTHUR J. READING.. 75
THE HIGH SCHOOL:	
Questions on Elementary Physics.....	76
Questions on Coriolanus.....	76
THE PUBLIC SCHOOL:	
Letter Writing.....	76
KINDERGARTEN:	
Cunning Bee.....	77
Importance of Children's Play.....	BARONESS VON MARENHOLTZ-BURLOW 77
THE UNIVERSITY:	
The Press on Confederation.....	78
PERSONALS	78
EDUCATIONAL INTELLIGENCE:	
North York Teachers' Convention ..	79
Peel Teachers' Convention.....	79
CORRESPONDENCE.....	80
EXAMINATIONS.....	80
Second-class Professional Examination.....	80
Admission to High Schools.....	80
BOOKS RECEIVED.....	80

TERMS OF SUBSCRIPTION.

Two Dollars per annum, in advance.

Business communications and communications intended for the Editor should be on separate papers.

ADDRESS—
EDUCATIONAL WEEKLY,
GRIP OFFICE, TORONTO.

TERMS OF ADVERTISING.

(NO DEVIATION.)

Number of Insertions.....	1	5	13	26	52
Per Line, each insertion.....	10c.	9c.	8c.	7c.	6c.
One Column (47 lines).....	\$13 00	\$11 50	\$10 00	\$7 00	\$5 00
Half Page.....	24 00	22 00	19 00	17 00	15 00
Two Columns.....	33 00	30 00	27 00	24 00	20 00

Twenty per cent. advance on the above rates for preferred position, when specified.

Advertisements must be acceptable in every respect.
Copy received until Tuesday noon.

NEW DESIGNS OF

SCHOOL DESKS.

The improved "FAVORITE" seat folding, and the "Model" lid and seat folding desks, constructed on the improved method of dovetailing wood and iron together. Unequaled for perfect proportions, comfort, convenience, and durability.

Beware of imitations. Send for circulars of School and Office Desks.

W. STAHLSCHMIDT,
Desk Manufacturer, Preston, Ont.

BENGOUGH'S SHORTHAND AND BUSINESS INSTITUTE. Public Library, Building, Toronto. Shorthand, Type-writing, Business Forms, and Correspondence. Experienced and Practical Teachers. Thorough Tuition. Rates reasonable. THOS. BENGOUGH, (Official Reporter, York Co. Courts), Principal. GEO. BENGOUGH, Sec. MARY BENGOUGH, Type-Writing Supt.

\$100 REWARD
FOR ANY PREPARATION THAT
WILL EQUAL

"MAGNOLIA CREAM"

For the Complexion or Softening the Skin. A positive cure for any Eruption of the Face or Hands. For the removing of Tan or Freckles it cannot be equalled. Every bottle guaranteed to be as represented or money refunded.

Call at 19 Adelaide Street East, or address



this Compound will be found invaluable.
Price, 50 cents and \$1.00 per bottle.
Sent to any address on receipt of price. Call at 19 Adelaide Street East, or address

**HARTLAND'S
ANTI-TYPHOID
COMPOUND.**

This preparation is especially prepared and is a positive preventive of attacks of Typhoid, Intermittent Fevers, and Fevers of malarial type. Prompt results will follow its use. It acts on the stomach and organs of digestion, while its principal purpose is to invigorate the organs which are the actual filterers of all that is taken into the system. In all cases

THE HARTLAND CHEMICAL CO.

27 Wellington St. East, Toronto.

PLEASE MENTION THIS PAPER.

MORSE'S MOTTLED



*In competition with the World,
Morse's Soaps have been awarded the
following Medals for purity and
general excellence:*

CENTENNIAL, Philadelphia, 1876.

WORLD'S EXPOSITION, Paris, 1878.

DOMINION EXHIBITION, Ottawa, 1879.

DOMINION EXHIBITION, St. John, N. B., 1882.

INDUSTRIAL EXHIBITION, Toronto, 1880.

INDUSTRIAL EXHIBITION, do 1881.

INDUSTRIAL EXHIBITION, do 1882.

INDUSTRIAL EXHIBITION, do 1883.

—And two Silver Medals at the—

INDUSTRIAL EXHIBITION, TORONTO, 1884.

*The above succession of highest prizes
are the best guarantee the public can
have, that Morse's Soaps are the best
value in Canada.*

The Educational Weekly.

TORONTO, JANUARY 29, 1885.

We doubt if there is any class of men more energetic in the acquisition of knowledge and the cultivation of their minds, than teachers who are really interested in their work. So marked is this peculiarity, that we all know how it has been made the subject of humorous, but harmless laughter by innumerable writers—from Lamb's description of his pedagogic stage coach companion to the late Mr. Calverley's "The School Master Abroad with his Son."

TAKING for granted, then, this studious habit amongst teachers as a rule, it becomes a very important question to determine to what subjects (other than those to which their natural bent inclines them) it were best for them to devote themselves. There are, of course, numerous cases in which no choice is open to the teacher: he has this or that examination to pass, with its prescribed subjects; or he has involuntarily given himself up wholly to the study and teaching of one particular branch; or he has had neither the previous "grounding," nor possesses the present facilities for entering upon the acquisition of such subjects as he may desire. Nevertheless there undoubtedly are very many teachers who, having a large amount of spare time upon their hands, and possessing unbounded ambition and energies, find it often difficult to decide definitely and conclusively, the best and most advantageous subjects to learn.

AND such a choice we consider necessary. The age is one of specialism—a specialism, certainly, that is based upon a broad foundation, but nevertheless a specialism. There are but few we conceive, who would in those days be more sanguine of attaining success in the higher departments of teaching by a loose and incoherent knowledge of a variety of branches of learning (the only kind of knowledge possible in their rapidly growing stage) than by an exact and intimate acquaintance with but one or two. Whether or not such specialistic tendencies are to be deplored need not concern us: to the teacher they are inevitable.

TO return, then: is it possible to discover in what direction the general school education of the young is tending?—for will not this be our surest guide to the choice of a subject upon which to concentrate our powers? Is it possible to discover any signs which shall be evidence to us of the direction education is taking? We think it is: that it would be quite possible not only to find changes in the methods of teaching

classics, mathematics, the natural sciences, English, literature, history, and so on, but, also, to make more than a guess in prophesying which of these shall, at no very future date, be in the ascendant.

THE study of the English language, literature, and cognate branches, has, within the past few years, attained astonishing proportions. True, this development is seen in well nigh all branches, but in none, we assert, has it been so rapid or so wide spread as in English; more especially if under this title are included philology, ethnology, history, *belles lettres*, etc. The natural sciences may perhaps be a formidable rival in this progress; but as these are only remotely connected (in their higher branches) with the teaching in our schools, this need not be here discussed.

MANY things point to this development:—the reprints of old authors; the various new publications on the works and lives of English classical writers; the care taken to obtain accuracy of text; the eminent authors engaged upon such new productions; the diligence displayed in collecting the most exact information on every debatable point; the new interest taken in early English; and, above all, the scholarly manner in which all these are treated—all point to the preponderating influence of English and its cognate branches.

IF, as we hold, such change is gradually taking place, Canada first of all will feel its influence. The country we live in would seem to aid by its character and surroundings this gradual preference of an exacter knowledge of the mother tongue. Canada is democratic: high polish, culture, and refinement are not its goal; the obtaining of the necessaries of life concerns us more than does the enjoyment of its luxuries. Hence the ancient classics, the *pabulum* of all that is aristocratic, do not retain in the colonies the exalted position which they hold in the Mother Country. A misconstruction is not here a heinous crime, and a false quantity could never, in Canada, excite the derision with which it is greeted in England.

IF, then, we lose the classics as a basis of education we must fall back upon English. There is always a sort of undefined basis to education, and the transition from classics to English means only a change of foundation, not a removal.

NOR do we see much to be deplored in his change of basis—rather, we may say, much may be gained. For, first, all that is

sublime in the ancient Greek and Latin authors is these days preserved for us in our own mother tongue by translations of exceeding merit; second, their elegance of diction is rivalled, if not surpassed by writers speaking the language with which we are most intimate; and third, that systematic study of the construction of a language a factor of such inestimable importance in training the mind, is as feasible in English as it is in Latin or Greek.

AND as this tendency towards an exacter knowledge of English progresses, this factor will necessarily *pari passu* increase: we shall pay more attention to old English authors (who knows but that in time we shall resort to these for exercises in translation?); we shall perhaps make at all events a partial study of Anglo-Saxon a part of our school curriculum; our grammars will contain a large historical element explaining the changes of construction brought about by extraneous influences—so that the mental gymnastics which, it has so often been declared, the classics so excellently afford, will not be in any way absent in this change.

ANOTHER by no means unimportantly beneficial result that will undoubtedly accrue, is that we shall be able to study a work or an author in our own language, *as a whole*. The benefit of such a mode of learning all will admit. Mr. Matthew Arnold has laid much stress upon it. This mode of learning is, today, we unhesitatingly assert, lamentably absent from our school education. In Greek and Latin it is simply impossible until the pupil is well on in his undergraduate career. In English, even when it is attempted, the result is a failure. We may parse, analyse, explain, scan, repeat, and find parallel passages to, the whole of a poem, a play, or a romance, but is this in reality understanding it in the true sense of the word?

BUT under the change which we have predicted, with all the elements of the language learnt in our childhood, this true understanding of an author and his creations will be entirely possible. And with this will come a mental grasp wide and strong in its scope and power.

IF, then, we are right in this view, the subjects that should most engage the attention of young teachers—teachers who hope to be, say, twenty years from to-day, in the first ranks of educational leaders—are those of the English language and literature, with all the interesting connecting links without which English itself cannot be properly understood or taught.

Summary of News.

THE news from the Eastern hemisphere has this week been of a most serious and startling character. A part of the Tower of London has been demolished, and the interior of the House of Commons wrecked, by dynamite. Particulars of the latter are as follows:—The explosion took place about 'two o'clock on Saturday afternoon last, close to the House of Lords, near Westminster Hall. It is reported that the explosive was placed in a crypt under the building. The force of the shock was tremendous and was felt at a great distance. A second explosion occurred about three minutes after the first, the scene, this time, being in the strangers' gallery in the House of Commons. Saturday being the usual visiting day at the Houses of Parliament, the buildings contained a number of sight-seers. The explosions caused a panic among them, and those who were in the House of Commons fled precipitately. Many ladies were bruised in the crush. The second explosion was far more destructive, being in the lobby of the House of Commons which is completely demolished. The western extremity of the House is a total wreck. All the woodwork in that part of the building was shattered, and a wide hole made through the floor. The gallery was displaced, and even the solid stonework of the doorways either pulverized or shifted from position. Every pane of glass in the House was smashed to atoms. The gallery was generally dismantled. The shocks were felt in Pall Mall, and persons in the vicinity say the very earth shook. By the first explosion four persons were badly injured, including two policemen, who were fatally wounded.

The attack on the Tower was made on a portion of the building known as the White tower. It was fairly filled with visitors at the time, and most, if not all, of those hurt were moving about at the time of the explosion, while the Tower was almost completely wrecked by the force of the explosion. The roof was blown clear off the structure. Several children are among the injured. An Irishman of the name of Cunningham, *alias* Dalton, *alias* Gilbert has been arrested.

THE news from Egypt is also of a kind that has caused a good deal of uneasiness. For several days after the battle of Abu Klia no word was received from General Stewart, and intense anxiety was felt for the safety of his little army. Not till despatches were received in this country early on Thursday morning was it known that the general, though wounded, was safe. He is entrenched south of Metamneh, and is in communication with General Gordon.—This last piece of news has naturally been received with great rejoicings. General Wolseley telegraphs that Sir Charles Wilson—second in command under General Stewart—has gone to Khartoum on a steamer to confer with General Gordon. He will return as soon as possible to report personally to General Wolseley. An official despatch has been received from General Gordon himself which shows that his position at Khartoum is by no means as desperate as has been supposed. He says he could hold out there for years. Gen. Stewart's wounds are reported to be doing well. Particulars of the battle of the 19th show that the enemy numbered 7,000 men,

a large number of whom were cavalry, armed with rifles. The British loss was 20 killed and 60 wounded. The total loss of the enemy was 1,300. Firing began in the morning and lasted all day. Col. Burleigh, the special correspondent of the London *Telegraph*, and Lords Airlie and Somers, are among the wounded. General Stewart received his wound early in the engagement.

GEN. STEWART'S wound, while not fatal, is so serious that he will be disabled for the remainder of the present campaign. Gen. Wolseley considers the deprivation of his services a national loss. He characterizes Stewart as the ablest soldier and most dashing commander he ever knew, and recommends him to the Queen's most favorable consideration.

GEN. WILSON reports that nothing could exceed the coolness manifested by the British troops when exposed to the fire of the rebel sharpshooters on the morning of the 19th, the same qualities were again manifested on the afternoon of the same day, when they met the wild charge of Arab spearmen.

THE astounding mortality among the correspondents accompanying General Stewart is one of the chief features of interest in the news from the Soudan. Of five correspondents who started from Gakdul to the Nile, three have been killed, and one wounded.

THE total British loss, including the loss at Abu Klia, was 103 killed, and 216 wounded. The enemy's loss was 3,000 killed and wounded.

GEN. STEWART'S forces on leaving Gakdul wells consisted of about 2,000 picked fighting men.

ANOTHER British column is on the march, and Gen. Gordon's steamers are securing supplies and material.

By a reconnaissance of Metamneh made on the 21st, the place was found to be fortified. Sir Charles Wilson reports that he could have taken it, but it was not worth the loss of life which it would involve.

It is estimated that £3,000 will cover the damages at the Tower, including the replacing of the rifles.

TWO extra companies of troops and several detectives have been placed on guard at Buckingham palace.

THE police, although reticent, are believed to possess very strong clues to the perpetrators of the recent dynamite outrages.

SOLICITOR QUILLIAM, of Liverpool, has been engaged to defend Cunningham, the alleged dynamiter. An ample fund has been placed at his disposal.

It is reported that in the eastern portion of London attacks have been made on Irishmen, as a result of the feeling brought about by the explosions. Many of them have been beaten in the streets at night. The feeling of animosity against the Irish is spreading. The police have been ordered to prevent the outrages if possible.

It is rumoured the police have just arrested a woman who was in the act of entering the Royal Exchange with a quantity of dynamite concealed on her person. Rumour adds that three men, probably her accomplices, were arrested at the same time.

Notes and Comments.

