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TORONTO, MAY 13, 1886.

THE question of teachers' salaries touched upon in our last issue is no unimportant one. That the average salary of a Canadian schoolmaster is low seems to be taken for granted throughout the country. But in speaking of the low salaries of teachers we not seldom forget that low salaries seem, in a comparatively new country, to be the necessary adjunct to intellectual labour. We think it will be found that, taking everything into consideration, the labour most highly paid in the Dominion is manual labour. And this is, of course, according to the natural order of things. In a country which is still in its youth we cannot complain because there is more demand for the absolute necessities of life than for the amenities.

The *Current*, it will be remembered, found one of the causes of low salaries in the fact that teachers "deliberately use positions as stepping stones to something else." And in this the *Current* is perfectly

correct, and until some remedy is found for this salaries will remain low. It makes the supply greater than the demand, and at the same time lowers the standard of that supply. But against this latter result teachers should guard. Here, as elsewhere, the best article will fetch the best price; and the true and rational way to work for the better price is to raise the quality of the article.

But on the whole we think the problem of low salaries is included in the greater problem of the want of permanency in the profession. And this problem, in addition to its greatness, is an exceedingly intricate one. Sooner or later, however, we believe it must be grappled with. A teacher is not made in a day. The value attached to "experience" is an evidence of this. Length of service is of all criteria of excellence in a schoolmaster perhaps the best. There should, therefore, be some persistent effort made to insure length of service. It would redound on the whole to the benefit, not only of teachers, but of trustees and of pupils also. Salaries would rise, and although perhaps trustees might look upon this as a disadvantage, in reality it would be the reverse—a better article would be obtainable, and a good article at a high price is, all will admit, less expensive than a poor article at a low price. The whole standard of education would be appreciably raised. The country as a whole would benefit.

To bring about these results we firmly believe that no changes, however radical, should be left unconsidered. It is a vital question, one which underlies our whole educational system. If stringent regulations are needed by all means let stringent regulations be enforced. The welfare of the pupils, the standing of old and experienced teachers, demand that some thought should be given to this subject. If the outcome be that a certain number must be sacrificed, the sacrifice should be made. The good of the majority must be maintained.

Another point should not be lost sight of. "It is not because salaries are small," says the *New York School Journal*,

"but because wants are large that makes living comfortably a matter of difficulty. Teachers are often pinched because they frequently try to make a thousand dollar show on a five-hundred dollar cash income. A man who lives five-hundred dollars' worth on a thousand dollar income will have an abundance. It is not what we get, but what we spend, that gives us a Dr. or Cr., cash balance, on the last day of December. Debt is the teacher's guillotine. It has cut off more heads than all the Boards of Education ever elected. Debt is not only an expensive ruler, but a merciless tyrant, whose aim is to kill as many as possible. Poverty in our land is no disgrace, but debt is. We recently came across the following incident, which we give in the author's own words. It carries with it a first-class conclusion: 'If a girl earning her own living makes it her highest ambition to dress with the nearest appearance to wealth, she simply ties a stone to true happiness, and drowns it in the pool of her own foolish vanity. Her foolishness is always apparent. Recently a large, rather coarse-looking girl was noticed among a number of girls, who met weekly; she dressed in the most elaborate manner, entirely out of keeping with her looks and position. The girl was missed for a couple of evenings; on inquiring, it was learned that she was ill. When visited, she was found lying on a mattress in a room that was at once parlour, sleeping room and kitchen. She was without suitable clothing for sickness, and was glad to accept financial assistance. Her standards of living were a silk dress and an opportunity to wear it. No amount of income within the reach of labour would save that girl from suffering.'"

At this point, we may, for the present, leave this important topic. It cannot, however, too soon come under the notice of all educators—both those engaged in practical tuition and those engaged in forming regulations for the conduct of the system. We shall be glad to insert in our "Correspondence" columns expressions of opinion on the subject of teachers' salaries.

Contemporary Thought.

PROFESSOR FREEMAN, urged thereto by his friends, replies in the April *Contemporary Review* to an article by Frederic Harrison in the January *Nineteenth Century* in which the apostle of Positivism called the historian of the Normans and early English "A Pedantic Nuisance." "When a man does his best to make his words answer to his thoughts, and his thoughts answer to the facts," says the distinguished professor, "the trouble that he has taken is a reproach to those who have not taken the same trouble; but the reproach is taken away by calling the man who has taken such needless pains a pedant." This is a very interesting number of the *Review*, other papers besides Prof. Freeman's being by Holman Hunt, on "The Pre-Raphaelite Brotherhood," by R. H. Hutton on Matthew Arnold, and by Leonard Courtney, Samuel Laing and Michael Davitt on the Irish question.

THE alternative as to whether man was created or developed can no longer be raised, now that we are exercising the free use of our reason. Man's dentition has to be judged from our experiences made in the mammalian group. Hence, first of all, it is a reduced dentition. True, we do not know the definite stages by which it was attained in man, any more than we do in the case of the anthropomorphoids, and all the other apes of the Old World, but we shall not hesitate to maintain that the ancestors of man possessed a fuller number of teeth, as long as deductions are justified from the observation of facts. Our teeth have decreased in number during the course of our geologico-zoological development; we have lost on either side, above and below, two incisors, two premolars, and one molar. By this we transfer ourselves back to those periods from which the jaw of the otocyon has been preserved. Baume, our eminent odontologist, in a recent work which we have repeatedly referred to, has successfully followed and pointed out cases of atavism or reversion in the human jaw, by tracing cases of "surplus" teeth—and certain dental formations met with in the jaws in a large percentage of cases—back to those portions of the jaw in the animal ancestors of man which have disappeared in the course of ages.—From "*Teeth of the Coming Man*," by Oscar Schmidt, in *Popular Science Monthly*.

A GRAVE question with American readers is the effect that international copyright would have on the prices of American books. Would it make books dearer; and, if so, to what extent? Many attempts have been made to alarm the public mind on this question, and some of them have been disingenuous if not distinctly dishonest. In the first place, no concessions made to foreign authors would or could affect the price of school-books or text-books, cyclopedias, and other books of reference would probably experience no change; and all the great authors of the past—the whole noble host of poets, historians, essayists, and novelists, that give such brilliant lustre to the English name—would be as accessible in cheap editions then as now. The books thus exempted may be fully summarized as follows: School-books and text-books; standard authors—the entire literature

of the past; American fiction, and popular literature generally; American histories, travels, science, books of investigation and learning, cyclopedias, dictionaries, books of reference, manuals for mechanics, etc.; foreign books of science and learning; magazines, reviews, periodicals of all kinds. This list includes almost everything that enters into education, or that concerns the student or scholar. Increase of price, should there prove to be an increase of price, would fall solely on new books of a popular character—almost exclusively, in fact, upon reprints of English fiction.—*Appleton's Literary Bulletin*.

LORD BEACONSFIELD was an adventurer in politics in very nearly the same sense as Mr. Gladstone is an adventurer, and as Canning was. He was not nearly so much of an adventurer as Burke, and he was not very much more of one than Mr. Pitt. That is to say, Mr. Disraeli was not cradled and rocked and dandled into legislatorhood; he has had no political sponsors in English politics, and he did not belong to any of the great houses which have governed Great Britain, on the whole for Great Britain's good, during the last few hundred years. On the other hand, he was so little of an adventurer that he entirely lacked, and never attempted to gain, the adventitious aids to political success which all the four distinguished persons above mentioned possessed. He did not come into public life as a nominee of a great man like Mr. Gladstone and Canning, or as a useful "devil" like Burke, or as a free-lance, subsidised by a party hatred to a great minister, like Pitt. There is no Duke of Newcastle, there is no Marquess of Rockingham, there is no Duchess of Marlborough, in Lord Beaconsfield's career. He fought the fight with a barely sufficient independence of property, and with a great deal more than sufficient independence of character. It is a subject of some amusement to the critics of his detractors that these detractors, at the very moment that they decry Mr. Disraeli as an adventurer, quote with pride and joy the heart-burnings of great Tory magnates over his friendship with their sons, and slings of Tory members of Parliament at the gradual progress of this astonishing *outarker*. What I wish to point out is that in English we don't call that kind of success the success of an adventurer: we call it the success of a genius.—*George Saintsbury in Magazine of Art*.

THE set in which young Trench found himself at Cambridge was calculated to foster all that was bright, all that was intellectual, in his nature. John Sterling; Frederic Maurice, afterwards to be associated with him at King's College, London; John Kemble, the "J.K." of Tennyson's fine sonnet; James Spedding, the recipient of Tennyson's lines on the death of his brother, and himself the original inspirer of some of the best among that poet's earliest lyrics; Venables; Charles Buller; Monckton Milnes, afterwards Lord Houghton; Tennyson, and others, made a set of keen-witted and thoughtful young men not easily matched among university cliques; while the influence of Julius Hare was over them all as college tutor, inspiring and guiding in safe channels a true zeal for learning. . . . If we were to define Trench's place in modern poetry, it can only be by assign-

ing him to a group which others may place where they will on the slope of Parnassus. We should put him with Henry Taylor and Aubrey de Vere, not forgetting a certain intellectual kinship to his early friend Monckton Milnes. In philology it would be difficult to overstate the Archbishop's services. No books have given so great a stimulus to the intolligent study of the language as his little works on "The Study of Words," the "Select Glossary," "English Synonyms," etc. . . . The books are, and will remain, among the most fascinating and encouraging which can be placed in the hands of the young who wish to study their own tongue. They show, moreover, the widest reading and scholarship, and excursions into unexpected paths of literature in all languages. Yet, like most busy men, he was a great reader of the books of the day, not neglecting even the lighter sort.—*The Academy*.

It has occurred also to the writer to make many observations as to the circumstances under which tea and coffee are found to agree or disagree with different persons; in the first place, as Sir W. Roberts has pointed out, tea, if taken at the same time as farinaceous food, is more likely to retard its digestion and cause dyspepsia than if taken a little time after eating; and the custom adopted by many persons at breakfast, for instance, of eating first and drinking their tea or coffee afterward, is a sensible one; so also it is better to take one's five o'clock tea without the customary bread and butter or cake than with it. Indeed, while there is little that can be said against a cup of hot tea as a stimulant and restorative, when taken about midway between lunch and dinner, and *without* solid food, it may, on the other hand, be a fruitful cause of dyspepsia when accompanied at that time *with* solid food. It is also a curious fact that many persons with whom tea, under ordinary circumstances, will agree exceedingly well, will become the subjects of a tea dyspepsia, if they drink this beverage at a time when they may be suffering from mental worry or emotional disturbance. Moreover, it is a well-recognized fact that persons who are prone to nervous excitement of the circulation and palpitations of the heart have these symptoms greatly aggravated if they persist in the use of tea or coffee as a beverage. The excessive consumption of tea among the women of the poorer classes is the cause of much of the so-called "heart complaints" among them: the food of those poor women consists largely of starchy substances (bread and butter chiefly), together with tea, *i.e.*, a food accessory which is one of the greatest of all retarders of the digestion of starchy food. The effect of coffee as a retarder of stomach digestion would probably be more felt than it is were it not constantly the practice to take it only in small quantity after a very large meal: it is then mixed with an immense bulk of food, and its relative percentage proportion rendered insignificant; and to the strong and virous the slightly retarding effect on digestion it would then have may be, as Sir W. Roberts suggests, not altogether a disadvantage; but after a spare meal and in persons of feeble digestive power, the cup of black coffee would probably exercise a retarding effect on digestion which might prove harmful.—From "*Food Accessories and Digestion*," by Dr. J. Burney Yeo, in *Popular Science Monthly*.

Notes and Comments.

WE call attention to the intelligence on the subject of botany classes to be found on another column of this issue.

THE successful candidates for the Senate of the University of Toronto are W. G. Falconbridge, M.A., Q.C., A. H. Wright, M.A., M.D., etc., and W. A. Foster, M.A., LL.B., Q.C.

MR. CAMPBELL, the writer of the poem entitled "Dawn," to be found on the next page, is probably better known to our readers by the pseudonym under which he has written so much—"Huron."

