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# Educational Weekly

VOL. II.

THURSDAY, OCTOBER 8TH 1885.

Number 41.

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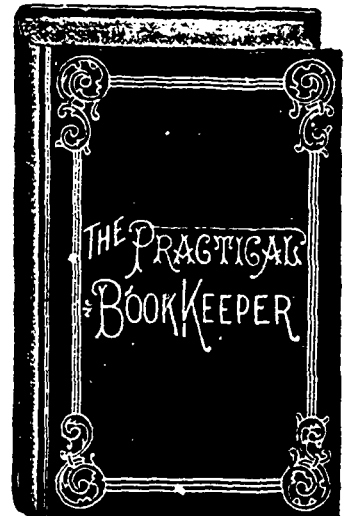
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# The Educational Weekly.

TORONTO, OCTOBER 8, 1885.

By an amendment to the School Act made last session, school boards in villages, towns and cities, by giving notice to the councils of their respective municipalities before the first of October, may require the annual election of trustees to be made on the day on which municipal councillors are elected. We have before stated that if any new legislation were made in the matter it should be only permissive in its operation, and the attitude of the public to the question has justified this opinion. But few school boards have availed themselves of the privilege. The reason assigned in every case is that politics and educational administration are already too closely related—that no benefit would be gained by the change that would not be countervailed by the introduction of partyism into educational affairs.

We stated last week that we should indicate in this issue a means by which the attention of the public could be more strongly directed than it is towards the art work now done in our schools, and a healthy stimulus be thereby given to the study of drawing. Our proposition is simply that the Industrial Association of Toronto be induced to take the matter up, and to afford space for the exhibition of the art work of schools, and to offer prizes for drawing and designing to be competed for by schools and by individual pupils. That such exhibitions and competitions as those of the Industrial Association do much to stimulate invention, good workmanship, and the application of art to industry, cannot be denied. But they have not, as yet, reached the classes with whom improvement is most possible, and upon whom judicious stimulus has most effect—the children of the public schools. We would propose that prizes or medals of considerable value should be offered for the best art work done by (1) an entire school, (2) by an entire class of a school, (3) by any individual pupil of a school. There might be several kinds of competition; for example, (a) in drawing from copies; (b) in drawing from models; (c) in inventive drawing or drawings suitable for designs or patterns; and (d) a special class in which drawings of merit not included in the above might be placed, as of figures, of faces, of flowers, of landscapes. Were the prizes or medals of good value a large number of pupils and schools would compete; and if the association felt reluctant to pay for the cost of deciding the prizes, we are quite sure competent gentlemen could be found in the city who would be glad to undertake the work gratuitously. Nor should the necessary

expenses be borne by the association entirely. The competition is an undertaking of provincial importance, and should receive the official sanction and pecuniary support of the Education Department. Such exhibitions have done much for art, and for the improvement of handicraft in all parts of the States, and, if we mistake not, in England. In the States they have been held, as a rule, under the auspices of the state or national boards of education. We suggest a composite plan as likely to be more feasible and more effective.

THE complaint made by Mr. Wetherell before the high school masters at their late meeting, that too little attention is paid by the Education Department to the expressed wishes of their Section, does not seem to us to be justified by the facts. Rather, it appears to us, that much of the inconstant policy of the Education Department in high school matters in past years has resulted from the vain attempts of the Ministers to steer their ship by the Masters' compasses, whose needles have been as variable as any weather-cock. "Payment by results" was inaugurated in response to the pronounced criticism of the masters upon the way in which the legislative grant went to schools which did not earn it; it was abrogated in deference to their no less emphatic protests against its working. It had scarcely become defunct, when its resuscitation was attempted. The "Inter-mediate" was made to count *pro tanto* in the professional examinations, was made the equivalent of a third class teachers' non-professional examination, was restored to its original position as an examination for testing advancement simply, and was finally disestablished—each phase of its existence, and its final dissolution, the effect of the opinion of the high school masters upon the "powers that be." If of late there has been any disposition on the part of the Department to disregard the requests of masters (although we have noticed none worth recording) it can only be from the fact which Mr. Wetherell strongly deplures, and which we have before pointed out, that the number of masters who attend the meetings of the section is rarely such as to entitle the section to be considered a representative body. As Mr. Wetherell says, some eight or nine per cent. of the total number of masters cannot be deemed to express any decided conviction of the whole body. Nor is this small percentage either constant in its make-up or regular or punctual in its attendance. What is wanted, in addition to increased attendance and greater zeal on the part of the masters, is a representative com-

mittee, duly elected by all the masters and assistants, to whom the findings of the section can be referred for approval, and when judged necessary by them, for transmission to the Minister. In the meantime, no decision of the section should be considered as representative unless it has been adopted by a fair quorum of the whole constituency—not less than twenty-five at any rate.

THE motion adopted at the late meeting of the high school masters, that the Minister be requested to consider the Legislative Committee of the section as members of his Advisory Committee, to whom he should submit all matters relating to high schools upon which he might wish information, seems to us an illustration of the hurried and sometimes inconsiderate manner in which the business of the section is transacted. The Legislative Committee is elected on the third day, often when the attendance is scant, without previous nomination, and often by mere motion—the three first proposed being, as a rule, those who are chosen. Now, if the Minister is to be expected to consider this committee as representative of the entire body of high school masters, he should have some reasonable assurance that the entire body of masters had some voice in their choice. There can be no doubt that a representative committee of advisers, with statutory, or even with conventional privileges and powers, would be entitled to great consideration from the Minister, and would do much to make his actions commendable to the profession and in harmony with popular feeling. But no committee would be entitled to such consideration, or would be deemed by the profession to represent it, unless it were duly elected by the profession at large. If the masters, as a body, elected two members, there could be no objection that the masters attending at the annual meeting should elect a third. They could claim this additional representation by virtue of their greater interest in professional work. This third representative, also, would be able to express the views of the section (often the result of much deliberation) before his fellow-members on the committee, and thus not only the particular views of the section, but also those of the whole body of masters, could be said to be represented to the Minister. But no committee, hurriedly chosen, by a mere fraction of the whole, can be said to be the accredited representatives of the whole. We do not intend, in speaking thus, to disparage in any way the importance of the meetings of the section; our opinion, on that matter, has been expressed most positively. We merely assert that to the section should not be accorded more consideration than it is entitled to.

## Contemporary Thought.

EXPOSITIONS having special objects, have proved most successful in England the past two or three years. They seem to be more popular than those which have a "universal" character. The idea should be considered in this country. In London "The Healtheries" and "The Inventions" excited great public interest, and now there is about to be opened a "Colonial and Indian Exhibition."—*The Current*.

DR. FELIX SEMON, to whom Sir Andrew Clark entrusted Mr. Gladstone's throat, is a young German physician who has lately risen into repute. The throat specialist of widest reputation with the general public is Dr. Morell Mackenzie. For some reason Dr. Mackenzie is not liked by the profession, and I fancy that they are not sorry to have an opportunity of bringing into notice a young and capable rival. Dr. Sémon is already physician to a throat hospital. He has invented an electrical apparatus which, with Sir Andrew Clark's sanction, he applied to Mr. Gladstone's throat; with, I hear, excellent results. If he cures his illustrious patient, Dr. Sémon's fame is made; if he does not, he will be sure of a professional verdict to the effect that a cure was impossible.—*N. Y. Tribune*.

To put each youth in possession of his rightful inheritance in the wisdom of the past; to prepare him solidly for the exercise of real freedom—for spontaneous judgment and action that in its free advance shall accord with the normal progress of humanity as a whole, both as hitherto realized and as pointing to its sober ideal—this, and neither more nor less, is exactly the business of real education. To accomplish it, an organic public judgment must, of course, be made to play into the decisions of the student at every step of his progress. And there must be a preparatory stage, in which this public judgment takes the initiative wholly to itself, and positively prescribes the boundaries and the contents of discipline; and this must continue to such a limit, and until such a period, that the appreciative conceptions of the student shall have reached the point where the idea and principle of historic human culture have become incorporate in his nature.—*The University, on Elective Studies*.

It was here that we made the acquaintance of a colored woman, a withered, bent old pensioner of the house, whose industry (she excelled any modern patent apple-parer) was unabated, although she was by her own confession (a woman, we believe, never owns her age till she has passed this point) and the testimony of others a hundred years old. But age had not impaired the brightness of her eyes, nor the limberness of her tongue, nor her shrewd good sense. She talked freely about the want of decency and morality in the young colored folks of the present day. It wasn't so when she was a girl. Long, long time ago, she and her husband had been sold at sheriff's sale and separated, and she never had another husband. Not that she blamed her master so much; he couldn't help it, he got in debt. And she expounded her philosophy about the rich and the danger they are in. The great trouble is that

when a person is rich he can borrow money so easy, and he keeps drawin' it out of the bank and pilin' up the debt, like rails on top of one another, till it needs a ladder to get on to the pile, and then it all comes down in a heap, and the man has to begin on the bottom rail again. If she'd to live her life over again, she'd lay up money; never cared much about it till now. The thrifty, shrewd old woman still walked about a good deal, and kept her eye on the neighborhood. Going out that morning she had seen some fence up the road that needed mending, and she told Mr. Devault that she didn't like such shiftlessness; she didn't know as white folks was much better than colored folks.—*Charles Dudley Warner, in October Atlantic*.

MR. THEODORE L. DE VINNE has a short but interesting letter in the *Century* for September respecting printing-papers. The letter is in reply to suggestions made by amateur critics that the *Century* should be printed on handsome rough paper. Mr. De Vinne shows that hand-made paper would involve trebling the price of the magazine; that rough paper cannot be used for printing the wood-cuts; that the use of rough paper for etching is nothing to the point, as the copper-plate process is entirely different. Dry and smooth paper has the best surface for wood-cut printing. The publisher selects the smooth paper, not because he thinks it luxurious, but because it yields better prints. If he could get smoothness without gloss, he would have it. Mr. De Vinne has a word or two to say about the craze for rough papers. He reminds admirers of them that the rough, half-bleached, honest linen paper of the earlier German printers was not highly esteemed in its own day, and that at the end of the last century English bibliophiles went to Italy to get smooth paper. When rough paper was common, smooth was preferred; now, when smooth paper is common, rough is "artistic."—*American Bookseller*.