THE concluding paragraphs of Dr. Calkins' address on "How May Thoughtlessness of Pupils be Removed?" have been left over for our next issue.

WE hope, in our next issue, to be able to insert brief reviews of two or three works, the names of which will be seen under the title of "Books Received." A large amount of matter of the character of news has taken all available space this week.

MR. ADOLPH SUTRO will model the free public library he intends to give to San Francisco after those of Leipsic, Gottingen, and Heidelberg. He already has 60,000 volumes for it, and will probably increase the number to 100,000. He will also erect a library building of splendid proportions.

WE call the attention of all young teachers, and especially of those who purpose attending a normal school, to Principal Kirkland's opening address, the first installment of which we give to-day. Its kindly tone, and practical information, will make an intending student feel as if acquainted with the institution even before he enters it.

OWING to the unfortunate omission of an illustration from Mr. Reading's third paper on *Perspective* we have reprinted the last half of the paper in this issue. So many of our subscribers have written to us expressing their appreciation of these articles that we are especially desirous that through no fault of ours will they be hindered in their prosecution of their study.

"WHAT is that," says Coleridge, "which first strikes us in a man of education? and which among educated men, so instantly distinguishes the man of superior mind, that we cannot stand under the same archway during a shower of rain without finding him out? Not any unusual interest of facts communicated by him. It is the unmeditated and evidently habitual arrangement of his words, grounded on the habit of foreseeing in each integral part, or (more plainly) in every sentence, the whole that he intends to communicate. However irregular and desultory his talk, there is method in the fragments."

WE have inserted in our "Public School" column this week a practical lesson on letter writing, adapted from Mr. Bernard Bigsby. If there is any one thing more than another that marks a thoroughly educated person, it is his or her ability to pen a correct note. And in Canada, unfortunately, there is a great deficiency of this. A letter writing lesson contains in it much besides the mere teaching of how to write a formal note, and is valuable to pupils belonging to any rank of society and intending to enter any line of life. We think, therefore, that it is space well utilized.

BESIDES the continuation of the *Fairy Land of Science*, Mr. Bengough's *Shorthand*, Mr. Reading's *Perspective*, the Kindergarten articles, and the interesting series of papers on *Auxiliary Educationists* by Dr. Hodgins, we have in store for the readers of the WEEKLY an excellent paper by Dr. Purslow, of Port Hope, on the *Mutual Obligations of Teachers and Trustees*, an article on *University Management*, by Mr. Robertson, of St. Catharines; a series of most practical and entertaining papers on *Physical Geography for Public Schools*, by Mr. James, of Cobourg; and an interesting school talk on *Pebbles* by the same author; and many other papers relating to school work. We have also in preparation a series of *Freehand Blackboard Drawing Lessons* which will be very useful to all teachers of drawing to young children.

THE amendment proposed by the corporation of Trinity that theology be recognized as one of the graduating departments of the Provincial University is based on the recognition, in the basis, of theology as an integral part of the Arts' curriculum. But there is a vast difference between allowing a candidate to take Christian ethics or the evidences of revealed religion as a substitute for, say, elementary optics, or civil polity, and accepting the examination of his college in the former as an equivalent for a university examination in the latter—between this, and allowing an affiliated college to practically step into the place of the university and determine the quality of a university degree by instituting a graduating course of theology, and examining and passing upon the merits of candidates for degrees therein.

WE sincerely hope that all those interested in the Kindergarten system read the articles we are giving, consecutively. We first gave a short sketch of Froebel; we are now giving Baroness von Marenholtz-Buelow's introduction to the use of the Kindergarten gifts. The Kindergarten system is always in great danger of being abused by those who use it without understanding it. The gifts are introduced without method, they are employed without any distinct apprehension of the faculties to be developed by using them. We suppose our readers to be students, and we propose that our articles shall be consecutive in this arrangement. When the present series of papers is finished, we shall take the "Gifts" up in order, with pictorial and other illustrations of their use. Let us remark here, that Kindergarten training should begin properly with the mother. If that is impossible then the children should be sent to the Kindergartens long before the age at which they are ordinarily sent to school.

AT one of the meetings of the Wisconsin State teachers' association in its winter session lately Professor Lucius Heritage, of the

State University, made some remarkably good remarks on the true method of acquiring languages. Speaking of the study of Latin, he emphasized the importance of committing to memory paradigms, and expressed serious doubts as to the utility of recent innovations in the teaching of the language, including the so-called "natural method." He insisted that the way in which the child picks up an acquaintance with his vernacular tongue is not necessarily the best way for the acquisition of a new language by a mature mind. His opinions, we think, are well founded. The objects for which a child learns Latin and Greek, and the objects for which he learns French and German, are dissimilar. The one is a training for the mind; the other cannot be called so. He may be said truly to "pick up an acquaintance" with the latter from his French governess and his German master. It is the system in the ancient languages, the study of which is the muscle-giving exercise to the mind, that makes the acquisition of them so beneficial.

IN the interesting and highly instructive report of the Royal Commissioners on Technical Education, recently issued in England, we are struck with the amount of attention that is given to drawing in the elementary schools of Europe. The report of the Commissioners on this subject in their visit to the various countries on the continent is prevented from being tiresome by the importance which they attach to it. They seem to have been particularly struck with the system of teaching drawing pursued in the schools of Belgium. Here each pupil is given a square metre of blackboard, upon which he practises, drawing with chalk various geometrical forms made up of "straight, inclined, and curved lines in their various combinations." After becoming proficient with the chalk, the pupil advances to the drawing of similar forms with charcoal on sugar paper; first in outline, and then in shading from the cast. In the third year he is led to drawing from life. The Commissioners aver, what we can well believe, that this system "produces great rapidity and boldness of work, without aiming at high finish, a style of drawing eminently fitted for artisans." They assert that it gives pupils a sufficient power of drawing for practical purposes in a far shorter time than is possible under the School of Art system prevalent in England.—*The Week*.

THE Clarendon press has of late years created a taste for the search for so-called parallel passages. We cannot help thinking that editors of Greek, Latin, and English works have sometimes carried this interesting and, in many cases, instructive method of adding to our knowledge rather beyond the limits of usefulness. Those who are fond of parallel passages, and who remember that

stanza of Whittier's which was inserted in our last issue:

We rise by things that are 'neath our feet;
By what we have mastered of good, and gain,
By the pride deposed and the passion slain;
By the vanquished ills that e'er hourly meet,

will find pleasure in comparing it with the following:—

St. Augustine, in one of his sermons, says. *De vitiis nostris scalam nobis facimus, si vitia ipsa calcamus*: We make of our vices a ladder if these same vices we trample under foot. Longfellow has paraphrased this admirably:

St. Augustine! well hast thou said,
That of our vices we can frame
A ladder, if we will but tread
Beneath our feet each deed of shame.

So Tennyson:

I held it truth, with him who sings
To one clear harp in divers tones
That men may rise on stepping-stones
Of their dead selves to better things.

It is a sublime thought worthy of beautiful expression. It is in instances such as these that parallel passages are useful.

THE Baroness von Marenholtz Buelow, the authoress of the series of papers introductory to the kindergarten "Gifts," now being republished in the WEEKLY, was the one friend of high rank whom Froebel had made, up to 1847—within four and a half years of his death. When the Baroness first saw him Froebel was engaged in leading some little barefoot village children up a hill, teaching them to dance and sing the while. Knowing what the people of the village were accustomed to say of him she exclaimed to a companion: "This man may be called an old fool by those around him, but perchance he is one of those whom their contemporaries despise, or cast stones at, and to whom future generations erect monuments." She soon made the acquaintance, and became the intimate friend of Froebel, whose life and purpose she at once fully understood and sympathized with. She introduced him to persons of influence, whom, but for her, he never would have known. The Grand Duke Weimar is reported to have said of him after hearing him talk at the Baroness's house, "He speaks like a prophet." The Baroness remained his friend until his death, collecting money to establish training schools for his kindergartners, bringing him under the notice of distinguished educators, among whom was the celebrated Diesterweg, who said, "I came to scoff, but stayed to revere"—defending him against the false accusations of theologians and politicians, and entering heartily into and aiding all his schemes. After his death in 1852 for twenty-five years she devoted herself to the kindergarten movement, establishing and conducting schools, training teachers, and writing books. *Her Recollections of Friedrich Froebel* afford the most accurate account we have of Froebel's life and opinions.

Literature and Science.

A LYRIC FROM TENNYSON'S "BECKETT."

Is it the wind of the dawn that I hear in the pine
overhead?
No; but the voice of the deep as it hollows the
cliffs of the land.
Is there a voice coming up with the voice of the
deep from the strand,
One coming up with a song in the flush of the
glimmering red?
Love that is born of the deep coming up with the
sun from the sea.
Love that can shape or can shatter a life till the
life shall have fled?
Nay, let us welcome him, Love that can lift up a
life from the dead.
Keep him away from the lone little isle. Let us
be, let us be.
Nay, let him make it his own, let him reign in it
—he, it is he.
Love that is born of the deep coming up with the
sun from the sea.

WE append to this the excellent criticism of the
Academy :—

The secret of the wonderful beauty of this lyric, beyond the indefinable charm that one always has to come back in the end, lies in two qualities: the perfect precision and gem-like clearness of the metre, and combined with that, the perfect freedom of the rhythmical movement. Each line is in musical quantity accurately the same as every other; and yet the metre is so treated that the same effect never recurs. This is most strikingly shown in the fifth and tenth lines. They are verbally the same; and yet their musical effect is completely different. It is a great delight too, in an age of slovenly anapaests, to find one who can show us what an anapestic movement ought to be. If there had been nothing in the volume but this lyric the volume would have been priceless.

LULLABY.

ALFRED TENNYSON.

SWEET and low, sweet and low,
Wind of the western sea,
Low, low, breathe and blow,
Wind of the western sea!
Over the rolling waters go,
Come from the dying moon, and blow,
Blow him again to me;
While my little one, while my pretty one, sleeps.
Sleep and rest, sleep and rest,
Father will come to thee soon;
Rest, rest, on mother's breast,
Father will come to thee soon;
Father will come to his babe in the nest,
Silver sails all out of the west,
Under the silver moon:
Sleep, my little one, sleep, my pretty one, sleep.

WE have inserted this exquisite song from *The Princess*, not only because it makes an excellent recitation exercise, but also because it contains the nucleus of the theme of the poem. There was published in 1882 an excellent little work called *A Study; with critical and explanatory notes of Alfred Tennyson's poem, "The Princess,"* by S. E. Dawson, from which we quote the following:— Finally comes the application of these charming parables. Too much for the resolution of the

"Princess" are these influences sweeping under the surface motives of human nature with irresistible sway. All theories are thrown aside, and in an outburst of tenderness, self-renunciation and faith, she yields. Having thus reached the central thought of the poem, we must look for the hero or heroine of the story; that is, for the one person who comes triumphant out of the turmoil. It is not either of the Kings; nor "Cyril;" nor "Arac"; it cannot be the "Prince"; nor is it even the grand "Princess," for she is vanquished at the moment of triumph. The poem is a medley in this respect, for the leading characters are all vanquished. All, save one—"Psyche's" baby—she is the conquering heroine of the epic. Ridiculous in the lecture-room, the babe, in the poem, as in the songs, is made the central point upon which the pivot turns; for the unconscious child is the concrete embodiment of nature herself, clearing away all merely intellectual theories by her silent influence. Ida feels the power of the child. Whenever the plot thickens the babe appears. We can see now that the unity, which runs through the songs is continuous also throughout the poem; and that the songs are not snatches of melody, thrown in to diversify the interest, but are integral parts of the main motive of the piece.

THE POSITIVISTS.

THE following satire is from the writings of Mortimer Collins, a contemporary of Hood's. He is best known for his contributions to newspapers and magazines. He wrote with great facility, confining himself chiefly to witty and humorous verse, much of which probably is destined to be long remembered. His best pieces were his satirical sketches, of which the following is an excellent example:

- I. Life and the Universe show spontaneity:
Down with ridiculous notions of Deity!
Churches and creeds are all lost in the mists;
Truth must be sought with Positivists.
- II. Wise are their teachers beyond all comparison,
Comte, Huxley, Tyndall, Mill, Morley and Harrison;
Who will adventure to enter the lists
With such a squadron of Positivists?
- III. Social arrangements are awful miscarriages;
Cause of a crime is our system of marriage.
Poets with sonnets, and lovers with trysts,
Kindle the ire of the Positivists.
- IV. Husbands and wives should be all one community,
Exquisite freedom with absolute unity.
Wedding-rings worse are than manacled wrists
Such is the creed of the Positivists.
- V. There was an ape in the days that were earlier;
Centuries passed, and his hair became curlier;
Centuries more gave a thumb to his wrist—
Then he was man and a Positivist.
- VI. If you are pious (mild form of Insanity),
Bow down and worship the mass of humanity.
Other religions are buried in mists;
We're our own Gods, say the Positivists.

THE FAIRY LAND OF SCIENCE.

MISS A. B. BUCKLEY.

(Continued from last issue.)

WHO does not love the sunbeams, and feel brighter and merrier as he watches them playing on the wall, sparkling like diamonds on the ripples of the sea, or making bows of colored light on the waterfall? Is not the sunbeam so dear to us that it has become a household word for all that is merry and gay? and when we want to describe the dearest, busiest little sprite amongst us, who wakes a smile on all faces wherever she goes,

do we not call her the "sunbeam of the house?"

And yet how little even the wisest among us know about the nature and work of these bright messengers of the sun as they dart across space!

Did you ever wake quite early in the morning, when it was pitch dark and you could see nothing, not even your own hand; and then lie watching as time went on till the light came gradually creeping in at the window? If you have done this you will have noticed that you can at first only just distinguish the dim outline of the furniture; then you can tell the difference between the white cloth on the table and the dark wardrobe beside it; then by degrees all the smaller details, the handles of the drawer, the pattern on the wall, and the different colors of all the objects in the room become clearer and clearer till at last you see all distinctly in broad daylight.

What has been happening here? and why have the things in the room become visible by such slow degrees? We say that the sun is rising, but we know very well that it is not the sun which moves, but that our earth has been turning slowly round, and bringing the little spot on which we live face to face with the great fiery ball, so that his beams can fall upon us.

Take a small globe, and stick a piece of black plaster over England, and then let a lighted lamp represent the sun, and turn the globe slowly, so that the spot creeps round from the dark side away from the lamp, until it catches, first the rays which pass along the side of the globe, then the more direct rays, and at last stands fully in the blaze of the light. Just this was happening to our spot of the world as you lay in bed and saw the light appear; and we have to learn to-day what those beams are which fall upon us and what they do for us.