IN connexion with the subject discussed on the first page we intend, next week, to give tables showing the various salaries paid to French and Swiss school masters and mistresses with which to compare those of Canadian teachers.

INSTEAD of the drawing classes carried on so successfully during the last two summers at the Education Department, the Minister of Education proposes to give a grant of twenty dollars to each class of ten teachers formed in any inspec.oral division, engaging a competent teacher. The course to consist of thirty lessons of two hours each.

COUNT LYOP NIKOLAYEVITCH TOLSTOI, whose books entitled "War and Peace" and "My Religion" are already in the hands of American and Canadian readers, was born in 1828 in the Government of Tula. His father was an army officer and his mother a princess. His early years were divided between his birthplace, Moscow, and Kazan, entering the University of the latter city in 1843. Eight or ten years later having joined the army in the Caucasus, he took up literature, and planned a great romance on which he made a beginning. He served in the Crimean War, after which at St. Petersburg, Moscow, and on his estate, he resumed his writing. He interested himself in the elevation of the emancipated serfs, in popular education, and in various social reforms, and began "Anna Karénina" in serial form in 1875. "My Religion" is his latest work, and is really a growth of seeds which are planted in "Anna Karénina."

THE discussion of the need of a new pronoun, which began in this country, has spread to Scotland, and the matter was seriously considered by a writer in *Blackwood's* for March. He says: "Having thought a little on the subject, I will offer a suggestion, which is as follows: We have in the language an indefinite pronoun—viz., *one*—and we say 'one thinks,' 'one's own,' 'it wearies one,' and so on. Now, without any great violence to this pronoun, we might perhaps extend its use so that it might stand for 'he or she,' or 'him or her,' or for the possessives 'his or her.' If this were allowed, the

sentences given by me as examples would read: 'Every person likes to have one's own way,' 'A writer ought to set forth in clear terms what one may mean,' and 'If a witness has once spoken falsely, we do not afterwards believe one.' Whatever word may be adopted will sound strange when first used in that sense, but the ear would not be long in becoming reconciled to it."

EXTRACT from "Report of the Minister of Education, 1885":—

If the number of model schools were reduced, and the efficiency of those retained, increased, I believe much better results would be achieved than can be produced under the present arrangement.

To this end I would recommend:—

1. That the Province be divided into about 20 model school districts, each containing an important public school which can readily furnish all the requirements for a well equipped model school.
2. That there be two sessions in the year, the first beginning about the 1st of September and ending in December; the second beginning about the 1st of February and ending in May.
3. That the model school master be principal of the public school in which the model school is established, and that his whole time be given to the training of the students and to the general supervision of the public school.
4. That the income of a model school from grants and fees be not less than \$1,000 a year, and that this sum, at least, be the salary of the principal.
5. That the public school inspectors in a model school district and the principal of the model school constitute the board of examiners for that district.
6. That the expenses of the examinations be divided equally among the counties forming a model school district.

THE *Chicago Journal* has a good word to say in behalf of the English language and particularly for those who contribute new words to its stock. Young writers who find it convenient to draw upon foreign languages for verbal assistance are advised to heed the suggestions in the following: "Its roots are Greek, Latin and Saxon. Its foliage, its blossom and its ripened fruitage possesses the beauty, the fragrance and the virtues of all the elements from which it is derived. It possesses surprising pliability, strength and grace in all its classical, rhetorical and colloquial forms. It is not equalled by any other language in the delicacy of the shades of meaning that it may be made to convey. Its grandeur on the lips of the highest oratory has no parallel. In poetry its rhythmical sweetness and music are the perfection of human expression. It is the only language in which puns may combine wisdom with wit, and in which mere plays upon words are a form of genuine humour. In vituperation, buffoonery, vulgarity and still more debased forms of expression its resources are more ample than those of any other tongue or dialect. For every use it is superior to any other language ever spoken by human lips. Every word by which the language is enlarged in its limits or acquires greater force and more varied qualities of ornament or usefulness, is a valuable contribution to

society. The men who mangle and distort words by crotchety orthography are like clippers of coin in the monetary world. They pollute and degrade language, which is the currency of thought and intelligence. But those who add acceptable words to the language are like other producers of wealth; they are benefactors of mankind, and are entitled to its honour and gratitude."

At a meeting of the Dufferin Teachers' Association held at Orangeville on the 7th of May last, the following resolutions were unanimously adopted on motion of J. Steele, M.A., head master of the Orangeville High School, seconded by Mr. Armstrong, head master of the public school in the same place:—

1. That in the opinion of this association the time has arrived for the adoption of a mode of spelling English words more simple and phonetic than the one at present forced into common use by official authority.
2. That the Education Department and the governing bodies of the various universities in Ontario be and they are hereby respectfully requested to take steps to bring about such a change.
3. That in the interest alike of popular education and of sound English scholarship the teachers' associations throughout the Province, and especially the Provincial Teachers' Association, ought to press on the attention of those who have the direction of the educational work of the Province the necessity for more rational treatment of the subject of orthography in connection with public examinations of all kinds.
4. That the secretary be instructed to send to each of the bodies above referred to a copy of these resolutions signed by the president and secretary of this association.

In the course of the discussion which took place fault was found with the Education Department for compelling the examiners of the High School entrance papers to deduct one mark from the number obtained by the candidate in any subject for each mistake in spelling in his paper on that subject. It was contended that in a paper on arithmetic, or grammar, or geography, for instance, it was obviously unfair to apply this double test, the effect of which often is that a pupil who spells well actually passes in a given subject though his paper on that subject is far inferior to that of another who does better work and yet fails. There is much to be said, while our spelling is so arbitrary and anomalous, in favour of confining the spelling text in the case of entrance pupils to the paper on spelling. The present method debars from the privilege of attending high school many a bright pupil who, being well up in other subjects, could easily improve his spelling if he was admitted. To elevate spelling at any period in a man's life into the final and most important criterion of his literary culture is absurd; to do this in the case of a child entering a high school is a most injudicious and cruel exercise of arbitrary power.—*Communicated.*

Literature and Science.

DAWN.

FAR o'er the brim
Of the ocean's rim,
On the edge of the morning lands,
Where the sea glimmers red
When the night is dead,
And tinges the white, white sands—
In a beautiful bower of the red sunbeams
That fringe like rushes the eastern stream,
A radiant maiden stands.

And there between the earth and sky,
With her shining golden hair
All flaming bright
On the edge of night,
And her feet and shoulders bare
A dew drop glistening in each blue eye,
She stands in meadows fair.

This most beautiful maiden
In heaven or earth,
Or under the depths of the sea,
Before the ages of men had begun,
Was woo'd by the sky and the sea and the sun,
And all things that holiest be.
But she left them all for the arms of the night,
Who only her love could be;
The dark and sullen and brooding night,
Who sleeps in a cavern of dim moonlight,
Like a genie beneath the sea.

And whenever the stars,
Those maids of the sky,
On the edge of the night and the day,
With trembling of feet steal over the deep
And kneel on its breast to pray;

And whenever the bell of the morning hour,
That wakens the dews that have clung,
With the murmuring bee,
And the bud and the flower,
And the columbine bell, on its trembling tower—
From its wild sea turret is rung—

She is seen to rise.
With her dew-drop eyes
And her hair all flaming afloat,
Up over the edge of the shimmering sea,
And kiss each brooklet, and meadow and tree,
With the love of her love, the night.

WILLIAM WILFRED CAMPBELL.

WEST CLAREMONT, N. H.

LONGFELLOW.

(Continued from page 277.)

THE value of these memoirs as a commentary upon the genius of Longfellow is chiefly, as has been intimated, in the opportunity they afford for a view of the poet's career, *ab intra* rather than *ab extra*. There is only a slight display of the impression made upon the world of the successive works, hardly any sign of the enthusiasm which they created beyond the inner circle of the poet's friends, and even less indication of the rebound upon his own consciousness. What we are permitted to see is something of the spirit in which he worked,

the methods which he used, and above all, the relation of his art to his daily life. By means of the jottings in the diary and the letters to his friends, we are able to watch from a favored position the steady unfolding of his genius.

In this way we become possessed of an important clue. The student of his works has easily perceived that there was a harmonious development of Longfellow's nature from the outset, that the artistic power manifested in his maturity was present in elementary form in his earlier poems; but only now do we discover that Longfellow was one of those rare natures that perceive their destiny with perfect distinctness from the time when consciousness makes them distinct persons. He knew as well in the last year of his college life that he was meant for literature as he did in the last year of his worldly life. He saw with clearness of poetic vision the meaning of his endowment, and with that fine confidence in his destiny which is faith in the unseen he steered for port. Mr. Greene, in his well-known dedicatory letter, prefixed to his life of General Greene, and quoted in these volumes, records the impression made upon him when Longfellow, at twenty-one years of age, unfolded his plans of life, and showed the deep cisterns from which he had already learned to draw. One wishes that the friend had kept for the world a *protégé* of that conversation. But we get a glimpse of the determining spirit when we read the letters which Longfellow wrote to his father from Brunswick, in his eighteenth year.

"The fact is," he writes, after detailing his immediate plans—"and I will not disguise it in the least, for I think I ought not—the fact is, I most eagerly aspire after future eminence in literature; my whole soul burns most ardently for it, and every earthly thought centres in it. There may be something visionary in this, but I flatter myself I have prudence enough to keep my enthusiasm from defeating its own object by too great haste. Surely, there never was a better opportunity offered for the exertion of literary talent in our own country than is now offered. To be sure, most of our literary men thus far have not been professedly so, until they have studied and entered the practice of theology, law, or medicine. But this is evidently lost time. I do believe that we ought to pay more attention to the opinion of philosophers, that 'nothing but Nature can qualify a man for knowledge.' Whether Nature has given me any capacity for knowledge or not, she has, at any rate, given me a very strong predilection for literary pursuits; and I am almost confident in believing that, if I can ever rise in the world, it must be by the exercise of my talent in the wide field of literature. With such a belief, I must say that I am unwilling to

engage in the study of the law. Here, then, seems to be the starting-point; and I think it best for me to float out into the world upon that tide and in that channel which will the soonest bring me to my destined port, and not to struggle against both wind and tide, and by attempting what is impossible lose everything. . . . Let me reside one year at Cambridge; let me study *belles-lettres*; and after that time it will not require a spirit of prophecy to predict with some degree of certainty what kind of a figure I could make in the literary world."

This was the eager outlook of a young man who uses some of the conventional phrases of youth, but there is an unmistakably genuine ring to the expression of faith in his calling, and the resolution which he showed in the next few years, when he was qualifying himself ostensibly for the post of professor, but quite consciously for the larger field of literature, disclosed a strong nature, not afflicted by petty doubts. The spirit which the young man displayed, when the college authorities at Bowdoin showed a disposition to recede from the promises which they had made him, brings out an interesting side of his character, and surprises one a little by its early indication of that consciousness of dignity which in later life found other forms of expression.

In one of his letters, written when leaving college, he intimates that if his father insists upon his adopting a profession, he may accept the law. "I can be a lawyer," he says; "this will support my real existence, literature an *ideal* one." As it turned out, he was able to earn his living by a pursuit which was more directly akin to literature. For about twenty-five years he was bound by the exacting duties of a professorship, first at Bowdoin, afterward at Harvard. We are a little surprised that the editor has not more distinctly marked the period when the professor laid aside his gown. Longfellow himself makes this outcry in his diary:—

"September 12, 1854. Yesterday I got from President Walker a note, with a copy of the vote of the corporation, accepting my resignation, and expressing regrets at my retirement. I am now free! But there is a good deal of sadness in the feeling of separating one's self from one's former life."

To be sure, this was the formal separation only. The real cessation of college work had taken place a few months earlier. But in the diary of the closing years of his connection with the college there are many signs of a growing weariness and a desire to be relieved of irksome duties, and we think it would be possible to make from the record of this quarter century an interesting study of the relation which Longfellow's academic life bore to his art. In a rough way, his function as a professor seems always to have been subordinate to his own consciousness,

but never to have been slighted. More than that, his literary faculty distinctly reinforced his professorial power. He apparently brought to his work in the college no special love of teaching, nor, so far as we can see, any special gift of exegesis; he brought something, however, that was rare in his position and of great value—a deep love of literature, namely, and that unacademic attitude toward his work which was a liberalizing power.