WHY should we keep up a losing struggle against the objective form of the personal pronoun after the verb "to be"? The Frenchman's "*c'est moi*" is described as idiomatic; the Englishman's "it's me" is described as ungrammatical. And yet it is far more common than "it's I. Moreover, it sometimes taxes even a good English scholar's skill to keep out of error in the use of his pronouns. In his eagerness to be right, he sometimes goes wrong in such sentences as "I know it to be him." If the objective form were allowable in all cases after the verb "to be" the confusion and liability to error would soon disappear, and the language would be a decided gainer by the change, which is one that can easily be brought about by a consensus of grammarians. As the majority go wrong now all that is necessary is to say that they are right and then the minority will become pedants. In language, as in many other things, people are often found straining at the gnat and swallowing the camel. If we would pay more attention to pronunciation and less to spelling, more to correct syntax in speech and less to correct syntax in writing, more to freedom from slang and less to the selection of high-sounding words and phrases, more to essentials and less to trifles, English scholarship would soon show a marked improvement.—*Wm. Houston, M.A., in Current*.

MR. WILLIAM MATHER, an engineer and manufacturer of Manchester, visited America last year as Royal Commissioner to examine the methods of technical instruction in the United States and Canada. His report, brief but bristling with interesting fact, proves on every page that its writer is an acute and impartial observer. In the course of a visit extending beyond five months, Mr. Mather investigated the systems of every technical school and college of consequence from New York to California. While he found these institutions fewer than in Germany, where technical education is most widespread, he recognizes their superiority in practicalness in their actual preparation of a student for engineering or manufacturing work. In the Worcester Free School, which he specially commends, skilled workmen are employed, and pupils work on machines in course of construction for sale. At the Cooper Institute, the classes in drawing, modelling and engraving earned during 1882 no less a sum than \$40,000, a substantial aid to them financially, and good proof of the thorough practicalness of the instruction. At the Workingmen's School, conducted by Prof. Felix Adler, New York, Mr. Mather saw children, ten years old, who were proficient in drawing, modelling in clay, and the use of the lathe. Throughout the Union the importance of manual training has forced itself upon public-spirited men interested in sound education. In cities as distant from one another as St. Louis, Cleveland, Lafayette, Ind., Providence, and Hampton, Va., excellent schools have within recent years sprung up for the education of the eyes and hands of their scholars, as well as their memories.—*The Week*.

BUT what will a railway get to do in this great sea of mountains? For along those five hundred miles of road on the mainland, constructed at so enormous a cost, the population, not counting Indians and Chinamen, is less than ten thousand. The British Columbians claim that a portion of the Asiatic trade will come their way, especially as the company that is building the road has announced its intention of putting on steamers to connect the Pacific terminus with the ports of Japan and China; and they also point to their fish, their mines of silver and gold, and their forests, as the complement of the prairies of the North-West. All their hopes and dreams cluster around the railway, and those whom it does not enrich will feel that they have a right to be disappointed. They ignore the fact that the people of the North-West or any other country can afford to pay only a certain price for fish or flesh, galena, gold, or anything else, and that if it cannot be supplied at said price it must be for them all the same as if it were non-existent. They fancy that the difficulty the province has to contend with is not the comparatively small amount of arable land, or the necessity for irrigation in districts otherwise good, or the intervening mountains, or the cañons that prevent river navigation, or the cost of transportation, or the great distances, but simply the presence of some thousands of industrious Chinamen. If Chinamen could only be kept out white people would come in, and wages would go up and keep up. Good prices would then be obtained for everything, and every one could live comfortably.—*Principal Grant on the "Canada Pacific Railway" in the Century for October*.

## Notes and Comments.

NEXT week we shall publish Dr. Grant's paper on "The British Association and Educational Ideals." Dr. Grant's well-known position in regard to university confederation gives special importance to everything he has to say on university matters.

WE call the attention of our mathematical readers to Mr. Wilkins' problem and solution published this week. Mr. Wilkins is mathematical and science master of the High School, Mount Forest.

WE commence this week a series of articles on "Drawing" by our well-known contributor, Mr. Arthur J. Reading, of the Ontario School of Art. These articles are intended to help the practical teacher in his daily work in the school by stating principles, suggesting methods, explaining difficulties, offering examples for school work, and so on. An illness of Mr. Reading has prevented the commencement of the articles with the first of September, as was intended. They will continue through the year.

WE present to our readers this week the first part of a short story by Octave Thanet, entitled "The Ogre of Ha Ha Bay," which we reprint from the *Atlantic Monthly*. It is a Canadian story and so will meet with a warm welcome, and it is exceedingly well told. We need not apologize for the number of French words and phrases it contains. When it is remembered that over two millions of our compatriots are French in origin and language, it will be admitted that some little knowledge of their tongue ought to be possessed by all of us.

AT the late meeting of the American Association for the Advancement of Science, held at Ann Arbor, Michigan, Mr. Horatio Hale, M.A., of Clinton, Ont., was elected Vice-president of the Association, and President of the Anthropological Section for the next meeting, which is to be held in Buffalo, Aug., 16, 1886. Mr. Hale, it will be remembered, contributed an important paper on the "Synthetic Character of the Iroquois Languages" at the meeting of the Association held in Montreal in 1883. He is a frequent contributor to the *American Magazine of History*, a recent article of his being an account of Chief Johnson (Onwanonsyshon), of Brantford. Mr. Hale is one of the first of living American ethnologists.

WE have received from the publisher, Mr. J. Fitzgerald, New York, volume 73 of his "Humboldt Library." This library, as is well known, consists of excellent popular monographs, for the most part on scientific subjects—the most eminent scientists of the day, Tyndall, Huxley, Darwin, Spencer, Mivart, Romanes, Bain, and a host of others, being represented. The low price of each book, 10 or 15 cents, puts them within the

reach of the humblest reader. The volume before us consists of four lectures delivered at the London Crystal Palace School of Science and Literature. These lectures are an application of the principles of evolution to history, literature, and geography. The Rev. W. A. Hales' "Plea for a more Scientific Study of Geography," Lecture II., should be read by every educationist. We shall make several apposite extracts from it for our column of "Contemporary Thought" in our next issue.

THE acceptance by Dr. Kellogg of the pastorate of St. James' Square Presbyterian church brings to Toronto and Ontario one who should be welcomed by all educationists. Dr. Kellogg has been for some years professor of Systematic Theology in Allegheny Seminary, one of the leading theological schools of the States. He succeeded in that position Dr. Charles Hodge, now professor at Princeton, and of world-wide celebrity as an authority in the department of which he is a professor. That Dr. Kellogg was chosen to succeed Dr. Hodge speaks much for the esteem in which he is held as a scholar. Dr. Kellogg's last literary work, *The Light of Asia and the Light of the World*, is alluded to in another column. When Dr. King resigned the charge of St. James' Square to accept the principalship of Manitoba College he left a conspicuous vacancy in the educational circle of Toronto, and our city is to be congratulated that that vacancy is to be so worthily filled.

IF the coming generation have not more culture than the present it will not be for lack of all the influences that go to produce culture. Science, literature, and art have emulated one another in providing the young with everything desirable for the cultivation of their tastes or for the information of their minds. *St. Nicholas*, that beautiful magazine for young people, conducted by Mrs. Mary Mapes Dodge, which is published by the Century Company of New York, has just closed its twelfth volume. In looking over it we may well be amazed at the value of its contents and the notability of its contributing authors and artists. In it is represented all that is excellent in American literature and art. A few names may serve as illustrations: the late Mrs. Helen Hunt Jackson, Celia Thaxter, Frank Stockton, J. T. Trowbridge, Rose Kingsley, C. G. Leland, Lieutenant Schwatke, Nora Perry, Alfred Parsons, Joseph Pennell, the late Dr. Damrosch, Harrison Millard. A magazine that can count such eminent artists as these upon its regular staff, and a host of others equally eminent, ought surely to receive the patronage of all people of culture and refinement. We cannot speak too highly of *St. Nicholas*. It is simply beautiful and good.

THE three medical schools of Toronto were opened on Thursday, October 1. At Trinity Medical School the initiatory lecture

was delivered by Dr. Covernton, on the "Advancement of Medical Learning." The conversazione in the evening was a brilliant affair; Dr. Goldwin Smith made an address on the progress of medical science during the last twenty years. Trinity claims the largest freshman class it has made for years. Toronto Medical School has increased its accommodation by the erection of a new wing. Dr. Ogden delivered the opening lecture, the subject being the "History of the Science of Medicine." After the lecture a concert of classical music was given. The opening exercises of the Woman's Medical College were held in the theatre of the Normal School. The introductory lecture, delivered by Dr. Krauss, was exceedingly practical. He took strong ground against competitive examinations as tending to produce brilliant superficiality at the expense of thoroughness. The prospects of the Woman's College are hopeful. Its staff is enthusiastic and energetic. The success and progressiveness of these three colleges are witnesses to the excellency of the principle of competition in teaching bodies with centralization of the examining and degree-conferring or license-granting powers.

THE opening of McMaster Hall last Friday marked a new epoch in that flourishing and thoroughly progressive institution. Henceforth a share of its administration—what may be called the educational as distinguished from the financial part—is to be entrusted to a senate, representing the four Baptist Conventions of the Dominion, the board of trustees, the faculty, the alumni of the college, and the faculties of Woodstock and Acadia Colleges. McMaster Hall has recently been affiliated to the University of Toronto under conditions alike honorable to the University and the College. Certain studies taught and examined by the College are to be accepted by the University as equivalents of certain other studies in the regular course of the University. The freedom and elasticity of this arrangement must surely suggest to the opponents of University confederation that none other than purely pecuniary considerations need stand in the way of a union of all our separate colleges into one national university. The progressiveness of McMaster Hall was amply evidenced at this opening by the installation of two new professors, Theodore H. Rand, D.C.L., as professor of apologetics, Christian ethics, and didactics, and J. W. A. Stewart, M.A., as professor of homiletics. Dr. Rand has recently been professor at Acadia College, Nova Scotia, and was formerly Chief Superintendent of Education for the Province of New Brunswick. Mr. Stewart is a gold-medallist in metaphysics of the University of Toronto, and for several years since has been pastor of the leading Baptist church of Hamilton.