First we must learn something about the sun itself, since it is the starting place of all the sunbeams. If the sun were a dark mass instead of a fiery one we should have none of these bright cheering messengers, and though we were turned face to face with him every day, we should remain in one cold eternal night. Now you will remember we mentioned in the last lecture that it is heat which shakes apart the little atoms of water and makes them float up in the air to fall again as rain; and that if the day is cold they fall as snow, and all the water is turned into ice. But if the sun were altogether dark, think how bitterly cold it would be; far colder than the most wintry weather ever known, because in the bitterest night some warmth comes out of the earth, where it has been stored from the sunlight which fell during the day. But if we never received any warmth at all, no water would ever rise up into the sky, no rain ever fall, no rivers flow,

and consequently no plants could grow and no animals live. All water would be in the form of snow and ice, and the earth would be one great frozen mass with nothing moving upon it.

So you see it becomes very interesting for us to learn what the sun is, and how he sends us his beams. How far from us do you think he is? On a fine summer's day when we can see him clearly, it looks as if we had only to get into a balloon and reach him as he sits in the sky, and yet we know roughly that he is more than ninety-one millions of miles distant from our earth.

These figures are so enormous that you cannot really grasp them. But imagine yourself in an express train, travelling at the tremendous rate of sixty miles an hour and never stopping. At that rate, if you wished to arrive at the sun to-day you would have been obliged to start 171 years ago. That is, you must have set off in the early part of the reign of Queen Anne, and you must have gone on, never, never resting, through the reigns of George I., George II., and the long reign of George III., then through those of George IV., William IV., and Victoria, whirling on day and night at express speed, and at last, to-day, you would have reached the sun!

And when you arrived there, how large do you think you would find him to be? Anaxagoras, a learned Greek, was laughed at by all his fellow Greeks because he said that the sun was as large as the Peloponnesus, that is about the size of Middlesex. How astonished they would have been if they could have known that not only is he bigger than the whole of Greece, but more than a million times bigger than the whole world!

Our world itself is a very large place, so large that our own country looks only like a tiny speck upon it, and an express train would take nearly a month to travel round it. Yet even our whole globe is nothing in size compared to the sun, for it only measures 8,000 miles across, while the sun measures more than 852,000.

Imagine for a moment that you could cut the sun and the earth each in half as you would cut an apple; then if you were to lay the flat side of the half-earth on the flat side of the half-sun it would take 106 such earths to stretch across the face of the sun.

One of the best ways to form an idea of the whole size of the sun is to imagine it to be hollow like an air-ball, and then see how many earths it would take to fill it. You would hardly believe that it would take one million, three hundred and thirty-one thousand globes the size of our world squeezed together. Just think, if a huge giant could travel all over the universe and gather worlds, all as big as ours, and were to make a heap of merely ten such worlds, how huge it would be; and then he must have a hundred such heaps of ten to make a thousand worlds; and then he must collect again a *thousand*

times that thousand to make a million, and when he had stuffed them all into the sun-ball he would still have only filled three-quarters of it!

After hearing this you will not be astonished that such a monster should give out an enormous quantity of light and heat; so enormous that it is almost impossible to form any idea of it. Sir John Herschel has, indeed, tried to picture it for us. He found that a ball of lime with a flame of oxygen and hydrogen playing round it (such as we use in magic lanterns and call oxy-hydrogen light) becomes so violently hot that it gives the most brilliant artificial light we can get—such that you cannot put your eye near it without injury. Yet if you wanted to have a light as strong as that of our sun, it would not be enough to make such a lime-ball as big as the sun is. No, you must make it as big as 146 suns, or more than 146,000,000 times as big as our earth, in order to get the right amount of light. Then you would have a tolerably good artificial sun; for we know that the body of the sun gives out an intense white light, just as the lime-ball does, and that, like it, it has an atmosphere of glowing gases around it.

But perhaps we get the best idea of the mighty heat and light of the sun by remembering how few of the rays which dart out on all sides from this fiery ball can reach our tiny globe, and yet how powerful they are. Look at the globe of a lamp in the middle of the room, and see how its light pours out on all sides and into every corner; then take a grain of mustard-seed, which will very well represent the comparative size of our earth, and hold it up at a distance from the lamp. How very few of all those rays which are filling the room fall on the little mustard-seed, and just so few does our earth catch of the rays which dart out from the sun. And yet this small quantity (1/2000 millionth part of the whole) does nearly all the work of our world.

In order to see how powerful the sun's rays are, you have only to take a magnifying glass and gather them to a point on a piece of brown paper, for they will set the paper alight. Sir John Herschel tells us that at the Cape of Good Hope the heat was even so great that he cooked a beefsteak and roasted some eggs by merely putting them in the sun, in a box with a glass lid! Indeed, just as we should all be frozen to death if the sun were cold, so we should all be burnt up with intolerable heat if his fierce rays fell with all their might upon us. But we have an invisible veil protecting us, made—of what do you think? Of those tiny particles of water which the sunbeams draw up and scatter in the air, and which, as we shall see further on, cut off part of the intense heat and make the air cool and pleasant for us.

We have now learnt something of the distance, the size, the light, the heat of the sun

—the great source of the sunbeams. But we are as yet no nearer the answer to the question, What is a sunbeam? how does the sun touch our earth?

Now suppose I wish to touch you from this platform where I stand, I can do it in two ways. Firstly, I can throw something at you and hit you—in this case a *thing* will have passed across the space from me to you. Or, secondly, if I could make a violent movement so as to shake the floor of the room, you would feel a quivering motion; and so I should touch you across the whole distance of the room. But in this case no *thing* would have passed from me to you but a movement or a *wave*, which passed along the boards of the floor. Again, if I speak to you, how does the sound reach your ear? Not by anything being thrown from my mouth to your ear, but by the motion of the air. When I speak I agitate the air near my mouth, and that makes a wave in the air beyond, and that one, another, and another, till the last wave hits the drum of your ear.

Thus we see there are two ways of touching anything at a distance; 1st, by throwing some *thing* at it and hitting it; 2nd, by sending a movement or *wave* across to it, as in the case of the quivering boards and the air.

Now the great natural philosopher Newton, thought that the sun touched us in the first of these ways, and that sunbeams were made of very minute atoms of matter thrown out by the sun, and making a perpetual cannonade on our eyes. It is easy to understand that this would make us see light and feel heat, just as a blow in the eye makes us see stars, or on the body makes it feel hot; and for a long time this explanation was supposed to be the true one. But we know now that there are many facts which cannot be explained on this theory, though we cannot go into them here. What we will do, is to try and understand what now seems to be the true explanation of a sunbeam.

About the same time that Newton wrote, a Dutchman, named Huyghens, suggested that light comes from the sun in tiny waves, travelling across space much in the same way as ripples travel across a pond. The only difficulty was to explain in what substance these waves could be travelling: not through water, for we know that there is no water in space—nor through air, for the air stops at a comparatively short distance from our earth. There must then be something filling all space between us and the sun, finer than either water or air.

And now I must ask you to use all your imagination, for I want you to picture to yourselves something quite as invisible as the Emperor's new clothes in Andersen's fairy-tale, only with this difference, that our invisible *something* is very active; and though we can neither see it nor touch it we know it by its effects.

(To be continued in next issue.)

Educational Opinion.

AN ADDRESS,

Delivered to the Students of the Present Session of the Normal School, Toronto, on Wednesday, Jan. 21, by Principal Kirkland.

LADIES AND GENTLEMEN:—At the opening of each session of the Normal School it has been customary to address a few words of welcome, encouragement, and advice to the incoming students. In accordance with this custom I now, on my own behalf and on behalf of my colleagues, bid you a kindly welcome to these halls. We hope that you may find your stay here both pleasant and profitable, and that you may leave us better fitted to discharge the high and important duties of the profession you have chosen. We trust you will find us devoted to your welfare, ever ready to sympathise with your aspirations, desirous to remove your difficulties, and not deficient in kindly regard even to your weaknesses.

To some of you this may be your first departure from home and friends, and in that case the homesickness that comes to all will come to you. We heartily sympathise with you, and assure you that the best remedy is to resolutely get to work, and in the discharge of present duty, to forget joys left behind. To the greater number of you this period of your life is past. You have been trained in county model schools, you have been teachers of town or country schools, and as such you are already familiar with the kind of life you will have to lead while attending this institution. But even you will miss many comforts previously enjoyed, and will have to spend evenings, lately devoted to social intercourse, in hard study. You may find all this more or less irksome. You must remember, however, that nothing really worth possessing is obtained without hard toil and much trouble; and what you are striving to obtain is worth your very best efforts, and when obtained will amply repay your greatest self-denial.

It would be superfluous to say anything about the dignity and nobility of your profession. It is impossible to unduly magnify your office. Every day it is becoming more and more important. You will have no small share in forming the minds of this great Province, and thus, in a measure, controlling its destiny. Upon the faithfulness and ability with which you discharge the important duties entrusted to you, will depend the issue of the great social problems committed to us. Let then, nothing on your part be wanting to a full discharge of these duties, and to this end ever cherish a sound and wholesome enthusiasm in respect to the great work to which you have devoted yourselves. In some departments of life men may work for wages and still do their work fairly well. It is not so in your profession.

You must have a real love for your work, or success is impossible. I am sure you will heartily endorse the sentiments expressed in the following lines:—

"To guide the head, to teach the heart,
To train the opening mind,
Be henceforth my delightful task,
In which my joy I find."

"Unseen, obscure, may be my lot,
My work unknown to fame,
But let me calmly toil to trace
On minds the deathless name."

"That name which stands on record high
The symbol and the text
Of all that's great through rolling time,
To future endless rest."

Having lately left school where you were "monarchs of all you surveyed," you may possibly not take kindly to the restraints and discipline of a Normal School. We hope that this will not be the case; that you will be as ready to obey here, as you were to exact obedience in your own schools. I am sure we will find the most ready obedience from those whose own schools were models of good order. You will find no restraints here but such as the experience of nearly half a century has shown to be necessary and beneficial. You will find a few rules for your guidance at the end of the Syllabus of Lectures, and these we expect you will scrupulously observe. Every breach of their observance will come up in judgment against you at the close of the term, if not before that time.

I would specially call your attention to the rule enjoining punctuality. The want of it is one of the besetting sins of this age. It is so easy to be a little late in getting into the class-room; to be a little late in doing everything. It is not so easy to be a prompt and punctual character. But it is a habit well worth acquiring. It will be of inestimable value to you. With it, you will readily do much more work and with far greater ease and satisfaction to yourself.

If any of you have been in the habit of getting up work simply for the purpose of passing certain examinations, I hope that you have not brought that habit here. It has a bad influence, both on mind and character, and besides, it is the worst possible way to prepare for an examination. Learn to look at a subject from all sides, and get it up for its own sake. Your standing here will depend more on your daily work, than on the examination that will be held at the end of the term, and this will be estimated by the thoroughness with which you master the subject. Honest, earnest work will be highly esteemed. Mere cram will count for little. Let nothing but illness prevent you coming to the class-room thoroughly prepared.

Let me urge you to begin work at once, —this very evening, if you have not begun already. A few days' idleness at the beginning of a session, is more injurious than a fortnight's idleness at its close. If

you fail to master the beginning of a subject, you will be in clouds and darkness to the end of it. Many a clever student has suffered the fate of Napoleon and his army at Moscow. They were not beaten in fair fight. They were beaten by the elements. And let me urge you to be earnest and systematic in your studies. What you cannot do between seven o'clock in the morning and ten o'clock at night cannot be done by you. If you try to work until one or two o'clock in the morning, your health will assuredly suffer. Your hopes and prospects must depend on your health. If the bodily powers fail, your mind so far sympathises as to be unfitted for making progress in study. Many a bright and promising student has disappointed his teachers and friends simply because he tried to do too much in a given time. You will be here from nine in the morning, until four in the afternoon. Let the next two hours be given to exercise and recreation. You will then have about three hours for study in the evening. In this way you will retain both health and cheerfulness.

Do not quarrel with the subjects you will be required to study. Some of the truest and deepest lessons of life are learned unconsciously. Some of you may have to devote yourselves to certain branches of study for which you have no special aptitude or inclination. You apply yourselves resolutely to the subject, resolutely ignore the distaste which it inspires, plod slowly and steadily onward. But in the end others, whose talents surpass yours, or to whom the study which you dislike is naturally congenial, bear away the palm from your plodding industry. Your time, however, has been far from misspent. Without being aware of it you have gained a prize more valuable than any mere temporary distinction. You have learned that patience and perseverance may compensate for defects of nature. That difficulties which appal the half-hearted beginner, vanish before the resolute assailant; that you possess powers hitherto unknown, even to yourself—the power of overcoming inherent prejudices, and developing hidden energies. Henceforth you will encounter obstacles with the cheerful confidence of one who has already been tried by opposition and not found wanting, and perhaps attain success by simply believing yourself able to succeed.

Possunt quia posse videntur.

Acquire the perseverance that knows no defeat; that perception which seizes at a glance the salient points of any subject; that clear appreciation which sees treasures where others see trifles. These are gifts which constitute true power, and they are within the reach of you all. Every task manfully overcome strengthens the will; every observation justly made, clears the perception. In all human philosophy there are no truer and

nobler words than the saying, "In all labor there is profit." The baffled student may console himself that not one of his apparently fruitless efforts is in reality wasted, any more than the wind-wafted seed that enriches the desert of Africa, or the wave-tossed cocoanut which fertilizes the islets of the Pacific.

Amongst the subjects that will occupy your attention during the next five months you will find many old friends, and perhaps some new faces. With the old, I am sure you will gladly renew your acquaintance; and for the new, I bespeak a cordial welcome. Amongst the latter, some of you will find mental science, more especially psychology. You must endeavour to master its first principles. It is the foundation of the science of education. And above all other subjects it seems to open the mind, and give it eyes, like the wings of the Cherubim in Ezekiel's vision.

You will be expected to become familiar with the history of education, and educational theories. You will have brought before you the methods of the world's great teachers. You will learn Jacotot's system of teaching languages, Pestalozzi's mode of teaching arithmetic, the simultaneous method of teaching reading, the Socratic method of interrogation, Locke's and Milton's plans of study, and Rousseau's notions of discipline. But you must not rest content with learning them. You must intelligently criticise these, and all subjects brought before you. You must "read, mark, learn, and inwardly digest" them, and be ever ready to give reasons for the opinions which you hold.