Nor, on the other hand, can we say that his work in the college was of serious disadvantage to him as a man of letters. It is probable that he found in poetry a relief from the routine of his life, and that the business which compelled him gave a certain stability to his course, making it possible for him to keep poetry always like a pure flame leading him forward. At any rate, it is to be observed that during these twenty-five years, naturally the most fruitful in a poet's life, he wrote the poems which fixed his place on Parnassus. It was just at the turning-point that he wrote *Hiawatha*, but he had already written *Evangeline*, and those poems full of hope and confidence which he called to himself psalms, though he used that title finally for only one of them.

It was during this quarter century, also, that he formed those friendships which give a beauty and nobility to the record of his social life. Most of the men who were nearest to him died before him—Felton, Sumner, Hawthorne, Agassiz—and he embalmed their memories in translucent verse. Yet we are ready to say that we would give up the lines on Sumner, if we had to choose between them and the glowing, impassioned words in diary and letters in which he speaks of and to his friend. It is by these passages that one looks deep into Longfellow's heart. They help us to perceive the still depths of his convictions on great moral themes, and the strong hold which national life had upon his thought. One might see this, indeed, in the closing lines of the *Building of the Ship*, but it is good to have the inspiration of a poet confirmed by the same poet's unguarded prose.

In speaking of his academic life we have been drawn forward to the period of his fuller development. The preparation which he made for that life by travel and study was also a very distinct preparation for his literary career, and has, in this regard, the stronger claim upon our notice. The resolution and self-knowledge which determined him in the choice of a career were evident also in the use he made of the opportunities given him in Europe. He laid then the foundation of that familiar acquaintance with the localities of legend and song and literary art which gave to all his work, so far as it was allusive of art, a lightness of

touch, a confidence and an affectionateness of handling. It is to be observed that his letters during both his earlier journeys have a directness and freedom not always apparent in the two volumes *Outre-Mer* and *Hyperion*, which contained the first results of his study and experience. The young man's hand grew firmer as he went deeper into European life, and his letters, especially to his younger correspondents, are fresh, joyous, and unaffected. The style is indeed better than in his formal prose. There is a distinct literary air in *Hyperion* which is agreeably absent from the letters, although the diaries contain occasional tropes which read like tentative experiments in literary form. The slight sketches which are given might well have been left out. They are not numerous enough to serve as real illustrations, and they do not indicate any special faculty. We must also express some regret that the editor did not, when selecting passages from the diary, suppress some of the more private and intimate confessions of the sixteenth chapter. At a later period the poet writes in his diary. "How brief this chronicle is, even of my outward life!—and of my inner life, not a word. If one were only sure that one's journal would never be seen by any one, and never get into print, how different the case would be! But death picks the locks of all portfolios, and throws the contents into the street for the public to scramble after." The reserve which Mr. Longfellow showed in all his later life was broken into in the peculiarly trying time of his journey in Switzerland and the Tyrol. He seems to have found it hard to write then to friends, but to have unburdened his mind in his journal; and although one cannot but be interested in the revelation which it makes of his agitated mind, one instinctively shrinks from so intimate a knowledge. How wisely the editor has treated the great calamity which overtook the poet in 1861, stating the facts simply and swiftly! Then, the diary and letters, though alluding to the event, leave it uncommented on. This was the mood of the older man, but it was the mood also in which we think he would have wished the record of his earlier grief preserved.—*Atlantic Monthly*.

(To be continued.)

SELECTION BY THE SEA.

AN observant Rambler along shores, will, here and there, note places where the sea has deposited things more or less similar, and separated them from dissimilar things—will see shingle parted from sand; larger stones sorted from smaller stones; and will occasionally discover deposits of shells more or less worn by being rolled about. Sometimes the pebbles or boulders composing the

shingle at one end of a bay, he will find much larger than those at the other: intermediate sizes, having small average differences, occupying the space between the extremes. An example occurs, if I remember rightly, some mile or two to the west of Tenby; but the most remarkable and well-known example is that afforded by the Chesil bank. Here, along a shore some sixteen miles long, there is a gradual increase in the sizes of the stones; which, being at one end but mere pebbles, are at the other end great boulders. In this case, then, the breakers and the undertow have effected a selection have at each place left behind those stones which were too large to be readily moved, while taking away others small enough to be moved easily. But now, if we contemplate exclusively this selective action of the sea, we overlook certain important effects which the sea simultaneously works. While the stones have been differently acted upon in so far that some have been left here and some carried there; they have been similarly acted upon in two allied, but distinguishable, ways. By perpetually rolling them about and knocking them one against another, the waves have so broken off their most prominent parts as to produce in all of them more or less rounded forms; and then, further, the mutual friction of the stones simultaneously caused, has smoothed their surfaces. That is to say in general terms, the actions of environing agencies, so far as they have operated indiscriminately, have produced in the stones a certain unity of character; at the same time that they have, by their differential effects, separated them: the larger ones having withstood certain violent actions which the smaller ones could not withstand.—From "*The Factors of Organic Evolution*," by Herbert Spencer in *Popular Science Monthly for May*.

THERE is often a conflict between the parent and the teacher as to the best method of managing children in schools, and even as to the true method of teaching. This opposition is, perhaps, more general in the rural districts than in cities. The cause is generally ignorance on the part of one or the other. It is the true interest of both to do the right thing, but lack of knowledge, or lack of confidence on the part of either, produces a conflict. The only remedy is a careful study, on the part of both, of what education is, and the part that each ought to do for the child.

The teacher is not a good teacher by mere force of a certificate, neither is a parent a worthy parent by mere force of that natural relation to a child.

Both must study the laws of mental and moral growth and apply the knowledge of them in their respective departments of child training.—*Herald of Education*.

Special Papers.

DEVELOPMENT OF THE MORAL FACULTY.

JAMES S. LEE, M.A.

(Continued from page 278.)

THE higher developments of the moral sentiment involve not only a deepening and quickening of the feelings, but a considerable enlightenment of the intelligence. In order to detect the subtler distinctions between right and wrong, delicate intellectual processes have to be carried out. Rapidity and certainty of moral insight are the late result of wide experience, and a long and systematic exercise of the moral faculty on its emotional and intellectual side alike.

Since the moral feeling stands in a peculiarly close relation to the will, the practical problem of exercising and developing it is intimately connected with the education of the will and the formation of the moral character. This larger problem we have not yet reached, but we may even at this stage inquire into the best means of developing the moral sentiment regarded apart from its influence as a motive to action, and merely as an emotional and intellectual product.

Inasmuch as the government of the parent and the teacher is the external agency that first acts upon the germ of the moral sentiment, it is evident that the work of training the moral feelings and judgment forms a conspicuous feature in the plan of early education. The nature of the home discipline more particularly is a prime factor in determining the first movements of growth of the childish sense of duty. In order that any system of discipline may have a beneficial moral influence and tend in the direction of moral growth, it must satisfy the requirements of a good and efficient system. What these are is a point which will be considered later on. Here it must suffice to say that rules must be laid down absolutely, and enforced uniformly and consistently, yet with a careful consideration of circumstances and individual differences. Only in this way will the child come to view the commands and prohibitions of his parent or his teacher as representing and expressing a permanent and unalterable moral law, which is perfectly impartial in its approvals and disapprovals.

The effect of any system of discipline in educating and strengthening the moral feelings and judgment will depend on the spirit and temper in which it is enforced. On the one hand, a measure of calm becomes the judicial function, and a parent or teacher carried away by violent feeling is unfit for moral control. Hence everything like petty personal feeling, as vindictiveness, triumph,

and so forth, should be rigorously excluded.

On the other hand, the moral educator must not, in administering discipline, appear as a cold, impersonal abstraction. He must represent the august and rigorously impartial moral law, but in representing it he must prove himself a living personality capable of being deeply pained at the sight of wrong-doing. By so doing he may foster the love of right by enlisting on his side the child's warmer feelings of love and respect for a concrete personality. The child should first be led to feel how base it is to lie, and how cowardly to injure a weak and helpless creature, by witnessing the distress it causes his beloved parent or teacher. In like manner he should be led on to feel the nobility of generosity and self-sacrifice by witnessing the delight which it brings his moral teacher.

It is hardly necessary to add, perhaps, that this infusion of morality with a warm sympathetic reflection of the educator's feelings presupposes the action of that moral atmosphere which surrounds a good personality. The child only fully realizes the repugnance of a lie to his parent or teacher when he comes to regard him as himself a perfect embodiment of truth. The moral educator must appear as the consistent respecter of the moral law in all his actions.

The training of the moral faculty in a self-reliant mode of feeling and judging includes the habitual exercise of the sympathetic feelings, together with the powers of judgment. And here much may be done by the educator in directing the child's attention to the effects of his conduct. The injurious consequences of wrong-doing and the beneficent results of right-doing ought to be made clear to the child, and his feelings enlisted against the one and on the side of the other. Not only so, his mind should be exercised in comparing actions so as to discover the common grounds and principles of right and wrong, and also in distinguishing between like actions under different circumstances, so that he may become rational and discriminative in pronouncing moral judgment.

What is called moral instruction should in the first stages of education consist largely of presenting to the child's mind examples of duty and virtue, with a view to call forth his moral feelings as well as to exercise his moral judgment. His own little sphere of observation should be supplemented by the page of history and of fiction. In this way a wider variety of moral action is exhibited, and the level of every-day experience is transcended. Such a widening of the moral horizon is necessary both for enlarging and refining the feeling of duty, and for rendering the meaning of

moral terms deeper and more exact. And it stimulates the mind to frame an *ideal* conception of what is good and praiseworthy.

The problem of determining the exact relation of intellectual to moral culture is one which has perplexed men's minds from the days of Socrates. On the one hand, as has been remarked, the enlightenment of the intelligence is essential to the growth of a clear and finely discriminative moral sense. On the other hand, it is possible to exercise the intellect in dealing with the formal distinctions of morality without calling the moral faculty into full vital activity.

This practical difficulty presses with peculiar force when we come on to the later exercises of moral instruction. The full carrying out of the process of informing the moral intelligence naturally conducts to the more or less systematic exposition of the ideas and truths of ethics. An enlightened conscience is one to which the deepest grounds of duty have begun to disclose themselves, and which has approximated to a complete and harmonious ideal of goodness by a systematic survey and co-ordination of the several divisions of human duty and the corresponding directions of moral virtue and excellence. Something in the shape of ethical exposition is thus called for when the child reaches a certain point in moral progress. But the educator must be careful to make this dogmatic instruction supplementary to, and not a substitute for, the drawing forth of the moral faculty on its sensitive and on its reflective side alike by the presentation of living concrete illustrations of moral truth. Divorced from this, it can only degenerate into a dead formal exercise of the logical faculty and the memory.

The education of the moral sentiment is, as we have seen, carried out in part by the influence of the child's companions. To surround him with companions is not only necessary for his comfort, but is a condition of developing and strengthening the moral feelings, as the sentiment of justice, the feeling of honour, and so on. The larger community of the school has an important moral function in familiarizing the child's mind with the idea that the moral law is not the imposition of an individual will, but of the community. The standard of good conduct set up and enforced by this community is all authoritative in fixing the early directions of the moral judgment.

This being so, it is evident that the moral educator must take pains to control and guide the public opinion of the school. And in connection with this he should seek to counteract the excessive influence of numbers, and to stimulate the individual to independent moral reflection.—*The Popular Science Monthly*.

Methods and Illustrations

READING.

GOOD reading seems to be one of the lost arts. But few of the pupils in our public schools can read intelligently. Of all the teachers, but few can entertain an audience by reading.

As by reading we obtain knowledge of all other subjects, it should receive special attention in the school room and at the fireside.—Nothing is more disagreeable than to hear a child try to read in an unnatural tone of voice. It destroys all the beauty of the selection. We like the old-fashioned custom of making some one read aloud to the family. It has many advantages over the present custom. Many persons can trace their love for literature to the stories read to them when they were unable to read themselves.