## Literature and Science.

### THE OGRE OF HA HA BAY.

OCTAVE THIANREI.

THE Saguenay steamboat reaches Ha Ha Bay in the early morning. It was just three o'clock on a July morning, when Susan and I took our first look at the bay. I had been trying to marry Susan for ten years, and we went up the Saguenay on our wedding journey. I have but to shut my eyes to see Ha Ha Bay now. Early as the hour was, the pale light of that high latitude brought out the scene with something the same quality of tone as an etching: the desolate cliffs guarding the entrance to the Saguenay; the hills lower, and green with oats and barley about the placid pool where the mysterious river widens into the bay; the two quaint villages facing each other across the water, with their half foreign picturesqueness of stone walls and steep red roofs; a pier like a long, black arm thrust forth from St. Alphonse; a huge sawmill over at Grand Baie; and four full-rigged ships at anchor below the mill. The tide was out in the flats, and the smell of salt water was in the air.

Behind St. Alphonse some freak of nature has heaped a mass of granite rocks, then, repenting, tried to hide them with a frugal verdure of grass and stunted pines. The hotel is built on the rocks. Broad piazzas make it imposing, and whitewash, conspicuous. Not only has St. Alphonse the hotel of the bay, it is also the steamboat landing. Perhaps the boat's coming but four times a week, and being the sole means of intercourse, outside of horse-flesh, between the village and the world, accounts for the presence of all the inhabitants on the pier. Certainly, the traffic of the region in wood and blueberries could scarcely bring such numbers out of their beds at three o'clock in the morning. The wood and the blueberry boxes—looking exactly like wee coffins—were piled on either side. One man, with a wheelbarrow, was hauling the wood into the boat's hold, superintended by three officers, all talking at once. Half a dozen, having nothing better than their arms, were carrying the blueberries on board. At the same time, sacks of flour and barrels and boxes of merchandise kept emerging from below, the owners of which helped the confusion by running about after their goods, while the unwieldy vehicles of the region, the *voitures à la planche*, were recklessly plunging, backing, and turning through the crowd amid a mighty clamor of French *atois*. One of the horses fixed my attention. He was a splendid creature, a big gray, with the great curved neck and powerful flanks of a charger on a Greek frieze. The muscles stood out like whipcord, as he reared and pawed in the air. His driver, a slender young *habitant*,

took his antics very coolly, merely saying at intervals, in a conversational tone, "Sois sage, Bac," as though to an unruly baby.

"I should like to drive after *that* horse," said my wife. Her voice is softer than a flute, and she is slender and graceful, with an appealing look in her hazel eyes, and the sweetest smile in the world; but I have never met a woman so fond of risking her neck. Before I knew what was happening she had called, "Venez ici, cocher!" and the gray brute was kicking at my elbow. Naturally, nothing remained but to climb into the *voiture à la planche*. These "carriages on a plank" are simply "buckboard wagons" with two seats, the further one of which is protected by a hood and a leather apron. Susan was charmed. "He has spirit, your horse," said she in French. "Oway, Madame," said the driver, politely turning in his seat. "Oway," I had already discovered, is Canadian French for "Oui." The driver was young. He was clad in a decent coarse suit of gray, and wore the soft felt hat and curious boots of undyed leather, tied with a thong, which every *habitant* wears. His features were of the delicate *habitant* type; but his fair skin, blue eyes, and reddish yellow hair hinted a mixed race. He was not tall, and was slightly round shouldered. The only thing noticeable in his appearance was an air of deep dejection, not lightened by so much as a smile of courtesy. He spoke no English—almost no one speaks English in the St. John country—but though dejected he was not reticent, and we had his whole history before we were well into the village. His name was Isadore Clovis. He lived in the village with his uncle, Xavier Tremblay. That was his uncle's house—pointing to a cottage of logs covered with birch bark, which stood close to a substantial stone house. He, himself, was not married, he never should be. His father and mother had been long dead. He was the youngest of a large family; the *habitants* had large families, "Oway, M'sieu'." "And that of my mother was of the largest," said he; "the good God sent her twenty-six. But twelve, fifteen, that is common."

"And did they all live?" I asked, while Susan remarked in English that she had never heard of anything so horrible.

"Mais, non, M'sieu'," said Isadore, "all are dead but six; they live in Chicoutimi, nine miles from here. I live here, I with my uncle. Regard my uncle, Madame, M'sieu'!"

His finger indicated the roof of the stone house. Peering over the ridge-pole was a bushy white head, set with no visible neck upon a pair of very broad shoulders. Hair standing out in spikes all over, a stubby gray beard, and prodigious eyebrows imparted an aspect of grotesque ferocity to features forbidding enough of themselves, weather-beaten, rugged, scored by innumerable lines

and dents. The attire of this extraordinary bust was a plaided red flannel shirt, torn at the throat, and thus displaying a hairy chest. Altogether, he might have given an orang-outang the odds for ugliness.

"He owns both houses," said Isadore, "he is rich; he has many farms and a *fromagerie* and *crémèrie*."

"He is fortunate," said Susan, who likes to be pleasant with people, and to praise their belongings; "it is a good house, a comfortable house. Does he live there?"

Isadore threw a lustreless eye over the house, saying slowly, "No one lives there, Madame, no one has ever lived there; it is because of his vow."

"His vow?"

"Oway, Madame. He made a vow before M. Pingat, M. le notaire, M. Rideau, M. Vernet, those, that he would never go into his new home until he should marry a maiden of twenty. It was twenty-five years ago, but he has never gone into the house since."

"How old is he?"

"He is eighty years old, Madame; he is a very strong man. Every day he climbs the roof, so."

"Dear me," said Susan, "this is most interesting! he has never married, then?"

"No, Madame; once he was affianced to a maiden of twenty, she had but one eye; but she fell in the river and was drowned."

"But in his youth?"

"Once he was affianced, Madame," said Isadore; "he was then fifty-five, and not long come from Quebec. Madame does not know the Widow Guion; she is still handsome; but then, when she was twenty, there was no one in the parish to compare with her. My uncle would marry her, and the affair was arranged, and my uncle had built the house; it was nearly finished, when, behold, she will not marry my uncle, she will marry Pierre Guion. Then all the world made jests about my uncle, who, as one can see, is not handsome. And it was at M. François Pouliot's house that they were laughing, and saying that my uncle would frighten any woman away, he was so ugly; and my uncle overheard it, passing by, and came in, and swore an oath before them all, that he would never go into his new house until he should marry a maiden of twenty. 'I can get the best of them to marry me, for as ugly as I am,' said he. But it was twenty-five years first."

"Has he succeeded, then?" Isadore, leaning forward, gathered up the reins.

"Oway, Madame," he said, in a low tone, "he has succeeded. Next month he will marry a maiden of twenty, and move into into his new house." By force of habit Isadore called the twenty-five year old house "the new house"; doubtless, it had been

"the old house" and "the new house" to him from childhood. "He left the house just as it was," said Isadore, "the wood and shavings are all scattered about the floors, where the carpenters left them. He had the carpenters board up the windows, that was all. Bac, en avant!"

We had turned and were ascending a hill. Half-way up Isadore stopped to point again. "See, Madame, the cottage of the Widow Guion." It was a mere morsel of a house, the unpainted boards of which were made a better protection against the weather by a covering of birch bark. In the little yard the peas were in flower, and a few hollyhocks reared their heads above the beet leaves and lettuce. A barefooted man was raking coals out of the open-air oven which stood to one side of a pile of brush. "C'est le beau-frère de Madame," said Isadore, "c'est un fou, mais bon naturel, pas méchant. From here, Madame can see the hotel plainly."

We looked, not at the hotel, but at the road. Could that infatuated Canadian mean to drive up a sheer rock, slippery with mud, wider but hardly better than a goat path?

"Attendez," said I, "do you mean to take us up *that* way, that?"

"Oway, M'sieu'," replied Isadore, tranquilly, "without doubt. Bac is accustomed to it. Behold! Bac, en avant!" With the word, he leaped lightly over the shafts, and Bac and he went up the hill on a run. It is the pace of the country; up hill and down, they make their horses gallop at the top of their speed. I don't know why; I suppose they like it. At any rate, Susan did; she was enchanted.

"Wasn't it lovely, Maurice?" she cried, as Isadore pulled Bac up before the hotel piazzas; "do give the man something handsome."

I gave him fifty cents, which he said was more than he deserved; and we both watched him rattle down the hill at a rate which threatened to break every bone in his body. Then, having seen him emerge unshattered, we entered the hotel. There are no such inns in the States. Nothing could be more primitive than the house and its furnishing. The walls were unplastered, the woodwork unpainted; the women of the village had spun, woven, and dyed the strips of gay carpet on the pine floors. We had tallow candles in our bedrooms, a candle to a room. If we wanted a maid we went out into the hall and called her. A bath was a perilous luxury, the one bath-tub of the house being too large for the doors, so that it must be emptied before it could be tilted on one side and trundled out of the room, which operation usually ended in flooding both the bather's chamber and the room below, not counting a few stray rivulets likely to meander into the hall. Yet, I have been less

comfortable in houses with grand names. Everything was scrupulously clean; Madame gave us a capital dinner and Monsieur kept most excellent wines; nor is it everywhere that one can eat salmon of his own catching. Moreover, it is pleasant to live among a people so simple, kindly, and cheerful as the French-Canadians. All the rigor of a harsh climate and a hard life cannot quench their amiable vivacity or that engaging politeness which flings a sort of Southern grace over their bare Northern homes. We grew fond of the villagers. To them the hotel was the centre of festivity; were there not a bowling alley, and a billiard room, and in the parlor a piano? Nightly the village magnates would assemble in the alley and bowl with tremendous energy and both hands. We came to know them all, the doctor, the notary, the rich fur merchant, the various shopkeepers and farmers.