With the science and art of education you are not unfamiliar. Your training in county models, and your own teaching and reading, have made you more or less familiar with these subjects. But enough still remains unlearned to tax your highest efforts. It is a truth, very imperfectly recognized, that the education of a child depends not only on what he learns, but still more on how he learns it; and that some power of his mind is being daily improved or injured by the methods which are adopted in teaching him. To the art of education you must give very special attention; for the difference in schools arises less frequently from lack of acquirements on the part of the teacher, than from ignorance of the art of communicating what he knows. But while a thorough training in the art of communicating knowledge is of the highest value, the trained teacher has his besetting sins. His faith in the art of explanation leads him to explain too much. He does not economize words. He is carried away by certain rules and types of lesson-giving, to which he thinks all teaching should conform. He is apt to leave the learner too little exercise of his own faculties. He resembles the Sandwich Islanders who kept plucking up the corn to see if it were growing. Last summer I watched a teacher

in an excellent school in London, England, teaching a class of boys to demonstrate a proposition in Euclid. The first boy enunciated the theorem, the next began the construction, and each was called upon in turn to supply one sentence, or part of a sentence, of the demonstration. During all this time the master kept up a running fire of commentary illustration and remonstrance; interpolating a word here, and a suggestion there, calling attention to the various links in the chain of reasoning, which were not promptly supplied by the pupils. It is needless to say that a lesson in Euclid has little or no value except as exercise in close attention and continuity of thought, and that it is quite possible for learners to supply missing links in the chain of demonstration without possessing any real mastery over the arguments of which they severally form a part. In this case it seemed to me, that through his excessive anxiety to make everything intelligible, the teacher had deprived his pupils of exactly that intellectual discipline which the study of Euclid is meant to give. Still, faults like these are less prevalent and less mischievous than the opposite mistakes of coldness, and dullness, and lack of sympathy. They are often found among really good teachers. They should be duly recognized and guarded against. Charles Kingsley, in his "Water Babies," describes a school in which the teacher learnt all the lessons, and the pupils heard them. In that case the work was too much one-sided, and on the wrong side too.

We will not have to ask you to renew your acquaintance with the grand old mother tongue, for I am sure you have never dropped it from the list of your familiar friends. The love of our language is simply the love of country, expressing itself in another form. If the great deeds of the empire, of which we form no unimportant part, are precious to us, if the great men of that empire have lived and died, and bequeathed to us a name which we must not make less, if we feel ourselves made greater by their greatness, what deeds can be greater than to have bequeathed to us a language rich, strong and harmonious, fit for every purpose of the poet, the orator, and the divine. To know this language is an object worthy of your ambition. Be guardians of its purity, not corrupters of it. You will have to teach it to others. See that your own acquaintance with it is not superficial.

It would be treason to the nineteenth century if you were sent forth as duly qualified teachers, without having at least a fair knowledge of the physical and natural sciences. Even if nothing useful were to be gained by the study of science, it would be a shame to pass our lives in this well-ordered and harmonious world and catch no echoes of the music of its laws; to be surrounded every day by mysteries, none of which we ever tried to

penetrate; to possess a body fearfully and wonderfully made, and cast no thought on its structure; to travel sixty miles an hour by steam, to have time and space annihilated by telegraph and telephone, and yet know nothing of the nature of heat and electricity. But we have still stronger reasons for making ourselves acquainted with scientific truth. We are born into a world in which phenomena take place according to fixed laws. In such a world we are appointed to live, and in it all our work is to be done. Our whole working power depends on our knowing the laws of the world, that is the properties of the things which we have to work with, and work among, and work upon. If we violate these laws, punishment comes swift and sure. The processes by which truth is attained are reasoning and observation, and these have been carried to their greatest perfection in these sciences. All through life we want to find out truth. If farmers, we want to find what will improve the soil; if merchants, what will influence the markets; and if teachers, how to educate, so as to endeavour to form and develop a perfect life. Now, however different these searches after truth may look, and however unlike they are in their subject-matter, the methods of getting at the truth are the same as that pursued in arriving at truth in physical sciences. And finally, by the study of science we are raised to an understanding of the infinite wisdom and goodness which the Creator has displayed in all His works. We are able to follow, as it were, with our eyes, the marvellous works of the Great Architect of Nature, and to trace the unbounded power and exquisite skill which are exhibited in the most minute, as well as in the mightiest parts of His system.

I must not venture on the subject of mathematics. The importance of the study of these great truths which are demonstrated and settled for ever, is recognized by all. Your attention will be especially directed to the best methods of teaching this subject, and to the grand generalizations of the science, and to the unity that exists among its different branches.

You will be required to devote a considerable time to music and drawing. As taught here, they are not mere ornamental branches. The acquisition of the knowledge of musical symbols, the practice of the eye in rapidly overlooking and reading, of the ear in rapidly detecting the significance of what is heard—these are gains assuredly not to be lightly esteemed, since by them alone, we can have access to a region of thought and poetry not reducible to picture or word-language. But these are not the sole gains. The discipline which must be passed through on the way to this end cannot but have left you mentally stronger, and better fitted to grapple with the difficulties of other subjects.

(To be continued.)

TORONTO:

THURSDAY, JANUARY 29, 1885.

APOLOGIES.

OWING to unavoidable circumstances, the editor of this paper was unable to attend to the "make-up" of last week's number, and some very annoying confusion and disarrangement was the result. For this reason, too, a notice evidently intended as complimentary to our esteemed contemporary, the *Canada School Journal*, was inserted in our paper, as if it referred to us. We have sent our apologies to the editor and manager of the *Journal*, and now desire to make the *amende* publicly.

Owing to the pressure upon the editor's time incident to the starting of a new enterprise, and for other reasons, the managers have deemed it best to secure adequate assistance. Mr. T. Arnold Haultain, M.A., a journalist of experience, will, until further notice, devote himself entirely to the interests of the WEEKLY, and supplement the labors of the regular editor.

TO THE VERY YOUNGEST
TEACHERS.

II.

IN my first talk with you I tried to impress upon you, what no doubt you fully recognized before, that the first and principal requisite of a teacher is *character*; that we should all earnestly try to make our lives ideal, but that the moment we begin to think them so, then is their influence vain. He who strives for character is like him who strives for knowledge: with each height gained, the prospect grows wider—not only of that which has been achieved, but of that which is still to be overcome.

But practically, how are you to give evidence of character? How are you to exert it if you possess it? What are you to do by which your pupils are to feel the impress of your living among them? The first thing to be said is that your character (I use the word in its good sense, and shall do so in these papers) must be real, not assumed. This is a point at which it is critical to give advice; because it is so hard for one, other than yourselves, and especially a stranger, to take in, to comprehend, the very varying qualities of your own characters, and the varying influences to which you are exposed. I have known some young teachers, because they thought

hypocrisy contemptible—and truly it is—to make no attempt at concealing a bad habit; and perhaps none to remove it. But you must remember that every word of yours, and every act of yours, becomes a text which all your pupils believe in and follow; and hence if you exhibit your bad habit before them, they naturally make your doing so a justification for their following it. So here is a case where it is best to *conceal* your habit. But that is not enough. If you have concealed your habit, because its influence would be hurtful to your pupils, you will soon recognize, provided you are one who is earnest in the pursuit of character, that it is best to abandon it altogether, best both for your influence upon others, and best for yourself. And so, with each clearer recognition of the influence of your own character on your pupils, there will be first the effort on your part to present before them a correct pattern, and secondly, what is of far more value, the endeavour to have your heart, and all the springs of your conduct, pure and undefiled.

The fact is, that in this, as in so many other things, one main principle comprehends an infinitude of rules. Your conduct before your pupils will be good or hurtful, according as you recognize your personal responsibility to them or deny it. Take the simple case of reading the Scriptures, which is one of your most important duties. It may be, that in your religious beliefs you are quite at variance with the beliefs of the parents of your pupils, or let us say, of the pupils themselves. And it may be too, that some of you do not attach the same importance to the reading of the Bible, or to the study of the Bible, that you should, or that the vast majority of the people in this province do. But the Bible is a book that contains the faith of the people, it is believed to be the word of God. It is held by nearly the whole civilized world to be the dearest possession that earth has. It has been made sacred by associations which are beyond all computation. Take the very lowest phase of religious belief and sentiment possible to a man, and he cannot but read this book with veneration; with a feeling akin to awe. And then remember, too, that, independent of the question of its inspiration, it has been held by moralists of all time to contain the most elevated code of morality that the world has known. It is admitted even by pronounced skeptics

that if this world of ours would live conformably to the bare moral teaching of the New Testament, even without any regard whatever for its spiritual side, the world would be infinitely better and happier. Now if any of you should be one who has lost faith in the Bible, and perhaps some of you have, if you have that earnest desire for truth—*truth* remember, not mere opinion,—which is comprehended in character as we have defined it, you cannot but regard the Bible with reverence, for it is held to be the truth by a number so great as to demand recognition of its claim, and you will listen to its teachings, and you will read it with veneration; and as the meaning of it grows clearer and clearer to you, you will learn to read it with love. And why? because the Bible is believed, and has for ages been believed, to be the word of God. And what is God? Is not God to everyone, believer and unbeliever alike, the embodiment of goodness, and perfection and wisdom, and justice and love? Take the case of one of you who, heretofore, has not had the least regard for God and the Bible. Is it not a good thing, is it not the best thing, to be able to declare yourself on the side of all that is good, and perfect, and wise, and just and loving? And how much more potent will your character be for good among your pupils if they know you have declared yourself to be on this side! And how can they know this? How can they judge of it better than by your reverence for the Bible, and your love of its teaching,—it, the world's symbol of all that is best and holiest in the universe?

So much have I said to you that are least careful to regard the Bible with reverence; to you who have gone to it, as to a fountain for the water of life, I have little to say,—you already know all I can tell you—except this, that if you have accepted its teaching, and set your life by it, you have chosen the highest standard, and you must be all the more careful that your life corresponds with this standard. I say this not to discourage you, but rather to encourage you, that as the standard is high, so will be the character of the life, if it really be patterned after the standard; for will it not be of the pattern that was "perfect unselfishness, perfect beneficence, perfect sympathy, perfect devotion to duty, perfect rectitude, and perfect patience."

JOHN E. BRYANT.

RENEWAL OF THIRD-CLASS CERTIFICATES.

ONE somewhat just complaint concerning the duration of certificates has been frequently made, *i. e.*, that teachers of the Third Class are forced to obtain a second class certificate at the end of three years, or leave the profession. This has been a real hardship, an injustice, in many cases. It affects very materially for injury many schools where, for good reasons, only teachers of the Third Class can be employed. No sooner does a teacher begin to show himself competent, no sooner has he acquired that knowledge of his pupils' characters and circumstances, which is essential to the best results, than he is forced to go back to a high school to obtain a higher grade of certificate, or he must abandon teaching altogether. Peculiarly hard is this in the case of lady teachers, many of whom do not wish to go beyond a third class certificate. Indeed, for the work they usually are required to do in this Province, we doubt if the possession of a higher certificate is really of any benefit to them. Our own opinion is that their time could be better employed in cultivating special branches of study suited to their tastes, than in going back to school to acquire a knowledge of a mass of subjects quite distasteful to them, and of very little use to them.

Heretofore the only way to keep in the profession successful teachers of the Third Class, who did not wish to seek a higher grade of certificate, was to grant them an "extension" of their third-class certificates. This was done first by the application of the teacher to the inspector, then by a recommendation of the inspector to the minister. It is degrading to the teacher to be put into a position to ask for anything of anyone. If it is right for him to get it at all, he should not have to ask for it. If he has no right to it, it is wrong and presumptuous in him to ask for it, and he ought to have no chance to do so. But this was the only way.

Then the inspector was placed in a delicate position. He had to recommend those whom he knew to be incompetent, or be exposed to the charge of favoritism. The minister was in a worse position. Not knowing, perhaps, one in five hundred of those who made application for the extension, he had to listen to the representations of interested parties, or depend entirely upon the reports of the inspectors. In either case

he was the object of accusation. In the first, he was inevitably accused of partyism; in the second, so varied have been the views and actions of inspectors in this matter, that he could not escape the charge of interfering with the status of teachers of the Third Class, causing it to differ with every county.

By section 9 of the late regulations, this sort of thing is partially remedied. Teachers holding third-class certificates about to expire, or that have expired, instead of applying for a renewal of their certificates may go up for examination at a third-class non-professional examination, and if successful, they are allowed an extension of their certificates for three more years; but if unsuccessful in obtaining the aggregate of marks required for passing, but successful in obtaining the minimum required for each subject, the inspector, in whose inspectorate the candidate has taught, may grant a sufficient number of marks (not exceeding 200) as a result of efficiency and aptitude in teaching, to make up the required aggregate. Teachers of spirit and independence now will never think of applying to the inspector from year to year for an extension of certificates; nor will inspectors encourage teachers to prove themselves thus inert; nor indeed would the minister be wise in allowing the now regular method of obtaining an extension to be disregarded.

Another concession in the way of recognizing experience as an important element in a teacher's qualification, is still needed. Teachers who, at any non-professional examination, whether the first or any subsequent one, succeed in taking a non-professional second-class standing, should, if they have completed the model school course, be granted a *permanent* third-class certificate. As things now are many of the schools of Ontario are like the stalls of a horse fair: they rarely have the same occupants two years in succession.

Table Talk.

It is said that the *Manhattan Magazine* is to be revived.

GEORGE BANCROFT, the venerable historian, has written a paper on *Holmes' Life of Emerson* for the February *North American Review*.—*Critic*.

MR. H. H. FURNESS has given \$1,000 to Vassar College, to establish a Kate Rogers Furness prize fund, in memory of his deceased wife. Mrs. Furness was the compiler of a valuable *Concordance to Shakespeare's Poems*.

JOHN BIGELOW is to edit *The Writings and Speeches of Samuel J. Tilden*, to be shortly published by Harper Bros.

EXCELLENT educational work is being done under the direction of the managers of the American Museum of Natural History. The lectures to public school teachers are so largely attended that it has been necessary to ask the Park Commissioners to order an addition to be made to the building. The structure as it stands is only a small part of the contemplated whole, so that the request for an addition, backed by a good reason, is always in order. We are glad to learn that the Commissioners have considered the matter favorably.—*New York Tribune*.