The human voice is one of the most perfect of musical instruments. It can give forth tones of the sweetest harmony or the most discordant strains. All that it needs is cultivation. The unnatural tone used by many children in reading does them great injury. Habits are being formed that only years of patient study can eradicate.

There is a magic power in the human voice. The fiercest animals have often been covered by the softest tone. The voice of the mother has much to do in determining the character of the children. If her voice is harsh, the children will be rude. While on the other hand a pleasant voice will fill the house with sunshine, and it seems easy for the children to be good. Even the dumb animals can be influenced by gentle words. A kind word spoken in a pleasing tone is always most effective. A look can cause a child to cry, and the sweetest words when spoken harshly may have the same effect. The influence does not depend so much upon what is said as upon how it is said.

A teacher with a harsh voice should never be employed to instruct small children. They become restless under cruel treatment.—Their childish faces become sad, and their cheerful nature seems frozen by the unnatural tones of the teacher. Happy is that child which never hears a harsh word.—*The Grammarian.*

HISTORY IN A COUNTRY SCHOOL.

How to teach history has been of late a question of considerable interest, and there are indications that the study will, ere long, receive its due meed as an essential in the courses of our public schools. At present the study is, though in itself of great interest, a difficult one to teach. Bad method, insufficient preparation on the part of the teacher,

scant time, and little or no historical apparatus, are formidable obstacles against which history is struggling for recognition. It is not the purpose of the writer to present in this article a method of teaching history that shall successfully meet these obstacles, but describe as briefly as possible how the study is taught in a small school twenty-five miles from a city.

The town library has about two thousand miscellaneous books, with the usual predominance of fiction. The school is without any historical apparatus save a few books available for historical study. The pupils are sons and daughters of farmers and villagers of limited means and culture. The problem was how to make history interesting and valuable in itself, and a means of healthy mental and moral growth. The teacher meets his classes five recitation-hours a week the first three years. The fourth year the pupils work independently of one another so far as mere text-book is concerned, but together in the definite object of bringing to the light some great historical character or event and its relation to the world's history. The instruction in history begins with England, some knowledge of the history of the United States being pre-supposed. The teacher is obliged to depend the first year, from the limited historical apparatus on hand, much on the text-book. The story of English history is told by the teacher, and his story must be made interesting from fullness of matter and charm of illustration. At first much time has to be spent in removing pernicious habits of study and substituting for them wise ones; in preparing the class for English history by studies in the geography of their own town, the history of its people, and their interests.

Geography, and all that it includes of human interests, they have never studied as a subject closely related to the history of human beings. To arouse this historical sense, the teacher must be competent or he fails at the start. In relation to England it is best to begin with England as she is now—her territory, power, wealth, relation to us and other countries; the Englishman himself—what kind of a man he is, what kind of a wife he has, how his children are brought up, what he can do best, how he and his country compare in these and a hundred other respects with other countries and other men and women. It may be time to begin at the beginning of English history, when the boys and girls see that England has a history worth a beginning. It necessarily follows that the teacher must be full of his subject, and make the story interesting by apt illustration, anecdote, biography, comparison, and knowledge of human nature. The story is told so often, and from so many different points of view, that the pupils can both tell it and write it; and the teacher is not satis-

fied that he has done his duty until his pupils can, of course in a boyish and girlish way, tell or write the story in good, clean, clear English.

The historical apparatus, as stated above, is very limited, the town library containing few books of any value, and the school almost none. The teacher fortunately possesses about two thousand volumes, among which are many relating to history, historical geography, art, and kindred subjects. Of these the pupils have full use. The pupils made also a complete catalogue of all the books they had at home, and among these books the teacher discovered quite a good many of value. These catalogues were put on file and often consulted.

About four hundred stereopticon slides and a lantern, owned by the teacher, are found by frequent use to be an almost invaluable aid in historical instruction. I would emphasize earnestly this use of the stereopticon. It proves itself to be a never-ending source of profit and delight to the pupils. A sketch of ancient and mediæval history follows the history of England.

Whichever country of the ancient civilization is selected for class work—and it is not always best to choose the same one—to fix an outline of it thoroughly in the memory is all that is first required of the pupils. But this is required. To find the outline, however, that is not a mere enumeration of facts without connection or life, is the great difficulty. In the school under consideration the outline is given in the main by the teacher, and filled in as his judgment dictates. If the Greek in history is the subject selected, the outline is the first thing in order.

After the outline, individual work begins in special subjects for each member of the class. These subjects are centres of thought and investigation, and, in their selection, the age, peculiar disposition, manner of life, degree of development, and personal habits of each pupil are carefully considered, as well as the connection of the subject with the work in general.

Each pupil worked independently, and, when ready, gave the results of his investigation to the class. This was in the form of a carefully written essay, which, however, he did not read, but gave from memory, aided only by a brief synopsis on the blackboard. The pupils took very full notes. These notes were afterwards made a subject for one or more recitations, and criticised by the teacher. These essays of the pupils were illustrated by the lantern as fully as facilities permitted, adding very greatly to their interest and profit.

History so taught is not dead, but alive with the aspiration, hope, success, failure, hate, and love of human beings.—*New England Journal of Education.*

TORONTO

THURSDAY, MAY 13, 1886.

MODEL SCHOOLS.

THE Annual Report of Mr. J. J. Tilley, Inspector of Model Schools, is a very thoughtful paper, and deserves the careful study of all interested in our educational system. To those who, like the EDUCATIONAL WEEKLY, consider schools for the professional training of third-class teachers an essential part of our school system, suggestions of improvement in respect of them are most welcome. At present Model Schools are very unequal affairs: some are well provided for by their trustees, others are considered nuisances, and are barely tolerated; in some the principals are able, during the session, to give their entire time to the teachers-in-training, in others the classes are taught before and after school hours by teachers harassed with forebodings of a day full of difficulties, or jaded with many hours of labor already performed.

In the best of cases it is a serious disturbance to the economy of a school that its principal teacher should, for four months in the year, be obliged to spend all his time, or at least half his time, in extraneous duties. Providing an assistant for these four months is not an adequate compensation: not only are competent assistants for short periods impossible to obtain, but, supposing they were obtainable, the disturbance caused to the school by the many necessary changes would be very considerable and very injurious.

The scheme proposed by Mr. Tilley, while not new, is entitled to great consideration, in that it comes from one whose experience in the working of the present system is so very thorough and whose connection with the Model School has been from its very inception.

If but twenty good schools were continued, and these maintained in thorough efficiency, a very great gain would be the elevation of the *status* of the Model School, and consequently of the Model School teacher. The principalship of a Model School would be a prize worth striving for to those in the profession whose talents and aptitudes led them to the practical rather than to the purely literary or scientific side of professional preparation; and it would be from among Model School principals that the professors in our Normal Schools would thereafter be chosen.

Another gain would be that this public recognition of Model Schools as entitled to definite existence and fair financial support, would emphasize, as nothing now does, the value to all candidates for the profession of practical preparation and of the purposeful study of pedagogy both in its principles and in well tested and approved methods, and the necessity of this preparation and study being undertaken.

The excellences of the proposed scheme are so obvious, and all possible objections to it are so fully answered in Mr. Tilley's Report, that we need not now say anything more in its favor, especially since Mr. Lees, himself an experienced Model School teacher, in another column so ably presents many advantages of the scheme. What Mr. Lees desires, and what the EDUCATIONAL WEEKLY will gladly lend its columns to further, is a full discussion of the proposed change both in its *pros* and *cons* by all interested in Model School matters.

For the convenience of those who may not have seen the report we print under "Notes and Comments" the summary of Mr. Tilley's suggestions.

OUR EXCHANGES.

THE frontispiece of the *Magazine of Art* for May is an admirable engraving by Vengling, of Millé, "Gathering Beans," which brought one of the highest prices of the sale. A wonderful Constable is also re-produced, a picture which, if we remember rightly, brought some \$7,000. Delacroix's "Tiger and Serpent" is given, and so are Albert Ryder's "The Resurrection," Dognan-Bouveret's exquisite "The Orphan in Church," and Corot's "The Word Gatherers."

The opening article of the number is on "Benjamin Disraeli, Early Beaconsfield." It is written by George Saintsbury, and illustrated with reproductions of Millais' portrait. Boshin's portrait bust, a page of caricatures and a sketch made by Harry Furniss of the Prisoner during his last appearance in *communis*. Disraeli's face was a god-send to the caricaturist. It lent itself to any sort of distortion, and still preserved the likeness as the page that accompanies Mr. Saintsbury's article shows. Following this article is one on "Ceilings and Walls," by J. H. Pollen. Then Mr. T. Nelson Maclean, an English sculptor, is taken up and discussed, and examples are given from his work.

Mr. Leader Scott has a paper on "The Romance of Art" this month, and Lewis F. Day discusses "Art in Mental Work," Russian art is treated of by Valdimir Stassoff, and illustrated from the famous collection at the Hermitage. The frame and picture is by A. Mary E. Robinson and Clara Montalba. Miss Robinson's Venetian Nocturne is well illustrated by Miss Montalba. The editor of

the magazine signs his initials W. E. H. to a capital paper on some new books, Katherine de Matto's writer of Mediaeval Almayne, and then we come to the well filled department of American and Foreign Art notes.

THE *Century* for May is a very ordinary number. W. D. Howells continues his "The Minister's Charge"; Mrs. Schuyler van Rensselaer commences "American Country Dwellings"; Julian Hawthorne writes on "Hawthorne's Philosophy"; Brander Matthews contributes a little thing in five parts entitled "Perturbed Spirits"; Robert Louis Stevenson writes six stanzas "To Will H. Low"; and there is the usual portion set aside for papers referring to the war.

When it is said that these are the principal contents, it will be seen that the principal contents are not of an astonishingly important character.

It is difficult to know what rank amongst monthly magazines the *Century* endeavours to take. Its lighter parts remind us strongly of the *English Illustrated Magazine*. Its heavier parts show that it strives to do much more than that pleasing little publication. And yet its heavier parts are in reality anything but heavy. It seeks, apparently, to suit the tastes both of those who "read and consider" and those who read for amusement. And yet it is not saying too much to assert that it hardly attains its aim. "Hawthorne's Philosophy," "A Californian's Gift to Science: Sick Observatory," and "Evolution and the Faith" are not articles which the student will mark and put away for future reference; and "The Flour-Mills of Minneapolis," "Iduna," and "The Breeding of Fancy Pigeons" will not fascinate the literary trifler. The illustrations, of course, are fascinating. That goes without saying in the case of the *Century*, and, perhaps, here lies the secret of its popularity.

The *Century* is typical of its readers: it contains little matter over embellished.

REVIEWS AND NOTICES OF BOOKS.

FRANK MOORE'S *Songs and Ballads of the Southern People, 1861-5*, is in press.

ROUTLEDGE will reprint, in London, Roberts Brothers' successful "Balzac Series."

ELLA WHEELER WILCOX gives her experiences in literary work in *Lippincott's Magazine* for May.

ALGERNON SWINBURNE will publish in May a volume of prose miscellanies, comprising his contributions to the *Encyclopaedia Britannica*, and a number of essays already published in periodicals.

MATTHEW ARNOLD, instead of coming over next autumn, will sail for the United States this month. He thinks of giving one address, "A Last Word about America," in three or four of the chief cities.

THE *Popular Science Quarterly* makes its first appearance, edited by the Faculty of Political Science of Columbia College, published by Ginn & Company, with six first-class articles and numerous scholarly reviews.

CHARLES H. WHITING has just published "Common Sense on the Labour Question," in pamphlet form, "designed for the special purpose of enlightening employes in regard to their duties, rights and privileges."

ON or about June 1st, Messrs. Leach, Shewell & Sanborn will publish Dr. Mombert's "Great Lives;" a Course of History in Biographies. It will contain about 325 pages, and is designed for school, home and library uses.

CHATTO & WINDUS, London, will publish a once "A History of Ireland from the Union to the Introduction of Mr. Gladstone's Bill," by Justin Huntley McCarthy, the son of the well-known author of "The History of Our Own Times."