Of them all none interested us more than the Widow Guion and her daughter. The widow was a tall woman, whose figure had been molded on such fine lines that a life of coarse toil had not been able to spoil them. Trouble had bleached her thick hair and wrinkled her face, and the weather had browned her skin, but she was as straight as an arrow and still had splendid eyes and a profile worth drawing. We often saw her in her garden working like a man. Indoors, she would wash her hands, tie a clean apron about her waist, and sing over her spinning. The singing was for the fool. She was very kind to him and devoted to her daughter. She was also neat, honest, and industrious; but she was not popular in the village; they said that she had an imperious temper and was unsocial. Mélanie, the daughter, was one of the maids at the hotel, a tall, handsome, black-haired, fair-skinned girl, who revived the traditions of her mother's beauty. One day something occurred to make us notice Mélanie. We were sitting on the rocks overhanging the village. It was that most peaceful hour of the day, the hour before sunset. The west was in a glow that turned the tin spire of the little church into silver; the mountains cast purple shadows over the bay; and the water was a steel mirror with rippling splashes of shade. We could hear the lowing of the cows returning homeward, and the faint tinkle of bells, and the voices of mothers calling their children. "How peaceful it is," said Susan, softly, "and they seem so pastoral and childlike, like people in poems. One can hardly imagine anyone's being very unhappy here."

Perhaps she was thinking of our own past; certainly we had been miserable enough, before we drifted into this calm harbor. Just then a man and woman, coming along the path beneath, halted, out of sight, but not out of hearing. The man was speaking: "No, I cannot bear it. See, thou art all I

have, thou; I have loved thee all my life. Ah, *mon dieu*, how couldst thou promise!" Now I grant that we ought to have risen at once, and gone away; but I am not relating what we ought to have done, but what we did do which was to sit still and listen with all our ears. The woman answered. The other's voice was rough and thick from passion: but hers was very gentle and quiet.

"I will tell thee, Isadore," she said (Susan pinched my arm); "I came here to tell. Thou knowest *maman* has a great opinion of M. Tremblay, who has been her only friend, though he has so little reason."

"It was but that he might marry *thee*," cried Isadore. "curse his crafty head!"

"May be," answered the woman, wearily, "though I think not; but he has been ever kind to us, since before I was born. And *maman* was glad, very glad, when he would marry me."

"And was it *that*—"

"Hush! no, my friend. It was hard to refuse her who has lived so wearying a life and has so great disappointments, but thought of thee. Then—then—she told me. Isadore, *maman*—*maman* is going blind!" The voice which was so steady broke, but in a second it went on quietly as before. "It is that, my friend, that made me promise. M. le docteur says if she will go to Montreal to the great doctor there, he will make her eyes well again. But it will cost a great, great sum of money, two hundred dollars. And M. Tremblay has promised to give it her, and more, besides, when I marry him. And if she does not go, she must become quite blind. Already she cannot spin the yarn even, and when she feels the lumps afterwards, she weeps." There was a sound like a groan. "Do not weep, my friend," she continued, "it cannot be for long. He is so very old."

This practical view of the matter hardly seemed to console the lover, who burst out: "Thou dost not understand it, thou! Ah, no"—he swore a great oath, with a sob in his throat—"I will not endure it. Listen, I have five dollars. I will sell Bac. We will go to Quebec and be married. Ah, think, *m'amie*, thou and I."

There was a break filled by a very pretty sound, then the soft voice again. "Ah, no, Isadore, thou must not kiss me. It cannot be. I have sworn before the image of the blessed Virgin to marry him. And, beside—oh, Isadore, how could I leave *her* behind, to grow blind—without me!" Isadore did not answer. The vesper bell rang from the church tower. "My friend," said the girl, "I must go. I can never see thee alone again. Wilt thou not forgive me, first?"—*From the Atlantic for October.*

(To be continued.)



## Educational Opinion.

### UNIVERSITY PROGRESS IN EUROPE.

FROM the recent address of Sir Lyon Playfair, President of the British Association, delivered at Aberdeen on the 9th inst., I have selected the following passages descriptive of the condition and progress of university education in Europe. The information is so condensed as to present, as it were, a bird's-eye view of the whole subject. It will be of special interest just now as aiding to throw recent and fresh light on the university problem amongst ourselves.

There are other features of this elaborate and most interesting address which would be of the highest value to us, and which would well repay reproduction and perusal. They relate chiefly to the questions of scientific and industrial training and their effects on national life and material prosperity and progress. The writer of the address takes strong and high ground on these questions. He shows that, in many respects, the institutions for higher education in Britain are yet sadly behind in providing facilities for scientific education which the times in which we live, and the great progress in science absolutely demand. They prefer, he says, the *via antiqua* to the *via moderna* in education, whereas the latter requires that—

"In the school a boy should be aided to discover the class of knowledge that is best suited for his mental capacities, so that in the upper forms of the school and in the university, knowledge may be specialised, in order to cultivate the powers of the man to their fullest extent. Shakespeare's educational formula may not be altogether true, but it contains a broad basis of truth:—

"'No profit goes where is no pleasure taken; In brief, sir, study what you most affect'"

Under the head of *Science and the Universities*, Sir Lyon Playfair says:—

"In this country parliamentary aid has been given to universities with a very sparing hand. Thus the universities and colleges of Ireland have received about £30,000 annually, and the same sum has been granted to the four universities of Scotland. Compared with imperial aid to foreign universities such sums are small. A single German university, like Strasburg, or Leipsic, receives above £40,000 annually, or £10,000 more than the whole of the colleges of Ireland, or of Scotland.

"Strasburg, for instance, has had her university and its library rebuilt at a cost of £711,000, and receives an annual subscription of £43,000. In rebuilding the University of Strasburg, eight laboratories have been provided, so as to equip it fully with the modern requirements for teaching and

research.\* Prussia, the most economical nation in the world, spends £391,000 yearly out of taxation on her universities. †

"The recent action of France is still more remarkable. After the Franco-German war the Institute of France discussed the important question:—'Pourquoi la France n'a pas trouvé d'hommes supérieurs au moment du péril?' The general answer was because France had allowed university education to sink to a low ebb. Before the great revolution France had twenty-three autonomous universities in the provinces. Napoleon desired to found one great university in Paris, and he crushed out the others with the hand of a despot, and remodelled the last with the instincts of a drill-sergeant. The central university sank so low that in 1868 it is said that only £8,000 were spent for true academic purposes. Startled by the intellectual sterility shown in the war, France has made gigantic efforts to retrieve her position, and has rebuilt the provincial colleges at a cost of £3,280,000, while her annual budget for their support now reaches £500,000. In order to open these provincial colleges to the best talent of France, more than 500 scholarships have been founded of an annual cost of £30,000. France now recognizes that it is not by the number of men under arms that she can compete with her great neighbor, Germany, so she is determined to equal her in intellect. . . . She is spending £1,000,000 annually for the last ten years on university education. France and Germany are fully aware that science is the source of wealth and power, and that the only way of advancing it is to encourage universities to make researches and to spread existing knowledge through the community.

"Other European nations are advancing on the same lines. Switzerland is a remarkable illustration of how a country can compensate itself for its natural disadvantages by a scientific education of its people. Switzerland contains neither coal nor the ordinary raw materials of industry, and is separated by mountain barriers from other countries which might supply them. Yet, by a singularly good system of graded schools, and by the great technical College of Zurich, she has become a prosperous manufacturing country. In Great Britain we have nothing comparable to this technical college, either in magnitude or efficiency.

\* The cost of these laboratories has been as follows:—Chemical Institute, £35,000; Physical Institute, £28,000; Botanical Institute, £26,000; Observatory, £25,000; Anatomy, £42,000; Clinical Surgery, £26,000; Physiological Chemistry, £16,000; Physiological Institute, £13,900.

† Rev. Dr. Schaff, in a letter to the *N. Y. Independent* this month, speaking of this university, says:—"The university in its present shape is the creation of the German Empire, and truly a *monumentum ere perennius*. . . . The new building for the university lectures alone cost 2,250,000 marks, and the surrounding buildings a good deal more. . . . The Empire furnishes 400,000 marks annually towards the support of the institution. No university in all Germany has such magnificent buildings. . . . In the summer semester it had 89 professors and 872 students."

Belgium is reorganizing its universities, and the State has freed the localities from the charge of buildings, and will in future equip the universities with efficient teaching resources out of public taxation. Holland, with a population of 4,000,000 and a small revenue of £9,000,000, spends £136,000 on her four universities. . . . Scotland, like Holland, has four universities [with a like population], but it only receives £30,000 from the State. . . .

"The wealthy Universities of Oxford and Cambridge are gradually constructing laboratories for science. The merchant princes of Manchester have equipped their new Victoria University with similar laboratories. Edinburgh and Glasgow Universities have also done so. . . .

"The large towns of the kingdom are showing their sense of the need of higher education. Manchester has already its university. Nottingham, Birmingham, Leeds, and Bristol have each colleges, more or less complete. Liverpool converts a disused lunatic asylum into a college for sane people. Cardiff rents an infirmary for a collegiate building. Dundee . . . rears a Baxter College with larger ambitions. All these are healthy signs that the British public are determined to have advanced science teaching. . . . Either all foreign states are strangely deceived in their belief that the competition of the world has become a competition of intellect, or we are marvellously unobservant of the change which is passing over Europe in the higher education of the people.

"Universities are not mere storehouses of knowledge; they are also conservatories for its cultivation. . . . The widening of the boundaries of knowledge, literary or scientific, is the crowning glory of university life."