ENGLISHMEN are very fond of expressing, and Americans very fond of listening to, their impressions of America. The *Critic* has been publishing some of Mr. Gosse's opinions, from which we call the following:—

I was very much surprised at the number of men that came to the lectures. The room was perfectly crowded, and I was struck by the large percentage of picturesque male heads. I was struck, of course, by the critical character of the audiences in Boston; how very bright and sharp they were, and how sensitive; how promptly they perceived one's standpoint, and how they hesitated for some little time before making up their minds whether they were to be pleased or not! A certain advantage I have enjoyed in this country has arisen, I fancy, from the predominance of scientific instruction. There has recently been so much lecturing on physical science, and the literary and historical criticism I have attempted has been so little practised, that people have been delighted to come back to the old popular theme. It is hard to understand America, but perhaps the first step toward understanding is sympathy. I went to Danvers and saw Mr. Whittier at his home. He talked to me about the Concord riots and all the romance of the anti-slavery times, and I had great difficulty in tearing myself away. Then I had a wonderful day at Salem. A soft sea-mist hung over the town as I wandered about it. I was deeply impressed with the strange sentiment of the place, and walked about the streets until I was thoroughly soaked with the old Puritan spirit. I hope some day to write about Salem. I was invited to lecture at Harvard. I was deeply interested in comparing our Cambridge with this Cambridge. It is not like old Cambridge or Oxford. We keep up the old domiciliary system. Our colleges are like medieval fortresses; they are shut at night from the rest of the world, and not a soul can get in or out without the porter's bringing the keys. At Harvard it would be impossible to do that. The buildings are all isolated. Harvard gave me the impression of an English college in the quad of which a shell has burst; the halls are all separate, and you can walk all round them. There is a great deal more pomp, and form, and precision of life in our two universities. They have lost all that at Harvard. . . . I want to say how much we were struck with the beauty of Boston. The situation is lovely. It has not been sufficiently appreciated by English travellers. The architecture of the town, both early and recent, is full of distinction. . . . Walt Whitman is a wonderful old man; so serene and lovely, so unaffected and so beautiful, with his long white hair. You know that his rhapsodies—for I must not quite call them poems—have always had a larger audience in England than with you. . . . I was very much struck by the difference between the five different eastern cities I have seen, Boston, New York, Philadelphia, Baltimore and Washington. And it is very curious and interesting to an Englishman to feel the different social pulses beating in the five different cities. We, at home, have been inclined toward centralization. Our provincial towns are merely a pal imitation of London. I felt very strongly, while moving in the society of each city, the great difference between them all, and the independence of each.

Music.

TOSTI, the song composer, will probably live in London altogether hereafter.

HEINRICH HOFMANN has completed a new comic opera, entitled *Donna Diana*.

A NEW paper, the *Opera*, is projected for Milan, where twenty musical papers already exist.

HERR JOACHIM will be the director of the third Schleswig-Holstein festival, to be held at Kiel this year.

SIGNOR ROTOLI, one of the most popular musicians in Rome, will presently come to this country to fill a professorship in Boston.

AT the performance of the *Messiah* recently in England by the Albert Hall Choral Society, the following well-known names appeared on the programme:—Madame Valeria, Madame Patey, Mr. Lloyd, Mr. Watkin Mills.

THE Handel and Haydn Society, of Boston is devoting the entire season to the works of Handel, by way of commemorating the two hundredth anniversary of his birth, which occurred Feb. 23rd, 1685, also the year in which Bach was born.

MR. JOSEPH BENNETT, the musical critic of the London *Daily Telegraph*, has relinquished his original intention to winter in Canada, and is now to travel round the Pacific coast from San Francisco and work his way back by the Atlantic coast to Boston.

THE *Popular Science Monthly* attacks the pianos in this style: "It is the family vampire which has snapped the vitality of thousands of young girls by keeping them from the healthful recreation and exercise they so much need."

MUSICIANS may be interested to know the six largest and most important organs in Europe; they are: Riga Cathedral, 124 stops; Albert Hall, London, 111; St. Sulpice, Paris, 110; St. George's Hall, Liverpool, 100; Ulm Cathedral, 100; Doncaster Parish Church, 94. The last has 5 manuals, the rest 4.

SOME interest has been aroused in New York by the appearance of a small detachment of Hungarian players forming a portion of the band of the Duke of Lichtenstein's Hussars. In addition to the regular stringed instruments this small orchestra has an E flat and a B flat clarinet and a cymbal, quite a different instrument from that usually known by this name.

ARRANGEMENTS are complete for the Chicago Opera Festival, which is to take place in the Exposition Building, April 6th (Easter Monday) to 12th. The Association has contracted with Colonel Mapleson for the appearance of Patti, Scalchi, Nevada, Albani and Mine. Dursch-Madi. He will also furnish a chorus of sixty voices to be reinforced by the local chorus of two hundred. The orchestra, under Arditi, will number one hundred. The auditorium will hold eight thousand, and a large stage and proscenium will be built. The operas will include *Lohengrin*, *Aida*, *Der Freischutz*, *Faust*, and *Mirella*. The price of seats will be \$1, \$2, and \$3.50. Cheap rates will, of course, be issued by different railroad companies in anticipation of excursion parties from other cities.

Drama.

CLARA LOUISE KELLOGG with a complete concert company will appear in grand concert in Toronto early in February.

THERE is not the remotest foundation for the statement which has been circulated that Manager Abbey will take Miss Fortescue to America and conduct her tour there.

EVERY one probably has heard of the rival claims of Coleridge and Schlegel (August Wilhelm) on the question of the priority of many of the critical theories promulgated in their lectures. Whoever was first in the field certainly many of these theories are very similar, notably that beautiful and ingenious explanation of the difference between ancient and modern drama. The Greek drama they compared to a statue; the modern or romantic to a picture.

MESSRS. SCOTT'S unique *Shakespeariana* commences a second volume in amended shape, but retaining the same interesting features. In the January issue is reproduced the Earl of Lytton's criticism of the London critics apropos of Miss Mary Anderson's "Juliet." A capital essay on "Shakespeare and Bacon," giving cogent reasons for the belief that Shakespeare was himself, appears from the pen of Henry Hooper, and Mr. Parker Norris has an able article on "The Editors of Shakespeare." The departments are replete with matters of special interest to the dramatic student.—*The Week*.

IN a recent number of the *Athenæum* appears an interesting little article on the age of "Hamlet." We give the gist of it:—Passing over the inconsistencies which, Mr. Low points out, exist in the play, we may proceed at once to the principal question. "Why," Mr. Low asks, "were the words 'I have been sexton here, man and boy, thirty years,' (which do not occur in the first quarto) inserted in the later editions?" The explanation given us is this: William Kemp, "the most celebrated clown, next to Tarlton, of the Elizabethan stage, a writer of 'jigges' or farces, the leading low comedian of the Lord Chamberlain's company, and the probable 'creator' of Dogberry and other similar Shakespearian parts" was the actor who, in all probability, would have taken the part of the Grave-digger at the time when *Hamlet* was first produced (the *Hamlet* of the earliest quarto) if it had not happened that he was not at that time a member of Shakespeare's company. It is known that he was travelling on the Continent in 1601. Mr. Low thinks that he rejoined the Lord Chamberlain's company about 1605. And as the second quarto was printed in 1604 he argues that "as a concession to the actor's vanity he is allowed to deliver the little bit of gag 'I have been sexton here, man and boy, thirty years,' which no doubt is duly appreciated by the 'groundlings,' glad to welcome back a public favorite of many years' standing." Mr. Low then proceeds to show that it was by no means improbable that Kemp had been on the stage for this length of time. The change of "this dozen years" in the early quarto to "three-and-twenty years" in the later editions, Mr. Low explains on similar grounds: suggesting that perhaps in Yorick there may be an allusion to Richard Tarlton, "the most celebrated by far of the sixteenth century clowns." If these arguments be valid, we need not compute "Hamlet's" age from the sayings of the Grave-digger.

Art.

AN indignant correspondent of one of the London papers says that "the genuine, well-moulded, and bold chancel arch in St. Michael's Church, Bishop's Stortford, is to be destroyed," the architect, who hails from London, says that it is extremely ugly.

PREPARATIONS are being made and will be shortly completed for displaying the Gainsboroughs in the Grosvenor Exhibition by the electric light. This illumination, says the *Athenæum*, will doubtless suit that pervading silveriness which is characteristic of Gainsborough's art.

THE *Critic's* notice of February's *Magazine of Art* is very laudatory:—

We have never seen a better number of *The Magazine of Art*, it says, than that for February. The frontispiece is a most interesting reproduction in two colors of Downman's portrait of Lady Maria Waldegrave; and a capital article on Coquelin is illustrated with portraits in character of that delightful actor. Miss Robinson's biographical and critical sketch of Elihu Vedder is as interesting as it is timely. The portrait of Mr. Vedder is an excellent likeness, and the reproductions from his drawings, while not perhaps representing his most characteristic work, are sufficiently Vedderesque to show the bent of his imagination and the strength of his work.

MR. TUER, of the Leadenhall press, is going to republish some of the original copperplates engraved by Bartolozzi and his school—in all some three dozen. Amongst others, the series will include the *Clytie*, one of Bartolozzi's best works; *Lady Smyth and Family*; *Love Wounded and Love Healed*, by Cooper, after Shelley, engraved in Stipple in 1798, but never published; and a large plate, *Alexander III., King of Scotland, rescued from the fury of a Stag by the intrepidity of Colin Fitzgerald*. The last is from a picture painted by Benjamin West in 1784. The plate, for which he received five hundred guineas, was engraved by Bartolozzi in 1788, and only six proofs were printed. The original intention—never carried out—was to present an impression to every member of the Mackenzie clan.

THE following from Mr. Labouchere's *Truth* is apt to make one think that, as long as it is radical, any opinion is admissible in his paper:—

There is a picture of Venus being courted by Adonis at Burlington House. "What do you think of it," said a friend to me. "I see nothing beautiful," I replied, "in a blousy, naked Flemish wench, with pinkish skin, and thighs the size of an elephant's legs, nor in a youth whose head is all askew." My friend's glance conveyed to me that he regarded me as a poor fool, wanting in taste, refinement, and appreciation of genius. But is this so? What is there in this picture that any one should admire? What pleasure can any one have in gazing on the wench and her adorer? Then there was a dying lion by Landseer. There is a proverb which says that a live jackass is worth more than a dead lion. But a live lion costs about £50. Why then, should a representation of the dying animal produced by putting different colored paints upon a piece of canvas, be worth more? It may be an excellent representation, but it cannot be more than a representation. There are "Sir Joshuas" and Lawrences and Romneys and Gainsboroughs. Some are good, others are bad. There are landscapes by Poussin and others. What is their excellence? I am sure that I do not know. If people would only be sincere, ninety-nine out of a hundred would admit that they do not know.

The High School.

QUESTIONS ON STEWART'S ELEMENTARY PHYSICS.

Selected from Hill's Manual.

II.—LAWS OF MOTION.

(a) Determination of Units.

23. WHAT is the value in square metres of an *are*? of a *centiare*? of a *hectare*?
24. What is a *litre*? Name some of its decimal multiples and sub-multiples.
25. What is the ratio between two successive units of length, as the centimetre and the decimetre? between the two corresponding units of surface? between the two corresponding units of volume?
26. How many square feet are there in 150 square inches? How many square centimetres are there in 150 square millimetres?
27. How many cubic yards are there in 93 cubic feet? How many litres are there in 1789 millilitres?
28. What superiority of the Metric system is established by such questions as 26 and 27?
29. What is the unit of mass in the Metric system, and how is it connected with the unit of length?
30. Enumerate the chief derivative units of mass, and give their values in terms of the gramme.
31. Illustrate the meaning of *velocity* by the example of a railway train. How would you define the word?
32. Show that the space passed over by a body moving for any time with a uniform velocity is equal to the velocity multiplied by the time.
33. What is a convenient unit of velocity?
34. How may the relative masses of bodies of the same kind be estimated?
35. Why cannot *weight* be adopted as a fundamental method of measuring mass?
36. What is the ultimate test that two different substances have the same mass?
37. What relation between mass and weight has been established which enables us to employ weight as a convenient practical means of estimating mass?
38. Define the unit of force?
39. It is true that it requires a double force to produce either (1) the same velocity in a double mass, or (2) a double velocity in the same mass; show that one of these truths follows immediately from the definition of the unit of force?

LESSON II.—First Law of Motion.

40. What does the first law of motion assert?
41. Explain how this law is apparently, but not really, contradicted by every-day experience.
42. What are the two great forces which tend to stop all motion on the surface of the earth? Give illustrations of each.
43. What is the nearest approach to perpetual motion with which we are acquainted?
44. Explain the following illustrations of the first law of motion:—
 1. A man is on horseback and the horse starts off suddenly. In what direction will the man fall?
 2. A man is on horseback, and the horse stops suddenly. In what direction will the man fall?

45. Show how the first law of motion serves to explain some of the common phenomena of rotation.

LESSON III.—Second Law of Motion.

46. State the second law of motion.
47. For the sake of clearness, what two cases may be considered separately under this law?
48. Suppose that a ball is thrown upwards or sideways in a moving railway carriage; show that its motion relative to the carriage is different from its motion relative to the ground, and that the motion relative to the ground is represented by the diagonal of a parallelogram, the sides of which represent the motions of the ball and of the carriage respectively.
49. If I leap vertically upwards at the equator, I alight upon the place from which I sprang, although all places on the equator are moving, in consequence of the earth's rotation, at the rate of about one mile in three seconds; explain this by means of the first and second laws of motion.
50. A balloon at the height of two miles above the earth's surface is totally immersed in, and carried along with a current of air moving at the rate of 60 miles an hour. A feather is dropped over the edge of the car; will it be blown away, or will it appear to drop vertically down?
51. A ship is in rapid motion, and a stone is dropped from the top of the mast; where will it fall?
52. Examine the case in which a force produces motion in the same direction as an already existing motion, as when a ball is thrown directly forwards in a moving railway carriage.
53. Discuss the following example of motion in a vertical direction:—
A movable chamber 49 m. high can be made, by machinery, to descend the vertical shaft of a mine with the uniform velocity of 9.8 m. per second. A ball is dropped from the top of the chamber, (1) when the chamber is at rest, (2) when the chamber is descending with the uniform velocity of 9.8 m. per second.
54. If a stone be dropped from the top of a cliff, what velocity will it acquire under the action of gravity in one second? in two seconds? in t seconds? in one quarter of a second?
55. Explain with precision the statement that "at the end of one second a body falling freely will attain a velocity of 9.8 m. per second."