MRS. SARAH K. BOLTON, the author of a successful book entitled "Poor Boys who Became Famous," has now prepared a companion volume "Girls who have Become Famous," which will be published by Messrs. T. Y. Crowell & Co. in the early fall.

THE article on Cicero for the new British Museum catalogue is just ready for publication. It deals with the various works of Cicero, the commentaries and biographies, and extends to 134 large quarto pages with an average of 35 entries to a page, making in all about 4690 entries.

SMITH, ELDER & CO. have just published the first volume of a pocket edition in two volumes, of Thackeray's "Vanity Fair," the price of which is one shilling per volume. The booksellers, it is reported, have subscribed liberally for the edition, which is said to number 50,000 copies. The second volume will be ready a month later.

EDUCATORS will be interested in the announcement that D. C. Heath & Co. have in preparation a series of Monographs on Education. Number one of this series will be a "Bibliography of Pedagogical Literature," carefully selected and annotated by Dr. G. Stanley Hall, Professor of Psychology and Pedagogy, Johns Hopkins University.

MR. R. L. STEVENSON'S earlier books, writes the *Tribune's* London correspondent, have become difficult to procure, owing to his having changed his publishers. Chatto & Windus, his former publishers, have the power, it appears, of preventing either the sale or a reprint of them; and they choose to exercise this power.

HARPER & BROS. announce "George Eliot and Her Heroines," by Abba Gould Woolson, which is described as a thoughtful and interesting study of the characters of the great novelist and the light they shed upon her own views and personality; also, a new work by Rev. Wm. M. Taylor, of the Broadway Tabernacle, N. Y., entitled "Joseph the Prime Minister."

THE Society for the Propagation of Christian Knowledge has undertaken the publication of a series of new and original novels by well-known English writers. The novels will be printed on paper of small octavo size, and will have striking covers. Mr. Farjeon and the Rev. Baring-Gould have already been secured as contributors. The price has been fixed at 1d. each.

MR. SWINBURNE'S forthcoming volume of prose miscellanies, to be published by Chatto & Windus, includes his monograph on Mary Stuart, his account of Lamb's manuscript notes on Wicher, and his criticisms of Chaucer, Spenser, Shakespeare's sonnets, Milton, Dryden, Pope, Congreve, Prior, Wordsworth, Byron, Landor, Keats, Tennyson, Musset, Emily Bronte, and Charles Reade-

M. T. APPLETON MORGAN, we learn from the *Evening Post*, "has undertaken to carry forward the Shakespearian bibliography, which is one of the great features of Allibone's 'Dictionary of Authors.' His 'Digest Shakespearicane' has begun to be published in the Papers of the New York Shakespeare Society. Part I includes titles A-F, topically arranged, no authors' names appearing in the alphabet."

THE second volume of the series of "Actors and Actresses of Great Britain and the United States," edited by Brander Matthews and Laurence Hutton, and published by Cassell & Company, will be ready about May 7th. The authors contributing biographical and critical sketches are Robert W. Low, Joseph H. Ireland, Wm. Archer, Brander Matthews, Laurence Hutton, Henry Gallup Paine, and Harold G. Henderson. The actors and actresses of whom the sketches are written and anecdotes told, are George Frederick Cooke, Sarah Siddons, John Philip Kemble, Joseph Menden, Elizabeth Farren, Dora Jordan, Robert William Elliston, Charles Mathews, Charles Kemble, Thomas Abthorpe Cooper, John Liston, Charles Mayne Young, Eliza O'Neil, and Wm. Henry West Betty.

APROPPOS of the new "vest pocket edition" of "Don't," some account of the way in which the little volume was composed will not be uninteresting. The writing of the book was suggested to Mr. O. B. Bunce, its author, in June, 1883, when reading on a railway train an editorial in the *New York Evening Post*, discussing "Books on Deportment." In this article the writer quoted a series of directions for etiquette furnished to Madame Patterson Bonaparte by Lord Cholmondeley about 1835. The negative character of the directions suggested the title "Don't" to Mr. Bunce. Upon reaching home he at once began his task, and in a month the book was completed and published. Up to this time 144,000 copies have been sold, and if all who have read the pages have profited as they should from the instructions given, the influence for good has been certainly incalculable.—*Literary World*.

MARGARET LONSDALE, the author of that remarkable book called "Sister Dora," has written a little volume of comments on the life of George Eliot. It bears the title of "George Eliot: Thoughts upon her Life, her Books, and Herself," and it has been brought out in this country by Scribner & Welford. The little book is written from a somewhat unsympathetic point of view, the novelist's religious beliefs and her relations to Lewes being severely criticised. It is necessary to conclude, the author thinks, "that Mr. Lewes possessed more than a common share of the selfishness of mankind in general, or he could not have deliberately cast a moral and social blight upon George Eliot's life, by inducing her to stifle her womanly nature so far as to consent to live with him in dishonour." The comments are bright, incisive and womanly; and they are full of interest as being one woman's interpretation of the life and work of another.—*The Critic*.

OF "Buz; or, the Adventures of a Honey Bee," by Maurice Noel, the *Literary World* says: "An uncommon and delightful book for children is Mr. Maurice Noel's 'Buz,' which narrates the birth, the education, the adventures, and the glorious

end of a honey bee, in a fashion so merry and graceful as to make the story as charming as it is instructive. We follow the fortunes of Buz from the moment when she creeps out of her waxen cell to be fed and caressed by the older bees. Like her we regard our Queen with a blind instinctive devotion and feel the keen desire to "swarm" when she gives the signal. Like her we are perplexed and outraged by the devious wiles of the bee-keeper. We cannot understand the disappearance of our combs of virgin honey, and are inclined to resent it bitterly. Like her we feel the world to be a puzzling place, while every day learning something from our very perplexities. And when she perishes in the act of stinging the thumb of a burglar and saving a family from pillage, we are conscious of a pride in her brave act. To communicate a lesson so deftly and agreeably is not given to many writers for the young, and we commend this book to those fathers and mothers who are particular as to what their little folks shall read, and are not content to have them merely entertained."

ACCORDING to a dispatch to the *Cincinnati Enquirer*, "literary scandal has arisen out of the practice, originating with the story papers, of producing novels in the names of authors who have by death or other inability ceased to write. In these cases imitative composers are employed to turn out serials as nearly as possible in the style of the original maker of the name's reputation. Such usage has long been common in the field of "cheap" fiction where the putting forth of Harry Hill, Tony Pastor, Paddy Rooney, and various noted scouts and detectives as authors of tales is considered legitimate. But now it transpires that stories are being attributed to the late Hugh Conway, between whose hit with "Called Back" and sudden death only about a year intervened. A great number of short sketches have been published since, with the explanation that they were his work left in manuscript. It was known that his only labour after "Called Back" was on "Dark Days." Nevertheless, a long serial, called "Living or Dead," has lately appeared with his name as author. The discovery is now made that the real makers are Joseph Williams and his wife, known in London as dramatic writers under the pen names of Comyns Carr and Alice Comyns Carr. They were partners with Conway in turning his novels into dramas. The foundation of "Living or Dead" is a short sketch by Conway, but the work is otherwise that of the Williamses."

BOOKS RECEIVED.

Charles Darwin: His Life and Works. By Grant Allen. "Humboldt Library." New York: J. Fitzgerald. 1886. 88 pp. 30 cents.

Annual Report of the Public Schools of Prince Edward Island, 1885. By the Chief Superintendent of Education.

American versus English Methods of Bridge Designing. Reprinted from the "Japan Mail."

Business Forms for Schools and Academies. No. I., Letters and Bills; No. II., Letters, Receipts, Accounts, etc.; No. III., Notes, Drafts, and Letters; No. IV., Business Correspondence, Review of Business Forms. New York: A. S. Barnes & Co.

Mathematics.

+X-=- AND -X-=-+.

A SHORTER method of proving these than that inserted in the WEEKLY of the 29th ult., is the following :

- I. b+(-b)=0
ab+a(-b)=0
a(-b)=-ab.
II. b+(-b)=0
b(-a)+(-a)(-b)=0
-ab+(-a)(-b)=0
(-a)(-b)=ab.

READER.

SOLUTIONS TO FIRST CLASS "A" AND "B" ALGEBRA PAPERS FOR 1885.

12. (1) Sum 1, 2, 3, 4, 5, 6, 7, 8, 9 + 3, 4, 5, 10 + . . . etc to n terms.
The (n+1)th term = (n+1)(n+2)(n+3)(n+4)
= (n+1)(n+2)(n+3)(n+4)
+ (n+1)(n+2)(n+3)(n+4) + 4(n+1)(n+2)(n+3)
+ 6(n+1)(n+2) + 4(n+1) + C.
Let n=1,
Then 4S = 1x2x3x4 + 10 + C
4S = 4S + C
C=0
.Su = 1/2 n(n+1)(n+2)(n+3)(n+4).

(2) Sum 1/4 + 2/3 + 3/4 + 4/5 + 5/6 + 6/7 + . . . to n terms and to infinity.
The (n+1)th term = 1/3n+4 + 1/3(n+2)(n+3)(n+4)
= 1/3n+4 + 1/3(n+2)(n+3)(n+4)
+ 1/3n+4 + 1/3(n+2)(n+3)(n+4)
= 1/3n+4 + 1/3(n+2)(n+3)(n+4)
+ 1/3n+4 + 1/3(n+2)(n+3)(n+4)
= 1/3n+4 + 1/3(n+2)(n+3)(n+4)
+ 1/3n+4 + 1/3(n+2)(n+3)(n+4)
.Su = -1/3 + 1/3n+2 + 1/3 + 1/3(n+2)
(n+3) + C.

Put n=1,
Then 1/6 = -1 + 1/3 + C.
.C = 5/6
.Su = 5/6 - 1/3 + 1/3n+2 + 1/3 + 1/3(n+2)
(n+3)
.Su = 5/6 - 1/3 + 1/3n+5 + 1/3(n+2)(n+3)
If n is infinite Su = 1/3n^2 + 7n + 1/3n^2 + 30n
+ 36
= 5/6 + 7/n + 6 + 30/n + 36/n^2
= 5/6.

MILES FERGUSON.
(To be continued.)

NOTE.—The sign ÷ has been used between quantities instead of placing them as numerators and denominators. the limited space of the column not admitting of the latter.—E.N.

Educational Opinion.

THE EDUCATION THAT EDUCATES.

FOR the last twenty years the subject of education has engrossed more public attention than during any other period of this present century. Educate the masses! Educate the heathen! Educate everybody, and with education will come a cure for all the evils humanity is heir to. Wars will cease, and the down-trodden masses will no longer be ground beneath the despot's heel. This has been the cry of the social reformer, and his cry has been heard by the government of nearly every civilized country. This is the age of Polytechnics, of Realschulen, of free schooling, of object-lesson schooling, of kindergarten schooling, in fact of every kind of schooling that the ingenious mind of the man with the education bee in his bonnet can devise.

Every country seems to have its own particular mode of educating its young, but in no two countries will you find an agreement as to what education really consists of. In America the "forcing" system seems to me to be in full blast, and, in many cases, the endeavour appears to be to teach boys what few men know. It is considered by many that education, or rather the art of educating, is in its infancy, and that results which we can now hardly conceive may be expected from its more perfect development. By this class of people education is confounded with mere instruction, in applying to morals principles which are applicable only to intellectuals, and in imagining that the march of intellect is the march of education. Now, education, after all, has more to do with manners, morals, habits, with the habits of thought and action, than with mental acquirements.

One thing that has struck me in American education is that it is, for the most part, very superficial. The people are truly omnivorous readers of what? Newspapers, chiefly. True, a vast amount of knowledge may be gained from a newspaper, but it is knowledge of a certain kind, and not that degree of knowledge that constitutes what is generally known as education. Of really intellectual knowledge of books and authors, of anything in fact that does not appeal to them in their daily business, there is a woeful deficiency. When you do meet a man who is rather better educated than his neighbours, the chances are that he has acquired his extra supply of education in some ready-reckoner style that has no real solid foundation. In no country that I have ever visited have I found the principle of "education made easy" so prevalent as in America, and the quicker a boy is educated, so that he can turn to and help to add to the family "pile,"

the better pleased the boy's parents will be. This is certainly a "new country," but, because it is so, is everything that has the stamp of antiquity upon it to be, therefore, tabooed? Are all the old forms of education to give place to patent educators worked upon the same principle as incubators? That they should give place, judging from what one sees, appears to be the wish of this "new country."