Such is a brief outline of the present condition of university education in Europe. It is in the highest degree hopeful. It is at the same time, as it were, a word of encouragement and of counsel to university men in Ontario, in the present crisis of our university history. It is also a word of warning to us not to let petty jealousy and short-sighted indifference to the fundamental question of university expansion and efficiency interfere to prevent the placing of university education on a broader and more comprehensive basis, so that we too may take our part, and a fair share too, in the twofold duty, or function, of a true university—that of instruction and research. A little of the latter has been done, and that too in important subjects at both Toronto and Victoria Universities. Would that time and larger means would enable each of our universities to contribute their mite to the great and invaluable stock of human knowledge which has blessed and benefited so many thousands of our race!

J. GEORGE HODGINS.

**DR. ARNOLD'S PEDAGOGY.**

"He succeeded to a very great extent; an- although he cannot be called a distinguished master of the science of education, Dr. Arnold will long be remembered as a great English schoolmaster." —*Education.*

THE educational reformers of to-day are tearing down old systems and disparaging old methods, and depreciating the work of the great schoolmasters of the past. Heretofore one man has escaped the general onslaught. For half a century Dr. Arnold has been regarded as the ideal schoolmaster. His wonderful career at Rugby has been studied by all who, during the last fifty years, have aimed at the maximum of attainable success in the teaching profession. But the day of iconoclasm has fully come in education, as in religion and in everything else, and he who has so long towered above us as a model is to be dethroned by the advancing host of the new education. "Dr. Arnold succeeded to a very great extent," but "he cannot be called a distinguished master of the science of education." Well, there are many so benighted as to think that Thomas Arnold touched the very summit of true success in the education of boys, and that if he was not a master of the science of education, so much the worse for the so-called science.

What a glorious man he was! "Rugby Chapel"—that wonderful tribute of a gifted son to the memory of an equally gifted father which appeared in a late number of the EDUCATIONAL WEEKLY—reflects the many lustrous characteristics of the famous head master. How many teachers weighed down with onerous burdens has he upraised from the ground? How many with half-open eyes has he roused to higher efforts? How many has he fired with a thirst

"Not with the crowd to be spent,  
Not without aim to go round,  
In an eddy of purposeless dust?"

To how many has he pointed "the path to a clear-purposed goal—the path of advance"? How many weary, fearful, faint to drop down and die, has he strengthened and re-inspired? It was his high privilege to teach the hundreds of English boys who for fourteen years passed into and out of Rugby, but his influence ended not there. Though his light went out on a sad morning in June, 1842, yet the voice of his spirit still speaks.

And so he was not a master of the science of education! Perhaps not, as modern notions go; but he had a science of his own—a science which is still the science of his innumerable disciples. Let us look at the main lines along which it proceeded.

"The three great requisites, I imagine, in a schoolmaster are, the spirit of *power*, of *love*, and of a *sound mind*."

"Education is a dynamical, not a mechanical process, and the more powerful and vig-

orous the mind of the teacher, the better fitted he is to cultivate the mind of another."

"His whole method was founded on the principle of awakening the intellect of every individual boy."

"The Greek union of the ἀρετή γυμνασίου with the ἀρετή νοουμένη he thought invaluable in education."

"What we must look for here is, first, religious and moral principles; secondly, gentlemanly conduct; thirdly, intellectual ability."

Here we have a teacher whose great principles of action ring with a definite clearness. The "three great requisites" he himself possessed in a marvellous degree. His power was magnetic; his love for his boys was parental in its tenderness; his judgment and his intellect were almost matchless. He was a teacher, too, whose creed eschewed mechanical processes, but embraced the dynamical forces of *power*, *love* and a *sound mind*. He was a teacher who *educated*, in the true sense of the term, and who educated "every individual boy." He was a teacher who aimed at fully rounded culture, whose all-seeing vision took in every side of the boy-nature, who embraced within the scope of school tuition not only intellectual, but also physical, social, moral and religious improvement.

Any science of education which diverges from these guiding lines is aberrant. Any science of education which faithfully follows these lines must lead to the proper goal. Countless mistakes in detail will be made as long as man is human; but a system whose esoteric precepts sent out from the sweetest home in all England the greatest of modern English critics, a system whose exoteric methods sent out from the most famous of English schools the greatest perhaps of modern divines, cannot without challenge be characterized as defective or antiquated.

*J. Wetterell*

**INSTRUCTION IN ENGLISH.**

THOUSANDS of teachers are trying to teach "grammar" who have no clear idea of what they should strive to accomplish. Most of the time is spent in parsing, the pupils see no practical advantage in such exercises, the work is irksome, and the study of the English language becomes distasteful. On the other hand, when a teacher has a true conception of the subject to be attained and is fitted for his work, few subjects are really so fascinating or so profitable as the study of one's mother tongue.

Let it be kept clearly in mind that the instruction in this branch should be of such a character that the pupil will be able to

understand the English language and to use it in accordance with recognized principles.

As a general statement this covers the ground exactly. Let us note a few particulars.

1. In the first place a pupil should be taught to speak the language correctly. What is more absurd than the practice of allowing pupils to give answers in the most faulty English without correction? The common errors of speech should be corrected and a teacher should stimulate those about him to use the best language.

2. A pupil should be able to read intelligently, to grasp without difficulty the meaning of a selection of plain English. His ability to do this will depend largely upon his vocabulary. While it is true that one's vocabulary is acquired chiefly by noticing the connection in which words are used, it is also true that every student must give special attention to the study of individual words, noting their shades of meaning and the distinction recognized by standard writers.

3. A pupil should be able to read intelligibly, to convey to others in a pleasing manner the meaning of a selection from a standard author. This is a rare accomplishment. A good reader is not one who can imitate some elocutionist after weeks of drill on a particular selection. He knows the meaning and pronunciation of words, grasps the thought of the writer, and by proper expression conveys the thought to others. Certainly no accurate student of English fails to make a careful study of pronunciation. A knowledge of the common diacritical marks is a great aid to one making constant use of a dictionary, and a student should be familiar with them.

4. A pupil should be able to write plain, correct English, with due attention to spelling, penmanship, punctuation, capitals, paragraphing, clearness of expression, and accuracy in the use of words. It is a lamentable fact that many graduates of high schools and colleges are not able to write a creditable letter. It is the uniform testimony of journalists that few manuscripts are received that can be placed in the hands of a compositor without correction. Any one who has an extensive correspondence with ministers, lawyers, and other professional men, who are regarded as leaders of society, is astonished to find so many glaring mistakes.—*Onto Educational Monthly.*

WE have received from Mr. Arthur Brown, inspector of public schools for the county of Dundas, his annual report. It is most satisfactory to note that of the whole number of teachers employed in the county one-half of them have passed the non-professional second-class examination, and that many of these hold professional certificates.

TORONTO:

THURSDAY, OCTOBER 8, 1885.

UNIVERSITY COLLEGE — ITS  
INTELLECTUAL LIFE.

ON the first of this month, according to the calendar, University College began its work for the new year, but no doubt with the customary days of grace. It is pertinent to ask what this excellent, but somewhat easy-going institution is doing to promote the intellectual life of its attendants. Of course there are the lectures, quite like angel visitants in respect of number and frequency, and the mediæval prize examinations, convenient enough in their way, as they cut off the lectures in December when they are too near Christmas to be enjoyable, and again in April when they interfere with the pleasures of incoming spring.

That there is an intellectual life in the institution is amply evidenced by the many societies the students maintain: the Literary Society; the Metaphysical, the Modern Languages, the Mathematical, and the Natural Science Societies; the *Varsity*; the musical and dramatic clubs; the lectures delivered in Convocation Hall under the auspices of the students; and so on. But all this marks the intellectual activity of the students, it does not indicate any zeal on the part of the professors, or the council, to do for their young *clientèle* more than their commission calls for.

One of the main causes of the success of the greater American colleges is the zeal of the faculties in promoting by extra-professorial labors the intellectual life of their undergraduates. There are many ways of working with this end in view. Seminars, conducted by the professors, for individual investigation in language, history, philosophy and science, are among the latest, and perhaps most useful methods of bringing the learning and experience of the professor to bear upon the enthusiasm and ambition of the youthful learner. Courses of lectures by the professors upon general literary and scientific subjects, opening and inaugural lectures, lectures and addresses upon great occasions, are other instances of the way in which the intellectual life of the more progressive institutions of learning is nourished. How much of all this have we heard of in University College!

Again, courses of lectures by non-resident professors have become quite common, and have been found most useful in stimulating the interest of the students in the regular lectures of the professors. President White, of Cornell, testified at last commencement day, that the work of the non-resident professors of Cornell had not only not interfered with the work of the resident professors, but had been most helpful to it, in arousing a spirit of enquiry and investigation, in sending the students to original sources for information, in extending their range of vision, and in stimulating their intellectual activity by bringing them into contact with a larger number of well-stored and cultivated minds than the ordinary resources of the college could supply. Now, although we have resident in Toronto a gentleman whose ability as an instructor and lecturer would be welcome to the most eminent institution of learning in the world, who has, without fee, for years, lectured upon a subject in which he is an admitted authority all the world over, in the very college the testimony of whose late president we have above quoted, he has not once, so far as we are aware, given a lecture to the students of the college of the university of the Province of which he is an esteemed citizen, although it lies but a few hundred yards from his very door. This is not a mere casual expression of surprise. The anomaly has excited surprise for years, and has never, so far as we know, received a satisfactory explanation.

Nor would there be reason to be content with the one gentleman alluded to. We have, in Canada, gentlemen, eminent in ethnology, eminent enough in political science, eminent enough in natural science, eminent enough in philosophy, who could be obtained to give occasional or extra-professorial lectures to the students of our national college, with a great result of good. These lectures should not necessarily be confined to the students of the special courses of which the lectures might be said to be a part. They should be open to the students as a body, and they would do much to promote the general culture of the whole undergraduate commonwealth.

The cost would be trifling. If no other funds were available, money enough every year is now spent in prizes to defray all necessary expenses. Honor, patriotism, and generous interest in the intellectual welfare of the students, would all conspire in the

breasts of those who might be asked to aid in this work to induce them to do what they could as freely and usefully as possible. And even if extra funds were necessary, the people of Toronto would not be less liberal, if appealed to in the right way, than the people of Montreal and other cities, to aid with money an institution which reflects so much honor on their city, and does so much to advance its intellectual and material status.