QUESTIONS ON CORIOLANUS.

1. NAME and illustrate by references the most admirable and also the most despicable of the characteristics of Coriolanus.
2. Which was the superior person in intellect, in morals, in personal influence, Coriolanus or his mother?
3. Contrast (in Shakespeare's words if possible) Volumnia and Virgilia, Coriolanus and Aufidius, the Lords and the Commons.
4. What is the *moral* of this play? How has the reading affected you?
5. The death of Coriolanus:—Was it just? Was such an end to be anticipated?
6. "Yes, he shall have a noble memory." Criticize this last utterance of Aufidius. What can you read of his character, from it.
7. Is tragedy such as this elevating or not, in its influence?
C. C. J.

The Public School.

LETTER WRITING.

ADAPTED FROM BERNARD BIGSBY.

RULES FOR LETTER WRITING.

1. IN the RIGHT-HAND UPPER CORNER of the page put the name of the place from which the letter is written, as *Guelph, Ont.*
2. Beneath this, the date, as *June 5, 1874.*
3. IN the LEFT-HAND UPPER PART, or often the LEFT-HAND LOWER PART of the page the name of the correspondent, as *Mrs. John Smith, or John Smith, Esq.*
4. Beneath this the first complimentary address, as *Sir or Madam.*
5. Beneath this, commencing in the middle of the page, the narrative or body of the letter.
6. Beneath this the second complimentary address and subscription, as

I am, Sir,

Yours faithfully,

William Smith.

This second complimentary address must be varied according to the degree of familiarity between the correspondents, as in Rule 4.

EXAMPLE.

*10 High St., Toronto,
May 6, 1874.*

John Park, Esq.,

Sir,—In reply to your letter of the 3rd inst., I beg to assure you that I shall be happy to meet you on Wednesday next at Niles, at the hour mentioned by you.

I am, Sir,

Yours faithfully,

William Smith.

In writing the name of the person addressed (Rule 3), it is advisable to give the proper title, thus:

Rev. John Smith, D.D.

Col. George Green.

Walter Bell, Esq.

Hon. Dan. Grey.

Never make the addition of the title of *Esquire* when any other title is used, as *Mr. G. Bull, Esq.*

FIRST COMPLIMENTARY ADDRESS (Rule 4).

If the person addressed is a stranger, we should say *Sir or Madam.*

If slightly known to the writer, *Dear Sir or Dear Madam.*

If familiarly acquainted with the writer, *My dear Sir* or *My dear Madam*; and if a personal friend, *My dear Mr. So-and-so* or *My dear Mrs. So-and-so*.

If two or more gentlemen of the same name or firm are addressed, we may say *Sirs* or *Gentlemen*; if two ladies, *Mesdames* or *Ladies*.

A more formal way of writing a letter is to use the third person, as:

Mrs. Green presents her compliments to Mr. Waters, and begs him, at his earliest convenience, to favor her with his Annual Report.

Oaklands, Jan. 5, '74.

EXAMPLE.

LETTER FROM A PUPIL TO HER TEACHER.

School House, Ottawa, Ont.,

June 1, 1874.

To Mrs. S. B. Stowe.

My dear Sir,—On Monday last Miss Felia Creatorox came to take charge of our room. She is a very pleasant lady, and has already won her way into our hearts. You have heard, I suppose, how sick poor Stella Brown is.

Hoping that you will excuse more from me now,

I remain, dear Teacher,

*Your dutiful pupil,
Nellie-White.*

THE DIRECTION.

Having written your letter, fold it neatly, and put it in an envelope. Then direct it as follows, placing,—

1. The name and title of the person addressed.
2. The place of his residence.
3. The name of the Province in which that place is located.

*S. B. Stowe, Esq.,
Montreal,
Quebec.*

If the letter has to be posted, place the stamp in the right-hand upper corner. If it

is intended as a letter of introduction, write on the left-hand lower corner the fact, thus, *Introducing Captain C. Grant*. If it is carried to the correspondent by a third person, write on the left-hand lower corner the name of the bearer, thus, *By favor of Miss Green*.

EXERCISE.

1. Write a letter to your teacher, relating the events that have occurred in your school during the past three days.
2. Write a letter to a friend, giving an account of one of your games.
3. Write a letter to your parent or guardian, giving a brief sketch of your daily studies.
4. Write a letter to a friend, inviting him to take part in a game of croquet.
5. Write a letter in the third person to Mrs. G. Brown, inviting her to dinner.
6. Write a letter to a school-fellow, introducing one of your playmates.

The Kindergarten.

CUNNING BEE.

SAID a little wandering maiden
To a bee with honey laden,
"Bee, at all the flowers you work,
Yet in some does poison lurk."

"That I know, my little maiden,"
Said the bee with honey laden;
"But the poison I forsake,
And the honey only take."

"Cunning bee with honey laden,
That is right," replied the maiden;
"So will I, from all I meet,
Only draw the good and sweet."

THE IMPORTANCE OF CHILDREN'S PLAY.

BARONESS VON MARENHOLTZ-BUELOW.

(Continued from last issue.)

INSTINCTS are the manifestation of unconscious life, of nature pure and simple, and they have the stamp of necessity about them. The interior conditions of life are manifested in the instincts of a plant or of an animal, as well as in the instincts of a man. And in all creatures and all organisms, the fulfilment of their destined end depends on the fulfilment of the conditions for the right and full development of their first instincts. The higher the degree of independent development attained, the freer, the more independent the after growth. But the budding instinct must receive protection, and support, and cultivation, if it is not to degenerate and bear thorns instead of fruit.

If then the child's play be the free expression of his instincts, and if these instincts be the roots of all future development, there is nothing of greater importance for the educator than to extend his care to this play, to

guide it, so that it may become in truth a means of development.

If Froebel is in the right, then observation must teach us that the free activity of the child really does reflect that instinct of progress which, in the course of centuries, has raised humanity to the height of civilization on which it now stands.

But to how many of us has it ever occurred to examine the natures of children with sufficient exactness to be able to judge on this point? It may be that parental love watches the doings of a child and thereby learns what he is capable of and what he may some day become, yet this is far from being sufficient to form such a comparison as would be necessary here. We must further reflect that the manifestations of instinct are so modified by conventional life with all its influences that it is difficult for our prejudiced eyes to recognize in them the expression of primitive human nature.

If we add to this that the existing degeneracy of human instincts, which has led to sin, renders impossible their expression in a pure and primitive form, inasmuch as the children bring with them into the world the evil propensities of their parents, it would seem that such an enquiry: *whether the instincts of the race may be discovered in the instincts of infancy*, could not but remain fruitless.

Such however is not the case, and the sharp eye of observation may note numerous facts confirmative of the truth of this assertion. They present themselves whenever the child can follow his instinct of activity undisturbed, as in the country or in the garden, where he moves in freedom. They are as universal as the need of food, which manifests itself in every child. And although the already mentioned partial degeneracy of our instincts is undeniable, yet the childlike innocence of children is also undeniable.

Observe that the first universally felt need, with exception of the need of nourishment, that all children display is the *need of movement*. The first aimless motions of arms and legs are followed at a later period by running, jumping, hopping and climbing. This, as everybody knows, is always the case with healthy children. It requires no long search to discover *the aim which nature here pursues*. The development of the limbs and of the bodily powers in general depends on movement, and aimless movement gradually becomes *true activity*, i. e. the activity which strives to attain an end.

Thus do all the instincts manifest themselves in one general instinct: *the instinct of activity*, which is more or less the repeated expression of them all.

Without activity life would cease, and of all the works of human civilization nothing could exist. The first and most important requirement of education is without a doubt: *to cherish the instinct of activity*.

(To be continued.)

Personals.

EDUCATIONAL.

MISS KATE CORRELL, of Whitby, is the new assistant in the Newcastle high school.

MR. WALLACE, of Sterling, has been engaged as head master for Bothwell schools for 1885.

WE understand Miss Gillespie, of Orangeville will take charge of the Corbetton public school this year.

REV. F. R. BEATTIE, M. A., Ph. D., of Brantford, is about to publish a new work on Moral Philosophy.

MR. THOS. PORTER, assistant master of Grimsby high school, has been compelled to resign, owing to ill-health.

MR. G. S. DEEKS, B. A., has resigned a position in Caledon to accept a more lucrative situation in Chatham high school.

MR. WM. NORTHROP, of Forest, has engaged to teach the South Wallaceburg school for 1885, at a salary of \$375.

THE Napanee high school board have given the fourth position to Miss Tina Roe, daughter of the late A. H. Roe, M. P. P.

MISS WEST, of the Orangeville public school, has resigned her position and intends going to the North-West.

MISS B. MCLEAN, of Milton, is teaching in Miss Gallie's department in the Oakville high school, during the latter's attendance at Toronto Normal School.

MR. S. T. HOPPER, B. A., has been advanced from the position of assistant master of Newbury high school to that of classical master of Chatham high school. Mr. Hopper graduated at Victoria in 1883.

MR. E. W. GOSSE, now on a visit to the States, has been warmly received. He is the lecturer on English Literature at the University of Cambridge, and is learned in the languages of northern Europe, besides being a poet and literary critic of note.

MESSRS. T. J. PARR and E. Hill, the former the principal of Sweaborg public school during the past three years; the latter the teacher of the school in Sec. No. 2, East Zorra, are attending the Woodstock high school. These students are already undergraduates of Toronto University, but prefer taking the first year's work at the high school.

THE following from the *Barrie Advance* concerning Mr. J. C. Morgan, M. A., Inspector of Public Schools for North Simcoe, will be read with interest:—The congregation of Trinity Church, having learned with much regret of Mr. Morgan's resignation as organist, choir master and Sunday School superintendent, the whole question came up at a special vestry meeting on Monday. A petition signed by every teacher and officer of the Sunday School, was presented to Mr. Morgan requesting him to remain in the School, and stating that if he persisted in his determination they also would leave in a body. As this was backed by all the parents there could be but one reply, and it was given to the evident satisfaction of the Vestry. A resolution moved by Mr. Farmer and seconded by Mr. Georgen, requesting Mr. Morgan to continue his services to the church as organist and choir master was carried unanimously.

The University.

THE PRESS ON UNIVERSITY CONSOLIDATION.

THE *Varsity* outlines the history of the more striking changes in the constitution of the Provincial University, and freely discusses the proposed scheme of consolidation. It says:

The scheme will no doubt disappoint the expectations of many on account of its want of symmetry and its illogical character. Some of the proposals are manifestly the result of compromises, and can be defended, if at all, only on that ground. But we have no doubt that these peculiarities can be plausibly if not satisfactorily, explained.

The great obstacle to the better performance of university work proper in Ontario is the want of funds, and only by some scheme which will harmonize interests and consolidate resources can more funds be obtained. The futility of trying to compete with several of the American universities, which are within easy reach of our students will be apparent to any one who considers that while the united endowments of all our universities do not amount to one million dollars, the endowments of several American universities amount to several millions each. Neither the cost and inconvenience of attendance at one of these great and rapidly developing seats of learning, nor any consideration of patriotism will suffice to prevent ambitious young men from going abroad for an education which they cannot procure at home at any cost or sacrifice. The exodus of this class has, so far, been limited, but unless something is done to remove the cause, the natural effect will be the rapid development of a movement which threatens to drain this country of a type of young men whom it can ill spare.

It is to be hoped that a scheme which is on the whole well calculated to advance the cause of higher education will not fail on account of either the refusal of the patrons of denominational universities to fall in with it, or the failure of the Legislature to appreciate the importance of having the educational system of the Province made more efficient in its highest department. While the scheme is not exactly what the supporters and friends of the Provincial University and College would like, we believe the University Senate and the College Council did right in approving of it as it stands.

The *Cobourg World* speaks very strongly upon the subject, urging that Victoria will degenerate into a mere theological college, that Cobourg would be a preferable place to Toronto, and that "less money would equip Victoria as an independent university in Cobourg than would establish it as a federated high school and theological seminary in Toronto!"

The *Brockville Recorder* characterizes the scheme as one of absorption rather than federation, and supports Queen's University in its non-acceptance of it.

The *Dominion Churchman* writes on the topic of the injustice of endowing a secular institution and not a denominational one. It says:

It is pitiable that educated people allow their intellects to be so blunted by selfish prejudices, as to imagine that the cry of no State aid to religious colleges has in it a shadow of logic, or a trace of justice, or a scintilla of equity. The bare fact is that the exclusive endowment of a secular state college is a brazen game of bluff to rob the religious part of the community of their money, for the purpose of endowing a system of godless education, against which their principles,

their consciences and their whole moral and intellectual life indignantly protest. If the new scheme does that, it will be an iniquity and a reproach and a danger to the well being of our country. It says again:

Without committing itself to an absolute approval of the scheme, it may congratulate the Government on having abandoned its old isolation policy, and shown an honest endeavour to recognize and meet the just claims of the denominational colleges. The following, it thinks the strong points of the scheme: Recognition of Trinity; equal representation; recognition of Christian teaching. The *Dominion Churchman* thinks, too, that there should be a guarantee that the transfer of subjects from University College to the new University should be made in the general interest. "In any case," it proceeds: "the Church people of Canada may feel assured that the best is being done . . . As a final necessity whatever scheme of examinations may be proposed, there must be provision made for ensuring that the thoroughly Church of England character of the religious teaching in Trinity shall be protected and maintained. This is a vital point."

The *Christian Guardian* explains at length the reasons for the amendments proposed by the board of the college it supports. Speaking of "representation in perpetuity" it says:

The termination of college representation on the senate in six years would throw the future appointment to the senate into the hands of the whole body of graduates; and as those of Toronto University would be most numerous, it would be in their power, if they were so disposed, to wholly exclude the representatives of any other college from the senate. The statement respecting the number of professors and other teachers to be maintained in University College, and some other things in the scheme, seem to us to betray too great an anxiety to secure by legal enactment fixed advantages to that college.

In another issue the *Christian Guardian* says:

Those among ourselves who opposed the acceptance of this plan did so mainly on these grounds: That this was a new departure not in harmony with our past policy; that it would lower the prestige of our graduates to allow the university from which they hold their degrees to pass out of legal being; that the failure of the new experiment might reduce Victoria College to a theological school; and that the expense would not be materially lessened. There should be no serious opposition to the proposed modifications of the schemes adopted by our Board. The professors of University College, which is to be liberally supported by the State, should have no jealousy of those institutions which depend on private liberality.