Two hundred years ago the teachers of our ancestors had as high and competent qualifications for their profession as any of the present day. It is true that they were ignorant of many facts in science and language, which later search has discovered, but what then? Did this diminish their power of making their pupils, like themselves, high-principled, punctual, persevering, resolute, firm? Were they less acute, of less retentive memory, of inferior imagination, worse principled, less subordinate, less respectful? Let me not be misunderstood. I do not mean to say that these fresh discoveries in science ought not to be known (which would be absurd) or that they diminish the power of those who know them (which would be also absurd). What I say is this, that seeing masters formerly produced as great characters, as great scholars, as great poets, as great divines, as great statesmen, as honourable merchants as any do now, it may be concluded that the advances of science have less to do with the real and permanent objects of education than the system of discipline the course of training, which not being dependent on any new discoveries of science or inventions of art, were as well understood by some of our forefathers as they can be by ourselves in a "new country." And it may be concluded, also, that no great improvement in the grand results of education is to be looked for from the mere march of intellect or the mere advance of science.

Another thing about education in this country in contradistinction to education in the old country, and by the old country I do not mean only England and Scotland, is that it is considered by the generality of parents and guardians a great waste of time for boys to spend several years in learning Latin and Greek, reading authors, writing exercises, and committing to memory, when they have no call for such knowledge in their future life, in business. This is nonsense. Boys will have call for the knowledge they have acquired in learning Latin and Greek. There is no knowing how their tastes or circumstances may change in a country where every boy may be said to carry a nomination to the Presidency in his vest pocket, and, therefore, to say that they will have no need for such knowledge, even though they may see no prospect of it, is absurd. But, on the majority of fathers, this argument would have

no effect, because you could not convince them that there would be any call for the knowledge in question, and if there was no call in the actual shop or exchange business, it is in vain to urge any other call such as the constant demand in public conversation, for the treasures of literature, old and new; it is in vain that you state the marked and painful inferiority felt by what may be called non-Latin men in company with men of refined and cultivated minds, it is vain to urge any incidental or collateral, social or civil benefits resulting from knowledge of this kind, because the mere dollars-and-cents man, the mere counter-and-till man, or the mere counting-house-and-market man has no sympathy with anything of the kind, and you might as well argue to a stone wall. Allowing that it may never be of *actual* service or use in after life, still I maintain that boys ought still to be disciplined by the study of classical language, though they should never touch or look into a classical book after leaving school, though when, in boy's parlance, they "have done" with their Greek and Latin books, they sold them for a song to the first second-hand bookseller they came to. Education is not, or ought not to be, the preparation for this or that business, but the training of the mind and the forming of sound habits of thinking and acting. Latin and Greek are taught to boys at school, not because they are to talk Latin or write Greek letters to their friends, nor yet because they are intended for one of the learned professions, but to discipline their minds, to exercise their intellects in hardy and robust exercises, to give them retentiveness of memory and promptness of recollection, accuracy of thought, diligence, perseverance, the *love* of work, or at any rate the *habit* of work, for the sake of conquering the difficulties of the work, for without this there can be no success. A system of teaching, such as is so prevalent in America, which professes to rid learning of *all* difficulties, *does* rid it of half its charms; *labor ipse voluptas*. Is life all play? all game? Then why should education be? If we would have hard-working men, we must have hard-working boys. The labour of learning Latin and Greek, so far from being an objection to it, is one of its main recommendations. The classical languages ought to be studied over, not because they are entertaining merely, or amusing merely, but because they present difficulties which *must* be overcome, and which there is a way of overcoming. The Latin grammar is to be learnt by heart, not because it is as amusing as the "Arabian Nights," but because in learning it the boy is *compelled* to work at something which he would not work at for mere pleasure, in fact because it is laborious, and because, by exercising, it strengthens the mind.

This is the style of education which has been prevalent in Scotland for so many gen-

erations, and where will you find a better system than that of the parish schools of that country. You know a tree by its fruit, and travel the world over you will find that the great majority of Scotchmen are well educated men, in the true sense of the word. They make the best colonists of any nation, and it is an undoubted fact that their business men are unequalled for shrewdness. Yet you will often meet the man who is unrivalled for driving a bargain, and in outward appearance, as uncouth as one of his native cattle, educated to the tips of his fingers, as the saying is, and able to quote Virgil, Horace, or any of the Latin poets, as glibly as he can quote the multiplication table. In India they are pursuing the same system as in their native land and in the schools supported by the Established Church of Scotland and the Free Church, you will find better educated natives than you will find in the majority of schools in America. And in reply to those who would say that this system of education "interferes with business," I can only say that a Scotchman has met his equal in business shrewdness when he meets an educated Hindoo or Parsee.

One other system that seems to be becoming popular in America, and which is copied from the Polytechnique Schools of France, and the Realschulen in Germany, is the teaching by means of "things," or what is known as the "object lesson." People who believe in this system argue that it is better to teach a boy the points of a horse, for instance, than to make him learn the declension of *equus* and decline other words like it. In my opinion it is not a good discipline for a boy's *mind* to teach him the points of a horse, but it is a good discipline for his mind to learn the declension of *equus*. It is a far more useful exercise for a boy to read and work out the meaning of a Latin sentence, and to form another sentence from rules deduced from that, imitating and therefore necessarily closely observing, the peculiarities of construction, and thus building up a period of good sense and good grammar—this is a far more useful exercise than telling the colour of this animal or the height of that, the name of this mineral or that plant—more useful than to be distributing the weeds of the back yard into endogens and exogens, or to be discussing tertiary strata and primitive rocks, or the fossils of an antediluvian age. But what does all that is taught in such lessons amount to but mere observation? And who that has eyes, has any difficulty in observing what he wants to observe? No one would be simple enough to teach a boy of ten that a table has legs, or that India rubber is elastic, or that he cannot see through a brick wall, and why? Because he must have learned this by himself by the ordinary observation of every-day life. I have often listened to these "object-

lessons," and it has struck me that the children are often much more puzzled to know the meaning of the words used to instruct them in the component parts of chalk, glass, or whatever the "object" under discussion may be, than they are over the fact that glass is glass and chalk is chalk.

And now I have reached the limits of an article of this description, and I cannot conclude better than in the words of the old Greek proverb, "He that loves learning, will have learning," and the system, or whether you be a native of an "old" or "new" country, matters little.—*Walter Campbell in the Current.*

THE MODEL SCHOOLS.

IN the last report of the Minister of Education, the Inspector of Model Schools gives a brief review of the progress and work of the county model schools since their establishment, points out some of their defects as at present constituted, and makes the following suggestions for their improvement:

1. That the Province be divided into about 20 model school districts, each containing an important public school, which can readily furnish all the requirements for a well-equipped model school.
2. That there be two sessions in the year the first beginning about the 1st of September, and ending in December; the second beginning about the 1st of February, and ending in May.
3. That the model school master be Principal of the public school in which the model school is established, and that his whole time be given to the training of the students and to the general supervision of the public school.
4. That the income of a model school from grants and fees be not less than \$1,000, and that this sum, at least, be the salary of the principal.
5. That the public school inspectors in a model school district and the principal of the model school constitute the board of examiners for that district.
6. That the expenses of the examinations be divided equally among the counties forming a model school district.

The average number of students per annum has been about 1,200, which would give 60 to each school, or 30 for each session. Each model school now receives \$300 in grants and the fees of the students. There are 52 schools, so that the total grant is \$15,600, which, added to the fees from 1,200 students, would make \$21,600, or \$1,080 for each of the 20 schools. From this it will appear that the proposed plan would not be any more expensive than that at present in operation.

Of the 52 masters just one-half have all their time for model school work even during

the three months' session. The improvement in this respect would be very great. The master would have ample time between the sessions for thorough organization and classification, and while the session lasted would be in a position to devote the whole of his energies to the professional work. Now, the session lasts but three months, and the master's time and energy are so fully devoted to other duties during the remainder of the year, that the model school work becomes merely an incidental, and not his regular, occupation. He does not bring to it the same amount of enthusiasm, nor does he derive the same benefit from experience that he would if he looked on it as the most important part of his work, and had one session closely following another. Any person teaches the greatest degree of efficiency only when doing that at which he is constantly employed, and which he looks upon as the business of his life. Of course the improvement in this respect would be infinitely greater in the case of schools where the master is relieved only for a part of the day or not at all.

Another advantage would be, that the principal being relieved entirely from class-work, and having more time for supervision than at present, in most cases, would have the public schools more fully under his control, and would be able to see that the methods which the student would observe in the various forms conformed with the principles laid down in the class. As things are at present, the marking of the students has to be done to some extent by the assistant teacher, and many of them look on it as an addition to their work for which they are not paid, and for which many have a distaste. This would be avoided under the proposed plan, as the principal would then have time to do at least the greater part of the marking. There is another and very important consideration in connection with this matter of marking. It is a fact at which there is no use winking, that many assistants are not possessed of the judgment necessary to properly estimate the merits of a lesson, so that the marks given by assistants are really of very little practical value.

But what seems to be the most important consideration of all is, that the lessons marked by assistants must be criticised by assistants also. Now the only object in having lessons taught by the students is, that they may learn the good and bad points, and so be enabled to avoid the errors afterwards. This is very imperfectly done by assistants in many cases. Some have not had the necessary training or experience to enable them either to teach a good lesson or recognize it when taught. Many are able to teach well, but have never had the training necessary to enable them to analyse a lesson taught by another. If, from any of

these reasons, the student fails to get a correct opinion of the work he has done, he has almost taught his lesson for no purpose.

Such defects as the smallness of the public school, want of accommodation or equipment, which hinder the progress of the work in some schools, could be remedied by selecting only those schools that possess all the requisites.

That our model school system is established permanently, and that it is the cheapest and most efficient system of furnishing an elementary professional training for young teachers at present in operation anywhere, I take for established facts. But that is not any reason why improvements should not be made where possible, and it would seem that there is room for improvement. The inspector of model schools is a man whose discretion and judgment are well known to the teachers. He has observed the working of the model school more closely and from a better standpoint than anyone else, and he has declared himself in favor of a change. I have in a very imperfect manner noticed a few of the advantages that would result from the change. Many others could be mentioned, some of them not less important. Of course there are objections, but I am confident that none of them are serious, much less insurmountable.

In conclusion, I would say that I look on the model schools as a most important factor in our system of education, and I hope that this question may get the consideration it deserves. With that view I write this, hoping to be the means of bringing about a discussion in the columns of the WEEKLY. I shall now leave the question to abler minds, feeling satisfied if I shall have succeeded in setting the ball rolling, and in getting for this important question the attention of which it is deserving. RICHARD LEES.

INFORMATION VERSUS KNOWLEDGE.