## BOOK REVIEW.

*Twelfth Night.* Shakespeare's Select Plays. Edited by W. Aldis Wright, M.A., LL.D. New York and London: Macmillan & Co. Toronto: K. W. Douglas & Co. 172 pp. 40 cents.

This is a new, stiff-cloth-bound edition of a very well-known book. For us to say anything in its favor would be superfluous. The notes, which are both critical and explanatory, are learned and abundant. The preface discusses the historical origin and development of the plot, and also the merits of the part, and of the whole play. It is a very useful book for students.

*A Practical Arithmetic.* By G. A. Wentworth, A.M., and Rev. Thomas Hill, D.D., LL.D. Boston: Ginn & Company, 1885. 276 pp. 75 cents.

The authors of this book are respectively the principal of the well-known Phillips' Exeter Academy, and the ex-president of Harvard College, and they have brought to their task much learning and experience. They have adopted the common sense, and now all but general method, of imparting a knowledge of the principles of arithmetic not by formal statements, either of theory or of rules to be memorized, but incidentally by the solution of problems of graded difficulty. Many of the problems are original, but the authors acknowledge their indebtedness to English, French and German authors; and they all seem to be of an exceedingly practical character. The most novel feature of the book is a series of chapters with exercises based on the metric system, which is rapidly displacing the old arbitrary systems of weights and measures that have descended to us from our unpractical ancestors. The book is beautifully printed, and the reputations of its authors and of the publishing house issuing it are a good guarantee of its accuracy, a quality which cannot be esteemed too highly in an arithmetic.

(1) *Neighbors with Wings and Fins*; (2) *Neighbors with Claws and Hoofs*: being Books III. and IV. of Appleton's Natural History Series of Readers. By James Johonnot. New York: D. Appleton & Co. 1885.

These books are the outcome of a very natural and general desire on the part of teachers for supplementary reading books, which will both interest and instruct young children. The love which children have for domestic animals, their keen interest in everything that has breath and life, their natural aptitude for observation and experiment, are so many solid grounds for putting into reading books accounts, scientifically accurate yet made

with literary skill, of living things which ever have for children an unmistakable fascination, and which call out all their powers of perception, observation and comparison. The books before us are prepared by a gentleman of known worth as an educator, they are most excellently printed with good type on clear, thick, white paper, and they are abundantly and beautifully illustrated. They are just such books as a discerning parent would like to put into the hands of his children. They could be made very useful in a schoolroom, even where not employed as text-books, as books for occasional reading, for teaching composition, or as bases for conversational natural history lessons.

*Kinder- und Hausmärchen der Gebrüder Grimm.*

Selected and edited, together with Schiller's ballad, *Der Taucher*, with English notes, glossaries and grammatical appendices, by W. H. van der Smissen, M.A., lecturer on German in University College, Toronto; Délégué Régional de l'Institut Ethnographique. Toronto: Williamson & Co.

The general public, but especially the teaching profession, is deeply indebted to Mr. van der Smissen for this edition of the German texts prescribed for matriculation in the University of Toronto, and for the departmental examinations. The fact that these fairy tales find a place upon the university curriculum marks a new departure in the study of German. Although classic, they have hitherto been banished the schoolroom in favor of books less interesting to the young student, and at the same time more abstruse. Better methods recognize that in texts for beginners the thought cannot be too familiar, nor the diction too simple. The Märchen abound, however, in idiomatic constructions and colloquial expressions, which, although of the very essence of the language, and hence indispensable, demand editorial ability of a higher order than that usually devoted to books of the kind. Nothing less than a full and minute knowledge of both languages, combined with experience in teaching, could have produced an edition such as Mr. van der Smissen has given us.

Annotated editions are often unsatisfactory. The real difficulties may be avoided, and what is palpable explained, a way too common, alas! Interpretations may be given without explanations. The notes may be of too literary a character; or too grammatical. We are glad to say that the editor of the present work has struck the happy mean, and with rare good judgment has given what exactly suits the needs of teachers and pupils. We venture to say that many teachers of German will learn much from a careful study of these notes, which not only explain difficult passages, but call attention to the most useful points in grammar, construction, and idiom, thus informing the mind of the teacher and sparing the student the labor of much unguided research. They are of easy reference and copious, occupying a fourth part of the whole.

The glossary is full and sufficient, and has some features worthy of special notice. In addition to the meaning of the words, many etymologies, synonyms and idioms are given, interesting in themselves, and necessary to a more thorough knowledge of the language, while many of the gram-

matical points referred to in the notes are here repeated in another form. In fact the notes with the glossary contain of grammatical notes what would form a pretty complete grammar. The editor in his preface declines to apologize for this repetition, which he considers of great value, and we hardly think that any experienced teacher will be disposed to insist upon apology for so obviously useful a feature. However, the glossary is not burdened by the matter indicated, since, by an arrangement of brackets, the strictly essential is kept separate.

We must not omit reference to the grammatical appendices on the construction of sentences and declension of adjectives. These are really serious difficulties, which must be faced by teachers and pupils, often unaided, except by the too numerous and frequently hazy rules of the ordinary grammars. The principles and rules given are so concise and complete that the teacher may make his pupil familiar with this subject while translating the text preparatory to exercises in composition.

The mechanical part of the work is first-rate. The text is clear, while the paper, binding, and general appearance of the book will compare favorably with the best work of the Macmillans or of the Clarendon Press. It is in all respects a credit to the enterprise of the publishing firm which issues it, as the contents are creditable to the learned editor. In fact we do not think we exaggerate when we say that it is on the whole one of the most perfect specimens of book-making as yet issued by the Canadian press.

It may not be out of place to suggest to Mr. van der Smissen the publication in a similar style of *Das Kalte Herz*, set for 1887 matriculation, of which, so far as we know, no good edition with vocabulary is available.

W. H. F.

**BOOKS RECEIVED.**

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

**Table Talk.**

THE new President of Cornell is Professor Adams of the University of Ann Arbor, late associate editor of the *University*.

THE lines of W. D. Howells have fallen in pleasant places. He has been employed by the Harpers at a salary of ten thousand dollars a year and his future works will appear in their publications.

PROFESSOR HUXLEY's health seems to be hopelessly broken. He will give up all his appointments and probably live henceforth in Italy. It is said that the British Government will grant him a pension of \$6,000 a year.

PROFESSOR BELL, notwithstanding he has grown so rich from his telephone and other electrical

inventions is still busily engaged upon other devices for the application of electricity and has about succeeded, it is reported, in transmitting images over wire.—*The Current*.

DR. SAMUEL WHITE DUNCAN, the newly elected president of Vassar College, comes of New England stock. His father was a resident of Haverhill, Mass., and a college classmate of Edward Everett, a close friend of Daniel Webster and an eloquent representative in Congress. Dr. Duncan has been pastor of leading Baptist churches in Cleveland, Cincinnati, and Rochester.

TO PHILIP BOURKE MARSTON—THE BLIND POET.

YOUR songs, O friend, infused with lyric might  
Preserve for you an unimagined light!  
It seems a tender mystery of the mind  
That, with sealed eyes, our poet is not blind.

—William H. Bayne, in *Literary World*.

MACMILLAN & Co. have in press *The Light of Asia and the Light of the World*, by Prof. S. H. Kellogg, D.D., of the Western Theological Seminary, Allegheny, Pa., formerly for many years missionary to India. The work is a comparison, on the basis of the most recently published original authorities, of the legend, the doctrines, and the ethics of Buddhism, with the Gospel history, and the doctrine and the ethics of Christ.—*American Bookseller* [Dr. Kellogg has been called by the congregation of St. James' Square Presbyterian Church, Toronto, to be their pastor. *Editor, ED. WEEKLY.*]

**KING REDWALD'S ALTARS.**

When Edwin reigned in Britain,  
And Redwald reigned in Kent,  
The news of Christ's religion  
Throughout the country went.

Edwin embraced it warmly,  
Unquestioning, content.  
"I will not be too hasty,"  
Said the canny King of Kent.

"It may be Christ is strongest,  
And the Devil safely pent;  
But till I am quite certain,"  
Said Redwald King of Kent,

"I'll give to neither worship  
Unqualified assent.  
My temple has two altars."  
(Oh, canny King of Kent!)

"The foremost and the biggest  
To Christ henceforth is lent;  
But the small one in the corner,"  
Said Redwald King of Kent,

"I'll keep burning to the Devil,  
That he may see I meant  
To do him no dishonor,"  
Said the canny King of Kent.

Christians rule now in Britain,  
And Christians rule in Kent:  
And men suppose the Devil  
Is dead, or safely pent:

But in some secret corner  
The most of them consent,  
To give him one small altar,  
Like Redwald King of Kent.

—Helen Hunt Jackson (H.H.), in the *Century* for September.

## Special Papers.

### A PROBLEM.

MANY of the readers of the EDUCATIONAL WEEKLY, especially those of the profession, have doubtless been favored with the problem given below; for many years it has figured in newspapers and at county conventions. A quite long correspondence, to the best of the writer's knowledge in the year 1872, was published in the old *Journal of Education for Ontario* and at, or nearly at the same time, several persons aired their knowledge regarding the same question, in the daily *Globe*. Although the methods used and the results arrived at are not at the present moment attainable to the writer, still the facts, that the question has so frequently occurred before and since ten, and that there has been a great discrepancy in the results obtained, there having been nearly as many answers as proposers, show that the wrong method may have been in every, must have been in many, cases used. The problem thus reads:—

"A Building Society loans \$1,000 at 6% per annum for ten years, the debtor agreeing to pay \$160 per annum at the end of each year. What rate per cent. does the Building Society actually realize on its investment?"