The *Knox College Monthly* says:

The terms of agreement seem to have been carefully thought out, and it is to be hoped they may prove satisfactory. It is a matter so important and so far-reaching in its consequences that it is worth some sacrifice on the part of all. We trust that Queen's may see her way clear to enter the union, and that all the colleges will show their willingness to give up something for the sake of clearing the way for each other. A glance at the proposed staff of instructors will show what a magnificent seat of learning we might unite in forming—a institution of which not only Toronto, but Ontario and Canada would be proud.

The only piece of criticism is that the *Monthly* wonders that the proposed University Professoriate should be entrusted with the teaching of metaphysics and history.

Educational Intelligence.

THE PEEL TEACHERS' CONVENTION.

The convention opened on Thursday, 22nd Jan., at 10 a.m., Mr. T. J. Blain, B.A., President, in the chair.

Forty-four teachers answered the roll-call at the first session; this number was afterwards increased to seventy-one.

Mr. Wm. Burns, assistant master of the Brampton High School, read a paper on drawing. Showing first, that even a limited practical acquaintance with that subject is very useful, and, second, that a teacher whose own acquirements in that direction are small may teach the rudiments of drawing in a way that will both interest and benefit his pupils. His advice to teachers was, "Don't expect too much of your pupils."

The prizes offered by Messrs. K. Chisholm, M.P.P. and Jas. Hamilton, for drawing, and by the Inspector, for general proficiency, at the December High School entrance examinations, were presented by Wm. Porter, Esq., warden of the county. The successful candidates were John M. Scott, of Brampton, aged 14 years; Ida Newhouse, of S.S. No. 11, Chinguacousy, 13 years; and Minnie Peacock, of S.S. No. 5, Toronto Gore, 12 years. The last named pupil made seventy-five per cent. of the aggregate marks.

Mr. J. J. Tilley, Model School Inspector, read a paper on composition, which was well received.

On Thursday evening a public meeting was held in the Concert Hall. The Rev. Jas. Pringle, who has been for over thirty-five years a member of the Board of Examiners for the County, occupied the chair. The hall was well filled.

Mr. Tilley lectured for three-quarters of an hour on "The Relation of Education to the State." The lecture was earnest, pointed, and thoroughly common-sense, and was consequently listened to with marked interest and attention by the largest audience ever assembled in Brampton on an occasion of the kind.

The Rev. Messrs. J. F. German, M.A., and C. C. Johnson, M.A., delivered short, pithy addresses; the former contending for "Boys' Rights," and the latter for better moral training in our schools.

The High School Glee Club, under the leadership of Mr. J. MacIntyre, B.A., sang several choice selections.

The fourth session opened at 9 a.m. on Friday, in the High School Examination Hall, the president in the chair.

The Committee on Resolutions brought in their report as follows:—

1. That this Association desires to express its satisfaction with the new programme for the high school entrance examinations, as being on the whole a great improvement upon the old one, but would respectfully suggest that the time allotted to many of the papers, at both the entrance and teachers' examinations, be increased, in order that slow writers and thinkers, who may be in other respects well qualified may not be placed at so great a disadvantage as at present.

2. That in the opinion of this association the quarterly payment of teachers' salaries should be made obligatory upon all school corporations.

3. That all teachers should be by law re-

quired to become and continue members of the teachers' associations of the counties or cities in which they respectively reside.

4. That this Association desires to express its warm approval of the action of the Honorable, the Minister of Education, in appointing two such experienced and competent educationists to assist in conducting teachers' institutes throughout the Province.

5. That the secretary be instructed to send a copy of the four preceding resolutions to the Honorable, the Minister of Education.

6. That the annual meeting of the Association be held in Brampton; but that in order to sustain local interest in convention work, two sectional meetings be held, one in Streetsville and the other in Caledon East.

The resolutions as reported by the committee were adopted by the convention.

It was agreed that the membership fee of the Association be \$1.00, and that the sum of \$1.30 out of the funds of the association be paid towards the subscription of each member to either the *Canada School Journal* or the *EDUCATIONAL WEEKLY*.

Forty-nine teachers became members, twenty-nine subscribing for the *WEEKLY* and eighteen for the *Journal*.

Mr. Tilley read a paper on "How to teach Geography," which was briefly discussed by the convention.

In the afternoon Mr. Tilley gave a most thoughtful, kindly and forcible address to the teachers on their relations to their pupils, their trustees, to the public generally, and to each other.

Mr. McKinnon suggested the appointment of a committee of teachers to act with the inspector in the management of the county provisional examinations. The suggestion was adopted by the convention, which also adopted a resolution approving of the introduction of "time-work" in the simple rules, as a part of the arithmetic examination for promotion.

The Committee on Nominations brought in a report recommending the election of the following officers for the current year.—President, Mr. Cowling; 1st Vice-President, Mr. Jessop; 2nd Vice-President, Mr. McPhail; Sec.-Treasurer, Mr. McKinnon; Assistant Treasurer, Mr. McIntyre; Executive Committee, Messrs. Hassard, Sanderson, Armstrong, Judge, D. McDonald, White, Burns, Morton, and Misses Bell and Henderson.

The convention having passed votes of thanks to Mr. Tilley, Rev. Messrs. German and Johnston and the Glee Club, for their kind assistance, adjourned to meet at the call of the Executive Committee.

NORTH YORK TEACHERS' ASSOCIATION.

The North York Teachers' Association met in convention at the town of Newmarket on the 22nd and 23rd inst. The attendance was larger than usual and the interest was sustained through all the sessions. Dr. McLellan, Conductor of Institutes, was engaged to be present and deal with several subjects before the convention, but owing to illness was unable to attend. The first subject discussed by the convention was composition, introduced by Mr. Rennie. From his paper, and from the discussion that followed, the following conclusions were arrived at, viz.: That the teacher should, by conversation with the pupils about the given subject, draw out ideas to be afterwards re-

produced in writing. That the teacher should insist on exact reproductions of ideas or the facts of a story; to be given, however, in the pupils own words. That attention should be given to oral composition requiring always from pupils complete statements and accuracy of language in recitations, etc. That time and care should always be taken in the correction of composition and that letter-writing and business forms should be early and fully taught.

Miss Sprague, of Richmond Hill, introduced the subject of geography. In the teaching of the subject she would begin at home, teach the beginner first the geography of the farm and from that to the township and county—teaching not only the physical but the political, and as the pupils grasp the government, the products, the imports, the railroad systems and waterways of their own country, they can by comparison comprehend the geography of the province, the continent, the whole world. Map sketching was emphasized as being most helpful.

In the discussion of the subject introduced by Mr. Price, "How best to divide the time in an ungraded school;" it was decided that monitors could be used in such schools to advantage; keeping in view, however, that their services are best used for the purpose of drill or repetition so as to fix the work done by the teacher on the memory.

Mr. Hollingshead, in presenting the subject of Calisthenics, argued that the practice of such in schools gives the teacher control of pupils, helps discipline, is an antidote to moping, and invigorates both body and mind.

Mr. Fotheringham discussed the subject of township boards. Some of the advantages of a change to township boards would be, 1st, equalizing school taxation. In North York one school section pays 8½ mills in the dollar while some other sections pay but 1½ mills in the dollar. 2nd. It would equalize the advantages of education and reduce the number of school officials and increase their efficiency. 3rd. It would set at rest all trouble with school section boundaries, and officials being paid could be better called to account for neglect of proper discharge of their duties. 4th. It would give more permanency to the teacher in a situation, and secure a better class of teachers throughout the township. Some disadvantages were pointed out, but the balance he urged was greatly in favor of a change.

Mr. McKee, Inspector of Schools, Simcoe, was present, and in an address to the teachers urged them to keep abreast of the times by taking school journals, reading educational works, and attending teachers' institutes.

The officers elected for the year are:—President, Mr. Fotheringham; Vice-President, Mr. Dickson; Secretary and Treasurer, Mr. Rennie; Executive Committee, Messrs. Price, Martin, McPherson, Wilson and Sangster.

The teachers association for Simcoe is to be held at Barrie on the 29th and 30th inst. Dr. McLellan will conduct the proceedings.

ORANGEVILLE High School enters its new building about the 1st of February. The school has a flourishing literary society and a good library.

MISS MARY GWENDOLIN CALDWELL, an orphan who has just attained her majority, has given \$300,000 for the building of a Roman Catholic University in New York.

Examination Papers.

SECOND-CLASS PROFESSIONAL EXAMINATIONS.

Papers set at the Examinations held in Toronto and Ottawa Normal Schools, December, 1884.

VII. HYGIENE—Examiner: JOHN DEARNESS.

1. Give the constitution of healthy blood. What rules of life should be observed in the school-room to prevent the deterioration of the blood?
2. Contrast the mental and physical condition of children in well-ventilated and ill-ventilated school rooms, respectively.
3. State the position and chief function of three of the larger organs of the nervous system. Mention causes incident to school life which are likely to produce injury to the nervous system of a child.
4. How do we see? What can the teacher do to preserve the eyesight of his pupils?
5. Discuss whether alcohol is a food. Describe the stages of action of alcohol on the nervous system.

ADMISSION TO HIGH SCHOOLS.

Papers set at the late December Examinations.

V. ARITHMETIC — Examiner: J. E. HODGSON, M.A.

1. Of what number is 8967 both divisor and quotient?
2. Find the greatest number that will divide 35602, leaving as remainders respectively 17 and 11.
3. Find the amount of the following bill:—12½ yds. muslin at \$2.75 per yd.; 18½ yds. silk at \$1.10; 23¾ yds. flannel at 37½ c.; 112 yds. print at 7¼ c.; 55 yds. shirting at 17½ c.; 37½ yds. tweed at \$1.12½.
4. Simplify
(a) $5\frac{1}{2} + 2\frac{1}{4} \div 11\frac{3}{4} \times 7\frac{1}{2} + \frac{\$18\ 64}{\$1.16\frac{1}{2}}$
(b) $\left\{ \frac{4/5 \times 9/11 \times 0.02 \times 0.456}{16.17 \text{ of } \frac{2}{3}} \right\} \div \left\{ \frac{16.17 \text{ of } \frac{2}{3}}{16.17 \text{ of } \frac{2}{3}} \right\}$
5. The cost of carpeting a room 15 ft long, with carpet 27 in. wide costing 90c. a yd., is \$22.50. What is the width of the room?
6. A boy can do a piece of work in 4¾ days, and a man can do the same in 3/7 of the time. How many days will both working together require, to do five times the amount of work?
7. How much water must be added to 92 gallons of brandy worth \$4.60 a gallon, in order that the mixture may be worth only \$3.60 a gallon?
8. Find the simple interest on \$275.60 from 18th July, 1883, till 13th Sept., 1884, at 6% per annum.
9. At what times are the hands of a clock exactly two minute spaces apart between four and five o'clock?

VI. ENGLISH HISTORY—Examiner.—J. E. HODGSON, M.A.

1. Tell what you know about the reign of King John.
2. Explain (as well as you can) how England is governed.
3. Write brief notes on:—The Declaration of Rights, The Treaty of Union, The Abolition of Slavery, The Repeal of the Corn Laws.
4. Who was Oliver Cromwell, and how did he rise to the position of Protector?
5. What did the Habeas Corpus Act enact? In whose reign was it passed?
6. Define:—National Exchequer, Fiscal Policy, Trial by Jury.

VIII. DRAWING—Examiner:—J. SEATH, M.A.

1. Illustrate and describe (a) a square, (b) its vertical diameter, (c) its left oblique diagonal.

2. Draw an upright view of a square about 1 inch to a side. Draw its diameter and bisect each semidiameter. From each of these points of division draw a straight line to the two nearest corners of the square. Join the ends of its diameters and strengthen the parts of the sides of the oblique square, not covered by the outline of the four pointed star. Strengthen the outline of the four-pointed star.

3. Draw a square 2 inches to a side. Divide it into four smaller squares. Fill each square with a four-pointed star overlying a square with sides oblique.

4. Draw a right line moulding about 1½ inches long and ½ inch wide, composed of concentric squares and the portions of the diameters of the larger square lying between the inner and outer squares.

5. Draw the top and side views of an oblong block of stone. The ends of the block are ½ inch to a side and its height is 1 inch. Place the end view either above or to the right of the side view, and connect the views by dotted lines.

6. Write brief directions for drawing a square 1 inch to a side on its diameters. Illustrate, and number the lines, to show the order in which they were drawn.

Correspondence.

To the Editor of the EDUCATIONAL WEEKLY:

DEAR SIR,—I have read "Fair Play's" criticism of the late High School entrance paper on drawing, and can by experience endorse his opinion. So long as examination papers on this subject are tied to Walter Smith's manual or to the system in vogue of teaching and examining drawing, so long will there be liability to such complaints as "Fair Play" makes. Drawing is a special form of expression. The best efforts and tastes of drawing cannot be so well expressed in words, else drawing loses the chief value claimed for it. The character of the drawing paper must be changed, or the results of the teaching on the subject will not repay the trouble.

I would not write this but to draw attention to another fault. I refer to question No. 4 in the Literature paper:—

"Correct any errors in the spelling of: lessen, watery, wintery, preceed, etc."

My experience as a teacher and examiner has convinced me that the teaching of spelling by writing mis-spelled words for the learners is useless, it is mischievous. It was in 1870 that on an examination paper I first saw that particular test. I seized it and made a stock method of it for nearly a year, when I unwillingly learned that I had spoiled some of the best spellers in my class. It did not take nearly that long to discover that I often felt puzzled to spell words that formerly gave me no doubt. This method of teaching spelling is so clearly not parallel with teaching correct expression from examples in false syntax, that I will not encroach on your space to point out the divergence.

Nor would I write this criticism, were it not that the curriculum indicates that there will be a continuance of the type of No. 4 above quoted, which means an enormous waste of time in attempting to teach spelling by the backsliding method. The pupils will do best at the examination who see such a test but twice a year.

Why could not the eight words in No. 4 have been placed on the dictation paper? The last entrance papers were on the whole an excellent set,

freer from typographical or clerical errors than usual, in my opinion the best for some time; still there is room for improvement. The importance of this examination can hardly be overestimated, for it more than any other provincial examination directs the tendency of the teaching in the public schools. No amount of pains spent by the examiners on the preparation of the papers will be lost in the least degree. Yours, etc., SPELLOR.

BOOKS RECEIVED.

Magazine of Art; December, January, February. From Cassell & Co., 739 and 741, Broadway, New York.