THE first of a series of three Cantor lectures on the subject of science teaching was delivered recently in London, England, before the Society of Arts, by Prof. F. Guthrie, F.R.S. The lecturer deplored the scientific ignorance prevailing among the members of the various learned professions even that of medicine, the pursuit of which was by courtesy supposed to be a scientific occupation. Much of the national scientific ignorance was to be attributed to the universities who had for so many generations looked upon science as a thing apart from their sphere of action or inaction. The study of Greek, which was originally instituted mainly as a key to the study of ancient philosophy, mathematics and æsthetics, degenerated long ago into a means of rearing a school of mere dogmatic gram-

marians; but now even their day was destined to fade before the approach of scientific philology. Information had been allowed to take the place of knowledge, and while Faraday, Dumas, Liebig and Darwin were shaking the world with their discoveries, Oxford had been content to go calmly on, issuing tracts on the differences "Twixt Tweedle-dum and Tweedle-dee." Cambridge had been less blameworthy than Oxford, but both Universities had to bear the discredit of having long given scant encouragement to science with the result that the men who left college to become masters in our public schools were themselves naturally averse to the encouragement of natural knowledge as a branch of school education. As a glimpse at the other side of the picture, the lecturer instanced many excellent colleges, both in London and the provinces, where real sound science work was done; but as long as science was excluded from our public schools or tolerated there only on sufferance, or at the best admitted to but a luke-warm companionship with classical and literary studies, it was impossible that a really healthy tone could pervade our national education. The ordinary curriculum of the Board School was examined, and the lecturer submitted the desirability of certain modifications—the early introduction of drawing as a precursor of writing and the abolition of arithmetic from the infant classes. He suggested that reading should be taught from natural history, rather than from national history, and suggested a considerably wider range in the compulsory subjects of the curriculum as distinguished from the optional subjects. Memory should be trained less and observation more—partly by the introduction into the sixth and seventh standards of object lessons—of course of a different type from those of the infants. Science was taking, and would take up, its proper place in general education, despite the vituperations which were levelled at it by the hysterical prejudices of those who had been without the healthy influence of scientific culture.

LET not a recitation pass without some kind of written exercise which shall be in the form and nature of an examination. Train your pupils to the habit of writing answers to questions. If possible, let the answers be composed of distinct points which can be numbered and estimated in a "standing." But this is not essential. Stop the recitation frequently—say, "Pupils, I have given you three minutes to write what you think about what we have been saying, or to give your definition of this or that, or to put down the three or four important points which we have now made in this recitation." Call time promptly. Hear two or three read—never all. Then do something else.—*Normal Exponent.*

Educational Intelligence.

THE INDIAN AND COLONIAL EXHIBITION.

IN the west gallery, adjoining New Zealand, some 4,000 feet have been allotted to Canada for educational exhibits. Here will be found fully illustrated the educational, literary, and artistic progress made by Canada in recent years. The collection is looked upon as far surpassing the one made at Philadelphia in 1876, and that, as Canadians know, was the best educational exhibit hitherto made by the Dominion. The provincial governments have taken the matter up themselves, so that the literature and native art of each province is sure of full representation. Canadians have also no reason to be dissatisfied with their art exhibit, to which a space of 2,700 feet is devoted in the Albert Hall. It is true that in this respect they are not fully represented, owing to the pressure upon the time of many of their prominent artists. Yet this deficiency is more than compensated for by the fact that the Queen was pleased to lend several Canadian pictures from her private collection. These, together with a number contributed from Kensington Palace by H.R.H. the Princess Louise and Lord Lorne, must considerably enhance the artistic value of a collection which, though small—numbering but some 130 pictures—must be conceded to reflect credit upon the art culture of so young a country as the Dominion. And speaking of some of the educational and artistic features of the Canadian display, it is proper to note that at the first meeting of the Committee on Conference, held recently, a sub-committee, on which Canada is appropriately represented, was appointed to prepare a scheme of lectures and conferences in connection with the Exhibition. It was then agreed that the papers read and the lectures delivered should be arranged under two heads: (a) Dealing generally with classes of products shown in the Exhibition, such as agricultural products, food products, timber supplies, textile fabrics, etc. (b) Dealing with individual Colonies. Invitations have since been sent to the Executive Commissioners for suggestions as to subjects. The movement is one deserving of every encouragement, materially promoting, as it must do, the permanent benefit of the Exhibition.

The Canadian Botanical and Horticultural Garden, to which 2,500 feet is allotted, cannot but prove of interest to English horticulturists, representing, as it does, plants of the greatest economic interest, such, for instance, as the many classes of timber that have made Canada famous the whole world over; plants used for drugs and other purposes; plants unknown in England, but

probably suited in every way to English growth; and lastly, rare plants of scientific interest, collected from distant parts of the Dominion.

Another general centre of attraction will naturally be the Colonial Market and School for Cookery. In the Market Canada has received an allotment of 750 feet, as well as 4,250 feet for the new buildings adjoining the Market. Provision will be here made for the sale of Colonial meat, fish, game, fruit, and vegetables, originally preserved in refrigerators: and it is expected that arrangements will be possible for Canada's adequate participation, by the forwarding of supplies from the Dominion at regular intervals. The actual preparation of these Colonial foods will be undertaken at one end of the building, under the active direction of the National Training School of Cookery, under whose management are placed the Colonial Dining Rooms, in which Colonial and Indian food products will be brought to public notice. Every effort will be made among other things, to demonstrate to all, and especially to the working classes, among whom prejudice exists, the great value of tinned meats as a cheap and good food when properly prepared.

Among the permanent benefits to be derived from this Exhibition will, it is hoped, be a Colonial Museum in London. The movement was inaugurated, but fell through, some years ago, when the value of intimate general and commercial relations with the Colonies was not so generally acknowledged. The effort has been again taken up in influential quarters, and the opportunity is so obviously an unusually favourable one, that it will be strange indeed if it be allowed to pass unheeded. — *Canadian Gazette (Lon. Eng.)*

ELGIN TEACHERS' ASSOCIATION.

THE regular half-yearly meeting of the Elgin Teachers' Association was held in the collegiate institute on Thursday, April 29th. There was a fair crowd in attendance, which was considerably augmented in the afternoon.

Mr. W. Atkin taking the chair, the minutes of last meeting were read and adopted.

A circular from Mr. David Doyle, respecting the union of teachers, for the purpose of protection in regard to salaries, was read by the secretary. Upon motion of A. McLean, seconded by L. Fleckenstein, a committee was appointed to inquire into the nature of the communication, and report at the next meeting of the association.

Some discussion arose regarding the holding of the county promotion examination. A motion was passed that the examination for this spring be proceeded with as heretofore.

The president then referred to the advisability of having concerted action of teachers with regard to Labour Day. Also with reference to forming reading circles, to read and discuss works recom-

mended by the Minister of Education for teachers' reading.

In the afternoon Mr. W. L. Wickett introduced the subject of literature, basing his remarks on the poem "Boadicea."

Mr. D. A. Groat then took up "The Truant," one of the selections for entrance examination. He exemplified his methods of bringing out the style of the composition.

Mr. E. A. Huggill also took a subject in literature, the "Capture of Quebec."

Mr. Tilley, Inspector of Model Schools, took up the subject of "Discipline," basing his remarks on the chapter bearing on that subject in "Fitch's Lectures on Teaching."

Mr. Hammond emphasized the idea that pupils should never be punished for an offence one day and allowed to go unpunished the next.

Mr. Bardick spoke of home influence, which should be considered when we punish.

Mr. Campbell thought pupils should never be deprived of their playhours. He also strongly disapproved of "impositions."

Miss Mary Watts, of Glen Colin, read an admirable essay on class methods.

Mr. Hammond congratulated Miss Watts on her excellent essay, and moved that it be published in one of the educational journals. The motion was seconded by Mr. Fleckenstein, and unanimously carried.*

In the evening Professor Austin, of Alma College, read a paper on "Mind in Relation to Education." Mr. J. J. Tilley also gave an address.—*Continued from the St. Thomas Evening Journal.*

THE LATE MR. FORSTER AS AN EDUCATOR.

THE *Schoolmaster* (London, Eng.) contains the following:—

Since 1870 Mr. Forster has had work to do more personally perilous and more difficult than the work of carrying an Education Bill, and as the reviled and persecuted Chief Secretary for Ireland he has, perhaps, filled a larger place in the public eyes than he did as Vice-President of the Council, but all the same the great work of his life—and the work by which history will chiefly remember him—was that of carrying through the House of Commons the Bill which gave England the first system of national elementary education that was at all worthy of the name. The nickname of "Education Forster," which used to be given him for some years after 1870, expressed a truth that history will repeat. For some time previously he had been endeavouring to touch the education question practically. The whole country, indeed, had become alive to the necessity of founding a national system of instruction for the poor, and all the world had begun to see that it was nothing less than insanity to put the political destinies of the country into the hands of the working classes without taking what care one could that their children should be sent to school. "We must induce our masters to learn their letters" had been the memorable words of Mr. Lowe, and Mr. Bernal Osborne had expressed the feelings of the country when he said that the Reform Bill had made it

* This paper will appear in the EDUCATIONAL WEEKLY on May 29th.—Ed.

necessary to change Sir Robert Peel's cry of "Register! register! register!" into "Educate! educate! educate!" Accordingly, after Mr. Disraeli's Reform Bill had become law, various bodies throughout the country began to take the question of education seriously in hand. In a short time these bodies concentrated themselves into two—the Education Union, which had its head-quarters at Manchester, and the League, which met at Birmingham. Characteristically enough, the great difference between these two bodies was not strictly an educational, but a religious difference, the Union inclining to a system which should preserve the various denominational interests, especially that of the Church of England, and the League endeavoured to protect the Dissenters against the machinations of the Church by making all rate-aided education secular. Mr. Forster and Mr. Cardwell—being then in opposition and merely private members—brought in Education Bills in 1867 and in 1868; not, of course, with the intention of carrying them, but rather with the view of provoking discussion. At last, in November, 1868, the Liberal party found itself returned to Parliament with a firm and compact majority, pledged to the redress of many grievances and to a course of what has been sometimes disrespectfully called "heroic legislation." Lord John Russell announced his intentions of retiring into private life, and Mr. Gladstone became Premier, charged with carrying out the mandates of the reformed constituencies. Mr. Forster's claims to high office were admitted, and the nature of the work to be assigned to him was shown by the fact that he was appointed Vice-President of the Council, the main part of his duties being identical with the work of a Minister of Education. The Autumn of this year was spent in preparing the Education Bill.

The third week in February, 1870, witnessed the introduction of both the measures which were to make the session memorable. Mr. Gladstone brought in his Irish Land Bill on February 15th, and Mr. Forster followed two days later with his Elementary Education Bill. His speech on introducing the measure was a much more important utterance than any that he had hitherto made. It was singularly careful in form, it was full of striking and easily apprehended details, it revealed a profound study of all the intricacies of the question, it was conciliatory in tone, and it was warmed throughout by a genuine enthusiasm for the cause which the Minister had taken in hand. The House was taken aback by the demonstration that, in a country which professed to stand in the forefront of civilization, no less than 1,100,000 children were receiving no instruction at all, and, moreover, that of those who did attend school a very large number were irregular in their attendance, and were in the habit of leaving before their twelfth year. In other words, about one-quarter of the youth of England was growing up without any education, and this at a time when our industrial supremacy was already being seriously threatened by foreign rivals, and when, as was to be shown beyond question a few months later, the new methods of warfare were certain to place military supremacy also in the hands of the best educated people. Mr. Forster proceeded to ask the question "How can we cover the country with good schools?" and he answered it in the spirit

which might have been expected from an English Liberal Minister—that is to say, he repudiated altogether the idea of making the State, as such, directly responsible for the provision of such schools, while reserving to it the right of seeing that they were provided. Where the existing schools were adequate they were to be left practically alone; where they were inadequate their work was to be supplemented by schools established through a new local authority. This local authority was the school board—at that time a new creation altogether, now, one of the most familiar facts in our administration.

CHARLES F. KING issues a neat twenty-four page circular of the National Summer School of Methods, at Saratoga, from July 19 to August 6. There are twenty-one prominent educators in the aculty.

NEW YORK CITY has 301 public schools and 194,882 pupils; the largest number present in one month last year was 145,511; average attendance, 134,227; year's increase in grammar and primary pupils, nearly 10,000; teachers, 3,748; truants found, 1,813—of whom 1,518 were returned to the schools. In three wards nearly 98 per cent. between the ages of eight and fourteen attended school; but in the entire city there are 8,000 or more of school age, for whom there is no room in the present school buildings.

THE Council of the London Chamber of Commerce offers a prize of £50 for the best essay on the subject of Imperial Federation. The object of the Chamber in offering a prize is to obtain the best essay formulating a practical working plan for the federation of the colonies and the mother country. Any essay, should, therefore, only treat with practical suggestions, including such alterations of the constitution and other parts of the Government of the empire, and its constituent proportions, adaptable to parliamentary and representative institutions.