The first crude guess at the answer gives 6%; since the simple interest at 6% for 10 years for \$1,000 is \$600, and since 10 payments of \$160 each amount to \$1,600. And yet, almost at once, the fallacy of this is plain, it being implied that each annual payment is of no money value, and hence produces nothing to the creditors if paid promptly: nothing to the debtor if retained. Moreover, the fact of divers persons having made divers cumbrous calculations resulting in rates per cent. varying from 8 to 20 per annum, shows a startling divergence from the truth somewhere, as well as a want of confidence in the 6%. In the hope, perhaps a vain one, of laying the ghost, and of giving the one true, logical and consistent method and solution, the writer has "rushed into print," claiming the method and solution as strictly original, although it may turn out that many others have independently, and unknowingly to him, followed the same track. It may be added in fine that the one great mistake in solving the problem has been to use simple instead of compound interest, thus inferring the fallacy stated above. Without further prelude the solution follows:—

Let  $r$  = rate per cent. per annum.  
 $\therefore (1+r)^{10}$  = amount of \$1 for 10 years at  $r$ % per annum.

$\therefore 1,000(1+r)^{10}$  = amount of \$1,000 for 10 years at  $r$ % per annum.

Also,  $160(1+r)^9$  = amount of \$160 for nine years, since if paid promptly the \$160 bears interest for nine years to the creditors.

Similarly,  $160(1+r)^8$  = amount of \$160 for eight years = amount of second instalment.

Also,  $160(1+r)^7$  = amount of third instalment.  
 Etc. = etc.

$160(1+r)$  = amount of ninth instalment.

And  $160$  = amount of last instalment.

Thus on the whole the ten payments are worth to the Building Society:—

$$160 + 160(1+r) + 160(1+r)^2 + \dots + 160(1+r)^9 + 160(1+r)^{10}$$

$$= 160[1 + (1+r) + (1+r)^2 + (1+r)^3 + \dots + (1+r)^9 + (1+r)^{10} + (1+r)^{10}]$$

$$= 160 \left( \frac{(1+r)^{10} - 1}{(1+r) - 1} \right), \text{ by a well-known algebraic formula.}$$

But this must equal the amount of the debt =  $1,000(1+r)^{10}$ .

$$\therefore 160 \left( \frac{(1+r)^{10} - 1}{(1+r) - 1} \right) = 1,000(1+r)^{10}$$

$$\text{Or } 0.16 \left( \frac{(1+r)^{10} - 1}{(1+r) - 1} \right) = (1+r)^{10}$$

$$\text{Or } 0.16(1 + 10r + 45r^2 + 120r^3 + 210r^4 + 252r^5 + 210r^6 + 120r^7 + 45r^8 + 10r^9 + r^{10} - 1) \div (1+r - 1)$$

$$= 1 + 10r + 45r^2 + 120r^3 + 210r^4 + 252r^5 + 210r^6 + 120r^7 + 45r^8 + 10r^9 + r^{10}$$

$$\text{Or } 0.16(10 + 45r + 120r^2 + 210r^3 + 252r^4 + 210r^5 + 120r^6 + 45r^7 + 10r^8 + r^9)$$

$$= 1 + 10r + 45r^2 + \dots + 10r^9 + r^{10}$$

$\therefore$  transposing and arranging,

$$r^{10} + 9.84r^9 + 43.40r^8 + 112.80r^7 + 200.80r^6 + 218.40r^5 + 169.68r^4 + 86.40r^3 + 25.80r^2 + 2.80r - .60 = 0$$

By DesCartes' Rule of Signs, see Todhunter's *Theory of Equations*, Cap. V., there can be no more than one positive root, and hence no more than one rate per cent. Proceeding to calculate this root according to Horner's Method, Cap. XVIII., Todhunter's *Theory of Equations*, we have, detaching the co-efficients, and retaining only two places of decimals in each step,  $r = .09607$  nearly.

[We omit Mr. Wilkins' careful calculation, as it is impossible to reproduce it in our columns. Those of our readers who have followed Mr. Wilkins thus far, will be able to make the calculation for themselves.—Ed. ED. WEEKLY.]

The calculation is carried no further since three decimal places is sufficient for all practical purposes. The root it will be seen is very approximately 0.09607, more correctly 0.096065+. Therefore 9.607% will serve for the answer.

D. F. H. WILKINS.

Mr. Wilkins' problem and solution will no doubt interest very many. Having once obtained the equation, the solution, though difficult and requiring a knowledge of advanced algebra, is possible. But we ask the readers of the WEEKLY to look into it and ascertain if the equation itself be sound.—Editor EDUCATIONAL WEEKLY.

## FACTORING.

### PRACTICAL SUGGESTIONS FOR BEGINNERS.

ARNOLD TOMPKINS.

1. Fix the distinction between prime and composite numbers.
2. Require pupils to form a table of and to commit the prime numbers to 100.

This will prevent the pupil from trying to factor prime numbers thus far.

3. Develop idea and definition of factor; of prime factor; of composite factor.

4. Require pupils to commit prime factors of composite numbers to 144. The pupil should be able to give these as readily as he would recite the multiplication table. Much patience will be required, but it will repay the labor. For, if this be thoroughly done, the pupil can factor mentally most numbers to be factored. Besides, this furnishes a good means of discipline in concentration, and in the power to see the related parts of a number.

This step is based on the pupil's knowledge of the multiplication table, and his work will be facilitated if he is led to observe its relation to the table. Thus: In factoring 72, he should think it as  $8 \times 9$ , and this again as  $2.2 \times 3.3$ . A little practice of this kind will enable a pupil to resolve readily small numbers whose factors he does not remember. At the same time he is being trained to the power of complex conception. Notice the form of thought required to conceive 72 as  $8 \times 9$  and at the same time each of these factors as composed of others.

5. Give much drill in factoring large numbers mentally. Thus:  $360 = 10 \times 36 = 2.5 \times 2.2.3.3$ . Pupils should name only the final results, but should be shown how to reach it. The work may be graded thus in assigning it: 100, 110, 120, 130, 140, etc., to 200, 220, 240, etc., to 300, 300, 320, 320, to 400, etc., to 1000. Miscellaneous lists from board and in book.

The pupil can now factor mentally three-fourths of the problems that he will meet in factoring; in finding the G. C. D. or L. C. M.; and has received the severest drill in the exercise of attention and in the exercise of the power to conceive the factor relation of a number and its parts. Contrast this drill with the sleepy, mechanical way of factoring generally practised, and you will have one point of difference between discipline and instruction.

Why should the pupil factor 144 thus:

$$\begin{array}{r} 2 \mid 144 \\ \hline 2 \mid 72 \\ \hline 2 \mid 36 \\ \hline 2 \mid 18 \\ \hline 3 \mid 9 \\ \hline 3 \end{array}$$

when, by a little mental effort (the very thing he is in school to make), he can see it thus:  $144 = 12 \times 12 = 2.2.3 \times 2.2.3$ , and can state it instantly? What a gain in time and strength, and what a saving of chalk!—*Indiana Educational Weekly*.



## Practical Art.

### ELEMENTARY DRAWING.

It was the intention of the writer, in the series of articles commenced in a former number of this publication, under the above heading, to give only a few practical hints to those who have now to teach the subject in our schools, these hints to have reference only to classes of the youngest children, where the teacher will find more difficulty than in classes of older children. After much careful thought it was felt that something beyond this was needed, and that a more comprehensive treatment of the subject would be helpful to very many of the teachers of Canada. It has therefore been decided to abandon the former series of articles and commence a new one that will treat the subject in all its branches as completely as a certain restriction with regard to space will allow. In due-course will be taken up the different kinds of drawing and methods of teaching adapted to pupils of various ages, and explanations of some of the technicalities of art, with which every teacher should be somewhat familiar.

The articles are not intended to form a sort of text-book from which the teacher may select a lesson and give it to his class, but are meant to supply him with information which may be useful, and which cannot be obtained elsewhere without the expense of many books on the subject.

When taking up any subject, whether as a teacher or as a scholar, if it is done with a due appreciation of the benefits accruing from it, the chances of success are increased; because the very knowledge that the work is beneficial will be an incentive to greater efforts than would be made if these benefits were totally ignored, and the work prosecuted without having them in view. Besides this, on the part of the teacher, if he fully realizes the good it will be both to him and his scholars, or even to his scholars only, he will be in a far better position to determine how he will teach it, since, if he knows the result to be attained, this result will often suggest to him a suitable method of instruction.

The subject under consideration, which has been introduced—that is, generally introduced—into our schools, comparatively recently, is of such importance that a series of articles, though professing to be devoted to the practical part of it, would not be complete without at least a passing mention of its benefits. For the reason given above, more than a passing mention of these benefits will be made in this series of articles; and for the further reason that they are many and important, although not recognized as they ought to be recognized by a large number of teachers. Indeed, upon care-

ful consideration, a doubt arises whether it is not one of the most important subjects taught in our schools; not only as regards its practical utility, but, what is of even greater importance, because of the mental benefit derived from its study.

Of its practical utility little need be said. Every one with any experience at all has, over and over again, realized the usefulness of being able to draw, and if he has not possessed this power, has felt himself decidedly at a loss. Hardly an occupation in life can be mentioned that cannot be pursued more pleasantly, more intelligently, and more profitably if accompanied by the ability to draw. To the mechanic it is invaluable, being almost absolutely necessary to the proper carrying on of his trade. Most of our mechanics have had no opportunity of studying art in any way, and so are constantly working at a disadvantage, though they themselves may not know it. The best workmen are always found amongst those who, by means of pencil, rule, square, and compasses, can by drawing represent any portion of a machine, building, or other construction, which it is their business to make. Besides this, the workmen who can make such a drawing, no matter how roughly, are usually those who earn the highest wages.

But many a man working at his trade and having a family to support finds it impossible to spend much time in studying drawing even if he feels disposed to do so; consequently much of the education of mechanics in this direction must be done amongst the mechanics of the future, now to be found in our schools. They can, along with their other school studies, obtain a knowledge of drawing that will be of incalculable benefit to them in their after life.

This is a very strong argument in favor of the introduction of the subject into the schools, and a reason why every teacher should be prepared to teach it properly. We must remember that we have in our classes boys and girls who are destined to take our places and do our work, and it should be our aim to prepare them to do it better than it is done by us.