Latin for May, September, October, November, December, 1884 Edited by Edgar S. Shumway, New York: D. Appleton & Co.

Root, Oren, jr., and Gilbert, Josiah H., *The Franklin Speaker; consisting of Declamations and Recitations*, with an introduction by Anson T. Upton, D.D., New York: Taintor Bros., Merrill & Co.

Crane, T. F., M.A., and Brun, S. J., B.S., Cornell University, *Tableaux de la Révolution Française*, with an introduction by President A. D. White. New York and London: E. P. Putnam's Sons. From Hart & Co., Toronto.

Rosenstengel, W. H., University of Wisconsin, *A Reader of German Literature Prepared for High Schools and Colleges, and German-American Schools, with Notes*. New York and London: E. P. Putnam's Sons. From Hart & Co., Toronto.

Brandt, H. C. G., Professor of German and French in Hamilton College, Clinton, N. Y.; formerly of Johns Hopkins University, Baltimore. New York and London: E. P. Putnam's Sons. From Hart & Co., Toronto.

Veritas, Philo. *The Canadian Pacific Railway*: an appeal to public opinion against the railway being carried across the Selkirk Range, that route being objectionable from the danger of falls from Glaciers and from Avalanches, also, generally on other matters. Montreal: W. Drysdale & Co. Price 25 cents.

Hall G. Stanley, Editor of the Pedagogic Library, Vol. I., *Methods of Teaching History*, by A. D. White, W. F. Allen, C. K. Adams, John W. Burgess, T. R. Seeley, H. B. Adams, E. Emerton, G. S. Morris, R. T. Ely, A. B. Hart, W. C. Collar, J. T. Clarke, W. E. Foster and others. Second edition. Boston: Ginn, Heath & Co.

APPLETON'S *Chart Primer*, by Mrs. Rebecca D. Rickoff, is an admirable book for holding the attention of the beginner, as well as for teaching him to read, for the eye is appealed to, as well as the intelligence. What the map is to the geography, Mrs. Rickoff proposes that her charts shall be to the primer. The colored illustrations from the pictures of Miss Ida Waugh, and Miss Kate Greenaway, add to the interest of the volume, and rob it somewhat of the appearance of a task-book. —*Critic*.

"MR. WHITTIER'S home in Amesbury," says Harriet Prescott Spofford in the *Critic*, "is exceedingly simple and exquisitely neat, the exterior of a pale cream-color, with many trees and shrubs about it, while, within, one room opens into another till you reach the study. The walls of this room are lined with books, water-colors by Harry Fenn and Lucy Larcum and Celia Thaxter, together with interesting prints. The window looks down a sunny little orchard, and through the glass-topped door you see the green dome of Powow Hill."

WHAT ITS CONTEMPORARIES SAY OF THE "EDUCATIONAL WEEKLY."

THE EDUCATIONAL WEEKLY is a new publication of the class which its name indicates, issued by the Grip Publishing Co.; Toronto. The initial number promises well.—*Brockville Recorder*.

We have received the first number of the EDUCATIONAL WEEKLY, a well-printed paper devoted to the consideration and discussion of educational questions, and the interests of teachers and pupils.—*The Tribune*.

THE first number of the EDUCATIONAL WEEKLY made its appearance on New Year's. The paper is handsomely got up. As a specimen of Grip's typography it will favorably compare with the best.—*Books and Notions*.

We have received the first number of the EDUCATIONAL WEEKLY, published in Toronto. It is neatly got up, and gives promise of being a thoroughly able and live educational paper. It is edited by Mr. J. E. Bryant.—*Christian Guardian*.

We have received the first number of the EDUCATIONAL WEEKLY, a sixteen page, nicely printed sheet, published at the Grip printing house, Toronto, and ably edited by Mr. Bryant, M.A. who is assisted by many efficient contributors.—*Georgetown Herald*.

JUST OUT.—The EDUCATIONAL WEEKLY is a work just out, the first number of which we have received. It is well printed, and full of interesting matter. We have no doubt but it will meet with considerable support from educationists.—*Richmond Hill Herald*.

THE first number of the EDUCATIONAL WEEKLY published by the Grip Printing Co., Toronto, at \$2.00 per annum, edited by John E. Bryant, M.A. is out. It is a remarkably fine production for a weekly, and seems to be carefully edited. Every teacher ought to get this paper.—*Parkhill Gazette*.

THE first number of the EDUCATIONAL WEEKLY Toronto, Ont., has made its appearance. It is in every sense typical of the first-class educational facilities and advantages of the Province it represents. Teachers will find in it something above the level of ordinary school literature.—*School Supplement*.

THE first number of the EDUCATIONAL WEEKLY, Toronto, Ont., has made its appearance. It is in every sense typical of the first-class educational facilities and advantages of the Province it represents. Teachers will find in it something above the level of ordinary school literature.—*School Supplement*.

THE first number of the EDUCATIONAL WEEKLY, published by the Grip Publishing Company, Toronto, has reached us. It contains sixteen pages of reading matter, beautifully printed, replete with matters pertaining to education, and numbers amongst its contributors most of the leading educationalists in Canada.—*Wingham Vidette*.

THE first number of the EDUCATIONAL WEEKLY printed in Toronto by the Grip Publishing Co., and edited by John E. Bryant, M.A., has been received. We can only speak of it in praise, both as to its typographical appearance and its interesting contents. We wish the proprietors the success their laudable venture deserves.—*Berlin News*.

A SIXTEEN page educational paper, published by the Toronto Grip Publishing Co., has just come to hand. In make-up and general appearance, the EDUCATIONAL WEEKLY as it is called, would be hard to beat. Its articles are well written, spicy and instructive, and should be in the hands of every intelligent person.—*Haltun Independent*.

THE EDUCATIONAL WEEKLY, published in Toronto, is a work that should be in the hands of every teacher and pupil of the educational institutions of our country. It is brimful of everything which should interest them, and we have no doubt that before long it will become a necessity among the classes of our community mentioned.—*The Mitchell Advocate*.

THE EDUCATIONAL WEEKLY, is the name of a new aspirant for public support in the newspaper field. It is published in Toronto, and edited by Mr. J. E. Bryant, M.A., late head master of Galt Collegiate Institute. It is well printed, contains an abundance of good reading, and will no doubt be well patronized by those whom it is intended to benefit.—*Ingersoll Sun*.

THE EDUCATIONAL WEEKLY is the name of a new periodical issued by the Grip Publishing Co. The initial number is before us and appears to be of standard excellence. The fact that its visits will be weekly instead of monthly is a recommendation in its favor, provided it can be kept up to a proper point of usefulness in its chosen sphere.—*Dundas Herald*.

THE first issue of the new EDUCATIONAL WEEKLY has reached us, and both in literary matter and typographical appearance it justifies anticipations in regard to it. It is edited by practical men, personally conversant with educational matters, and should receive the recognition and support of educators. The subscription price is but \$2 per annum.—*Dufferin Post*.

We have received several copies of the EDUCATIONAL WEEKLY published in Toronto, and edited by Mr. J. E. Bryant, late principal of the Galt collegiate institute. It presented a very handsome and attractive appearance. The matter is well arranged, and the contributions, both original and selected, are by well known and able writers on the subject of education.—*Brant Review*.

WE are in receipt of the initial number of the EDUCATIONAL WEEKLY, published at Toronto, which promises to fill a long-felt want. It is a brightly printed and ably written publication, and we would advise those desiring a standard authority on educational matters as well as a general instructor to send for and retain the EDUCATIONAL WEEKLY.—*Petrolia Advertiser*.

WE have received the initial number of the EDUCATIONAL WEEKLY, a new independent journal of education published in Toronto by Mr. Samuel J. Moor, at the office of "Grip." The typographical appearance of this new paper is excellent, and the contents are such as will serve to make it popular among the educationalists of the country from the outset.—*Valley Record Wallaceburg*.

THE first issue of the new EDUCATIONAL WEEKLY has reached us, and both in literary matter and typographical appearance it justifies anticipations in regard to it. It is edited by practical men, personally conversant with educational matters, and should receive the recognition and support of educators. The subscription price is but \$2.00 per annum. Address EDUCATIONAL WEEKLY, Toronto.—*Petrolia Topic*.

WE have received the first number of the EDUCATIONAL WEEKLY a new journal published by the Grip Printing and Publishing Co., and edited by John E. Bryant, M.A. It is a sixteen page journal neatly printed and contains articles written by some of the best teachers in the province. We predict for it a large circulation among the teachers of Ontario, and welcome it as an exchange.—*Shelburne Free Press*.

THE EDUCATIONAL WEEKLY is the latest and a valued addition to our exchange list. As its name indicates, it is specially devoted to educational interests in the Province. It is a model of news-paper get-up, and its initial number gives promise—nay assurance, that it will be a valuable visitor to every teacher and parent who may be wise enough to send for it. We like the "ring" of the "Greeting."—*Cornwall Reporter*.

BEFORE us is another educational journal, THE EDUCATIONAL WEEKLY, published by the Grip Printing and Publishing Co., Toronto, and edited by John E. Bryant, M.A. It is well printed, full of information, and though not so practical as some, it will be found of great assistance to teachers and others. It contains considerable student editorial,

a shorthand department, and several able writers have promised to contribute to its columns during the year.—*Dutton Enterprise*.

NUMBER ONE of the EDUCATIONAL WEEKLY was published in Toronto on New Year's Day, and in get-up and general appearance is very presentable. The new venture contains contributions, original and selected, from well-known writers. The editor gives a somewhat elaborate definition of his position—to take cognizance of the whole educational work of the Province—without regard for sectional interest. A Journal run strictly on these lines would merit success.—*The West*.

THE EDUCATIONAL WEEKLY is the title of a new journal published at Toronto by the Grip Printing and Publishing Co., and edited by John E. Bryant, M.A. As its name implies, it is devoted to the educational interests of the province. It is a sixteen page journal, neatly printed, and judging from the first number will prove a valuable acquisition in editorial circles. Every teacher and other individual interested in education should subscribe at once. Address, Educational Weekly, Grip office, Toronto.—*Meaford Mirror*.

THE initial number of the EDUCATIONAL WEEKLY is received, it announces itself to be a perfectly independent educational journal. Too often educational journals degenerate into mere organs of wealthy publishing firms, or are mere registers of the views of the Minister of Education or the Department; the Weekly promises to be independent of any or all such influences. Under these circumstances we believe there is a legitimate field for it in the Dominion and we cordially wish it a successful future.—*Bruce Telescope*.

WE have received the first number of the EDUCATIONAL WEEKLY, and it is certainly a creditable production, and one which will be useful and of good service to the educationists of the country. From the list of its contributors we doubt not it will contain during the year many able articles on educational subjects. The editor is Mr. John E. Bryant, M.A., formerly principal of the Galt collegiate institute, and besides some very pertinent editorials the present number contains contributions from Dr. Hodgins, John Miller, B.A., Thos. Bengough and others, notes and comments, educational news and selected articles. Dr. Kelly and Principal Macintyre are given among the long list of those who will contribute articles during the year.—*Brantford Expositor*.

WE have received the first issue of the EDUCATIONAL WEEKLY from the publishers. Whatever the result may be of the venture, as the work now stands it is an immense advance on any Educational Publication ever before published in Canada. This number is an educator which, leaving out of sight its interesting features, and general circulation amongst all classes, will prove most useful. The staff of writers, attached and unattached, comprises the best men of the Province. It should be successful and can only be made so by the independence given by success. As a money venture it must pay or languish, probably seeking assistance in quarters which will taint its usefulness. We cordially recommend it as it is, and believe thoroughly in its mission.—*Galt Reporter*.

WE have been favored with a copy of the initial number of the THE EDUCATIONAL WEEKLY, a new 16 page paper, "devoted to the educational interests" of this province. The design seems to be to aid teachers by discussing methods, advocating needed changes, or reforms, sharpening wits, and stimulating energies, generally. Its aim is evidently a laudable one, and we should judge it to be just such a medium for the interchange of thought as educationists need, and will supply a felt want in the field of periodical literature. It emanates from the now well-known and popular "Grip" Publishing Co., is neat and cheery in its mechanical make-up, and will, doubtless, be popular among educationists in general. We wish it success.—*The Iconoclast*.

-- TO ALL TEACHERS. --

If you intend to subscribe to the EDUCATIONAL WEEKLY do so at once. If afterwards the local association to which you belong decide to obtain the WEEKLY for its members at club rates, the difference between your subscription and the club rate will be refunded to you ; or the WEEKLY will be sent to you for sixteen months, just as you prefer. Do not wait for the meeting of your association. Secure the numbers from the beginning.

Educational Weekly—First Number.

To those who do not intend to subscribe for the EDUCATIONAL WEEKLY, we shall be much obliged if they will kindly notify us of their intention by sending back to us the *first number*. We are receiving every day subscriptions asking for the *first number* and we cannot supply it. Keep the second and third numbers if you like, but kindly send us the first number if you do not want it.

CONTRIBUTIONS.

We are daily receiving proffers of aid, and contributions on every variety of Educational work. Many well-known teachers of the province have promised to send us practical papers bearing on every phase of school work. But we still say to our readers, if you have any thoughts that you think will be helpful to your fellow teachers, or if you have done any special work which you think would be helpful to either students or teachers, we shall be very glad to receive contributions from you. We can make an unlimited number of selections from American and English School Journals, but we much prefer to publish the views and opinions of our Ontario teachers, believing as we do that as a body they are equal in intelligence and in thoroughness to those of any country in the world.

TO OUR READERS.

Keep your numbers carefully. Do not let them be destroyed. At the end of each half year we propose to prepare and give to each subscriber, an *index and title page*. You will have at the end of the year two volumes of at least 416 pages each, or one large volume of 832 pages, exclusive of 208 cover pages. You can hardly over-estimate the usefulness of the vast quantity of educational information there will be in those two volumes. We purposely insert some things that perhaps have already been pretty widely circulated by the newspapers, because we know that at the end of the year their preservation will be of great importance to every educationist. We shall in due time announce very favorable arrangements for binding.

TO ALL.

Remember the exceedingly low rates of subscription : \$2.00 per annum for single copies, \$1.00 for six months. Clubs of five at \$1 60 each, or the five for \$8.00. Clubs of twenty at \$1.50 each, or the twenty for \$30.00.

ADDRESS—

EDUCATIONAL WEEKLY,

GRIP PRINTING AND PUBLISHING CO.,

TORONTO