THE following is the programme of the Durham County Teachers' Association, which is to meet in Bowmanville on the 21st and 22nd of May: Friday—10 to 11 a.m., Election of Officers and General Business; 11 to 12 a.m., School Offences and Punishment, F. Wood, M.S.M.; 2 to 3 p.m., How Should First Book Classes be Employed? Miss Raines; 3 to 4 p.m., School Premises and Equipment, W. W. Tamblin, M.A.; 4 to 5 p.m., Specimen Lessons in Reading, Chas. Keith. On Friday evening Mr. D. Boyle, of Toronto, will read a paper entitled "The Natural History of Teachers," followed by Readings, Music, etc. Saturday—9 to 10 a.m., Grammar for Entrance Examination, W. W. Jardine, B.A.; 10 to 11 a.m., Drawing, A. Barber, M.S.M.; 11 to 12 a.m., Should Teachers Form a Union? D. Boyle, Ph.B.

THE following is the programme of the Lambton Teachers' Association to be held in Sarnia on Thursday and Friday, 13th and 14th of May:—Thursday—From 10 to 11 a.m., Railroads of Ontario, D. M. Grant, B.A.; 11 to 12 a.m., History (Canadian), C. S. Falconer; 2 to 2:15 p.m., Appointment of Committees; 2:15 to 2:45 p.m., Address, the President; 2:45 to 3:45

p.m., Drawing, A. McDonald; 3:45 to 4:45 p.m., Physics, S. Phillips, B.A. Friday—From 9 to 10 a.m., Address, the Hon. the Minister of Education; 10 to 11 a.m., Entrance Examinations, W. T. Evans, B.A.; 11 to 12 a.m., Question Drawer; 1 to 2 p.m., Business Meeting; 2 to 3 p.m., Discipline, R. Boal; 3 to 4 p.m., Notation, J. Brebner, I.P.S. The Hon. the Minister of Education will deliver an address on Thursday evening.

In the Central Institution, London (England), possesses, for the first time, an institution which, in some respects superior to a German Polytechnic School. Erected at less than a third of the cost of the Technical High School at Berlin, it is replete with all the appliances for the education of technical teachers and of persons who are training with the view of becoming mechanical, civil, or electrical engineers, or master builders, or of taking the management of works in connection with any of our great chemical and other manufacturing industries. The advantages offered by the Central Institution will enable parents to secure in England for their sons technical instruction of the same high class as has been for so many years provided in the great technical colleges of the continent, and better adapted to the special circumstances of home industry; and it is hoped that students trained in the Central Institution will gradually occupy the places in manufacturing works, and especially in chemical works, both in Great Britain and the colonies, which now for some years have been almost monopolised by the Germans and the Swiss.

MANY of our readers will be aware, says the *Electrician*, that the King of the Belgians, founded some time ago an annual prize of 25,000 fr. (£1,000) for the promotion of scientific knowledge. This sum, which represents the third international prize competition, will be granted in the year 1889 for the best work on the progress of electricity as a motive power and for the purposes of illumination, on the various forms in which electricity is used or might be made use of, and on the economical advantages which the application of electricity appears destined to afford. Foreigners who desire to participate in this competition must send their essay, printed or in manuscript, before January 1st, 1889, to the Minister of Agriculture, Industry, and Public Works, in Brussels. A new edition of an already printed work will only be admitted to the competition when the same has undergone considerable modifications and been greatly enlarged, and provided the same shall have been issued, like the other works submitted, within the years 1885, 1886, 1877, or 1888. The essays may be written in any of the following languages: German, French, Flemish, English, Italian, and Spanish. The King of the Belgians will elect a jury as judges for awarding the prizes, composed of seven members, viz., three Belgians and four foreigners.

CORPORAL punishment is not unknown beyond the Atlantic, and we have on several occasions transcribed examples which showed the troubles of the Yankee teacher to be quite as great as that on British soil. It is a new thing, however, to find that kind of correction applied to an errant manager, and still more to find that the infliction

was delivered by the hands of one of the "gentle sex." The following are the details of this new departure in the educational affairs of the West: "An incident truly described as 'thrilling' took place at a school meeting held at Collier's Mills, New Jersey, on the 19th of March. The object of the meeting was to elect a school trustee in room of one who had retired. It was also understood that an attempt would be made to oust Miss Louisa Blackman, the teacher; this proceeding being set on foot by ex-Senator Ephraim Empson, the leading Democratic politician of Ocean County. The meeting was held in the village schoolhouse, ex-Senator Empson being among those present on the occasion. As the vote was being taken for the new trustee, the door of the room was suddenly opened, and Miss Blackman appeared with a look of determination in her eye and a long birch rod in her hand. It being evident that she meant business, every voice was hushed; and the excitement became intense as she leisurely advanced towards ex-Senator Empson with the uplifted rod in her hand. Seizing him with an iron grasp, she administered to him, before the eyes of the panic-stricken spectators so frightful a castigation that he absolutely writhed in agony. Vainly the ex-Senator attempted to ward off the blows, which fell thick and fast, and have, it is feared, left scars that he will carry with him to the grave. Being excessively corpulent he suffered severely, and was soon unable from exhaustion to continue his struggles. The painful scene lasted nearly ten minutes, when Miss Blackman released her victim and left the room with unruffled composure as noiselessly as she entered it."—*The Schoolmaster.*

AT the annual meeting of the London (Eng.) School Board managers, Sir Lyon Playfair spoke on the prevailing depression of trade, and of the better days which he hoped would soon appear. He dwelt upon the oft-told story of German superiority in the efforts to secure excellence, and he informed his hearers, not by way of novelty, but as an apt reminder of their duties, that "the best educated people would rule in the future under the altered condition wrought by the advancement of science." If the best educated people are to be the rulers, it behoves Sir Lyon Playfair to improve the shining hours which are now beaming upon his vice-presidential chair. Let him see that the work of the elementary schools is restored to the lines of common sense, that teachers are left free to educate instead of cramming, and that the intelligence of the future working men of the kingdom is allowed free course for development. The permanent officials have become familiar with a routine of duty which deals only with statistics; and the teacher is altogether eclipsed from their eyesight by the managers who send up the tabular statements for their manipulation. The Inspector also has been made into a kind of statistic-monger, whose glory is in the record of percentages. They must be aroused from their easy-going life in the Sleepy Hollow shades of office. Speeches like that of Sir Lyon Playfair are all very well in their way, but they are only a delusion unless they are followed by appropriate action. The elementary schools of the United Kingdom have the making of the future generation in their hands. The country is falling behind where it ought to excel. The teachers of this country are qualified to perform the highest kind of work, and their pupils are by

no means inapt to learn. Sweep away the system of payment by results, and there will be little fear of the future as to the noble work which will be accomplished under the wing of the Education Department. Let Sir Lyon Playfair make a beginning.

THE report of McGill College for the current year has been issued. There are many items of interest and suggestions for further improvement mentioned. Among the latter, one respecting uniformity of examinations for entrance into the several professions in the case of students not holding university degrees. In Quebec, as the law now stands, each professional board has a different standard for entrance to non-university students. This causes much confusion in the work of pupils of high schools and academies, which, as the report states, is not only injurious to general education, but tends to prevent pupils of such schools from entering college with advantage. Another peculiarity is that the Protestant committee of the Council of Public Instruction does not recognize university degrees in arts as a preparation for professional study. Conferences with the council have taken place regarding these matters, and an adjustment of difficulties will, no doubt, be made. The report makes mention of the munificent donation of the Hon. D.A. Smith towards the establishment of classes for women. This gift amounts to \$120,000, and will enable the university to provide separate classes for women in all the four years of the course in arts. These classes have been very well attended, and it is expected that, as their great advantages become better known, their usefulness will be very largely increased. Another suggestive paragraph in the report is that referring to the relation of the higher schools to the university. The report states that the endowment fund of the university, being very inadequate to the present needs of the university, that corporation is compelled to accept the legislative aid annually granted to it. This, the governors of McGill say, they would gladly dispense with, were the university self-supporting, in favour of the extension and improvement of the preparatory school. The report then goes on to say:—"The importance of these schools cannot be overrated, and could means be found to raise them to such a condition that their course of study would cover thoroughly the work of the present first year in arts, so as to enable the standard of the matriculation examination to be raised, the resources of the university would be economized and its higher work improved, and, at the same time, the number of students taking a course in arts would be greatly increased. It may seem contradictory, yet it is well known as matter of fact, that a low condition of preparatory schools tends to send young men into professions with a mere preliminary cram for passing an entrance examination, while better schools would induce them rather to take the time necessary to lay the foundation of a thorough college course."

EDUCATION DEPARTMENT, ONTARIO,

TORONTO, 29th April, 1886.

SIR,—I have been informed that many High School Masters and Assistants would gladly avail themselves of a course of lessons in Botany during the summer vacation, provided arrangements were made by the Education Department for that purpose.

It has occurred to me that a series of lectures by some competent teacher each forenoon for three weeks, with field work in the afternoons, would be such a happy combination of both theory and practice as would secure the best results, and at the same time prove the least irksome to many who

could not very well dispense with the relaxation which the summer vacation is intended to provide. The lectures would be given in the Public Hall of the Education Department by Mr. Spotton, M.A., and the field work directed according to his instructions.

As it is desirable to ascertain the number likely to take this course in order to complete arrangements, would you kindly let me know, at your earliest convenience, how many of your staff are prepared to join this class.

Yours truly,

GEO. W. ROSS.

CIRCULAR TO PUBLIC SCHOOL INSPECTORS.

EDUCATION DEPARTMENT, ONTARIO,

TORONTO, May 1st, 1886.

SIR,—The Drawing Classes conducted at the Education Department, Toronto, during the last two summers will not be continued during the current year. It is nevertheless desirable in order still further to qualify teachers in this subject, that facilities of some kind should be offered for their self-improvement. Instead of the classes formerly taught at the Department it is now proposed to give a grant to each Inspectoral Division in which a class is formed for instruction in elementary drawing.

The conditions on which such classes may be formed are:—

1. The class must consist of at least ten persons holding a Public School Teacher's Certificate.
2. The teacher in charge must possess a legal certificate to teach drawing; or be approved of by the Education Department.
3. At least 30 lessons of two hours each must be given.
4. Teachers who attend this course will be allowed to write at the Departmental Examination in Drawing in April, 1887.
5. The Primary Drawing Course only shall be taught.
6. A grant of \$20 will be made for each class of ten pupils, but only one class will be paid for in any Inspectoral Division.

Will you be good enough to inform the teachers of your Inspectorate of these proposals in order that they may make the necessary arrangements for organizing classes.

Yours truly,

GEO. W. ROSS.

Minister of Education.

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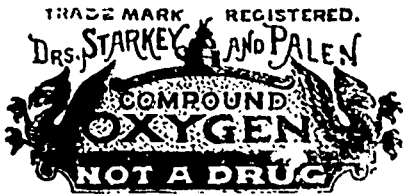
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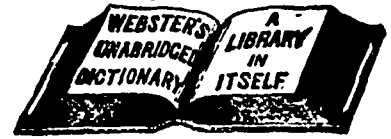
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IMPORTANT ANNOUNCEMENT.

TEACHERS' EXCURSION

TO THE

COLONIAL AND INDIAN EXHIBITION,

IN LONDON, ENGLAND, 1886.

At the request of several School Inspectors and Teachers, DR. MAY, the representative of the EDUCATION DEPARTMENT at the Colonial Exhibition, has applied for Excursion Rates from the principal Ocean Steamship Companies.

The lowest rates offered are from Niagara Falls to London, *via* New York and Glasgow, for \$100, including first-class to New York and return; first-class Ocean Steamship passage from New York to Glasgow and return; and third-class from Glasgow to London and return.

MR. C. F. BELDON, TICKET AGENT, NEW YORK CENTRAL R. R., NIAGARA FALLS, N.Y., will give further particulars as to Tickets, etc.

DR. S. P. MAY, COMMISSIONER of the EDUCATION DEPARTMENT for Ontario, at the Colonial and Indian Exhibition, London, England, will make arrangements on due notice, for Teachers to visit Educational Institutions and other places of interest in London.