Drawing may be defined as the act of delineating objects, and the acquisition of the power to perform this act is usually the only aim which people have in view in taking up the subject; though, as will be shown, this is only one, and by no means the most important of the results to be attained. This power implies not only the ability to delineate or make pictures of objects, by drawing from the objects themselves, but the ability to draw them from memory—that is, from the knowledge of their construction. This is the most useful shape the work can assume, and all instruction should tend in this direction.

One of the best methods of imparting information is by pictures, and is it not reasonable to suppose, in the case of children, that if they are taught to make pictures of objects while they are learning something about them, they will retain the facts stated much better than if no pictures are used or even if the teacher makes the pictures and the scholars only look at them? The association of ideas is called into play. Every stroke of the pen or pencil is accompanied by some thought regarding the object, and this thought is recalled, perhaps every time a drawing of the object is attempted to be made.

Suppose, for instance, a teacher wishes to teach a boy something about an ordinary table. He tells the boy that it is composed of a flat, square, or oblong top made of one or more pieces of wood, fastened to a framework, at each corner of which is a leg, etc., etc., and the boy knows all about it, but not because of what the teacher has said, but because he sits at a table three times every day, and knows from practical experience what it is for, and may, perhaps, also know of what and how it is made. But, suppose the teacher goes to the blackboard, after having given, or better still, while giving the verbal description of the table, and makes drawings showing its construction, and asks the boy to make them too. As a result, the next time that boy goes near a table in all probability he will examine it critically to see if his teacher was telling him the truth, and every detail will be taken in and the construction more thoroughly, if not perfectly, comprehended, and the next time he attempts to draw a table he will have his recollection of this examination to help him. He has been taught to use his eyes.

In order to draw from memory, the forms of objects and of their several parts, as well as their construction, must be known, and to know this it is necessary that the objects shall have been closely observed. It will be seen therefore that drawing, conducted in some such way as this, will serve to cultivate the faculty of observation and the memory of forms.

Arthur J. Reading

M. EMILE RICHERBOURG is writing a continued story for the *Petit Journal* of Paris. It will run six months, and for it he will receive \$10,000. The circulation of that newspaper is 500,000 daily, and its editor claims that its continued stories, or *feuilletons*, have mainly contributed to its popularity. They are remarkable for nothing, he says, so much as the absence of improprieties, and he intimates that M. Zola and "the various disgusting writers" write less for the French people than for the immodest of other nations.—*Harper's Weekly*.



## Physical Culture.

### GYMNASTICS.—THE DIO LEWIS SYSTEM.\*

BY PROF. F. G. WILSON, M.D., YALE COLLEGE.

General Principles.—Position.—Free Gymnastics.—Various Movements.—Bean Bag, Wand, Dumb-Bell, Ring, and Club Exercise.

(Continued from previous issue.)

#### III. DUMB-BELL EXERCISES (Cont.).

##### Fourth Set.

13. Bells on chest, thrust right hand down, then up, then left down and up. *Attitude.*—Twist body to the right, thrust right arm obliquely up, left obliquely down, palms up.

14. Thrust right down, left up, left down, right up, then both down, both up. *Attitude.*—Same as attitude No. 13, except twisting to left, etc.

15. Thrust right in front, left in front, both front twice. *Attitude.*—Long side charge with right foot, left resting on toe, bells above the head, arms, head, shoulders, hips, and left heel in same oblique plane, bells parallel.

16. Bells out in front and vertical, swing both ninety degrees to right and back, left and back, repeat. *Attitude.*—Same as attitude No. 15, except on left side, etc. 17. Wing.

17. Bells in front, bring forcibly to chest four times. *Attitude.*—Arms folded, bells on chest, bend body back.

##### SECOND SERIES—First Set.

18. Stamp left foot, then right, charge at the side with right foot, right arm obliquely up, palm up, left obliquely down, palm down, bend and straighten right knee twice; *vice versa* on left side.

19. Bells down and parallel at sides, swing right bell up, forward over head twice, left twice, alternate twice, simultaneous twice.

20. Side charge to right, right bell up, left on shoulder, sway the body as in No. 18; *vice versa* on left side.

21. Bells down at side, swing right bell up sidewise over head twice, left twice, alternate twice, simultaneous twice.

22. Side charge to right, both bells over head, sway the body twice; *vice versa* left.

##### Second Set.

23. Hands clasping bells together, describe circle over head from right to left, and from left to right, alternating.

##### Third Set.

24. Stamp right, then left, long diagonal charge to right; position as in attitude of No. 15, bring bells to shoulder and thrust up; *vice versa* left.

25. Bells vertical and parallel under chin, throw elbows back horizontally.

\* [Most of these exercises can be used in any schoolroom and many of them without apparatus and music.—See Notes and Comments, Ed. WEEKLY, page 597.]

##### Fourth Set.

26. Stamp left foot, then right, place right diagonally forward a little, swing bells forward, over head; back ninety degrees, then touch floor; *vice versa* on left side.

27. Stamp left foot, then right, charge directly sidewise right, right bell upon hip, left at side; swing left up over head.

28. Same, charging sidewise with left foot.

29. Bells extended in front and vertical, swing arms back horizontally.

##### Fifth Set.

30. Stamp left foot, then right, charge diagonally forward right, bells over head, bring to shoulder and return; *vice versa* left.

31. Elbows on hips, arms vertical at sides, twist four beats, then from chest thrust forward alternately two beats, and simultaneously two beats.

32. Charge diagonally backward with right foot, bells as in No. 30; *vice versa* left.

##### Sixth Set.

33. Grasp armful horizontally with right arm twice, left twice, alternate twice, simultaneous twice.

34. Twist body to right, then left, swinging bells over head.

35. Thrust bells to floor, then thrust them up, standing on toes.

36. Bells on shoulders, thrust right out at side, palms up twice; left twice, alternate twice, simultaneous twice.

37. Bells from shoulder to chest, thrust forward, raise over head, return to front, touch floor, back to front, etc.

##### Seventh Set.

38. French sword. Stamp left, then right, then mark time two beats with right, then charge right two beats, right arm extended, left in curve over head.

39. Same on other side with left, eight beats; alternate eight beats.

##### Eighth Set.

40. Thrust left bell diagonally backward up forty-five degrees, right bell upon hip, advance right foot diagonally forward with four stamps, turning left bell each step; *vice versa* left.

41. First strain charge diagonally forward right and left alternately, thrusting left and right bells diagonally back; second strain charge at side right and left alternately, arms in same position as in No. 18, two beats, then arms as in No. 22, two beats.

##### Ninth Set.

42. Bells on chest, thrust right bell forward, swing right arm back in horizontal plane, half strain; same left.

43. Alternately eight beats, turn body to right, right arm extended, swing clear round to left; then, left arm extended, swing round to right; continue eight times.

##### Tenth Set.

44. Side charge to right, right arm extended, bell vertical, left bell swung vertical over in circle twice, bending right and left knee, alternately; *vice versa* left.

##### ANVIL CHORUS.

1. Left bell in front, right back of the neck, swing right bell over head to front striking left bell, left swings down and back to position behind the neck, right remaining in front; repeat same, swinging over left bell; same, swinging right bell down by side, striking left from under instead of over same, left. Repeat over one strain, underneath one strain.

2. Anvil twice over, twice under; charge diagonally forward right and left twice each, swinging bells up from sides, striking them over head.

3. Repeat No. 1.

4. Repeat No. 2, except charging diagonally backward.

5. Repeat No. 1.

6. Swinging arms in horizontal plane, striking bells front and back twice each, then swing in perpendicular plane, striking bells twice over head, and once down behind the body.

7. Repeat No. 1.

8. Same movement as No. 44, of second series, striking bells together.

9. Repeat No. 1.

10. Same movement as No. 8, alternately. First, strike over one strain, then under one strain, then for the first four beats of each exercise, twice over and twice under, the other four taken in performing the four charges.

(To be continued.)

### NEW YORK STATE EXAMINATION FOR CERTIFICATES.

#### DRAWING.

1. What science lies at the foundation of all expressions of form?
2. Compare imitative drawing with inventive drawing, in methods and uses.
3. Describe the method and the use of mechanical drawing.
4. Compare geometric drawing with perspective drawing, in aims and methods.
5. What place should be given to industrial drawing in a general course of drawing for public schools?
6. State some of the educational results of object drawing.
7. Mention the most important elements that enter into designing.
8. State two laws of perspective.
9. In the process of designing, describe and illustrate the manner of treating natural objects.
10. Describe your method of teaching drawing in a primary school.—*N. Y. School Journal.*

## The Public School.

### ON PUNCTUATION.

From Quackenbush's *Composition and Rhetoric*.  
THE SEMICOLON.

THE word "semicolon" means *half a limb or member*, and the point is used to indicate the next greatest degree of separation to that denoted by the colon. It was first employed in Italy, and seems to have found its way into England about the commencement of the seventeenth century.

RULE I.—A semicolon must be placed between the members of compound sentences, unless the connection is exceedingly close; as, "Lying lips are an abomination to the Lord; but they that deal truly are His delight."

We have already seen, that, when there is no conjunction between the members, a colon may be used, if the connection is slight; a semicolon, however, is generally preferred. On the other hand, when the members are very short and the connection is intimate, a comma may, without impropriety, be employed; as, "Simple men admire the learned, ignorant men despise them." Usage on this point is much divided, the choice between semicolon and comma depending entirely on the degree of connection between the members, respecting which different minds cannot be expected to agree. In the example last given, either a semicolon or a comma may be placed after *learned*.

RULE II.—A semicolon must be placed between the great divisions of sentences, when minor subdivisions occur that are separated by commas; as, "Mirth should be the embroidery of conversation, not the web; and wit the ornament of the mind, not the furniture."

RULE III.—When a colon is placed before an enumeration of particulars, the objects enumerated must be separated by semicolons; as, "The value of a maxim depends on four things: the correctness of the principle it embodies; the subject to which it relates; the extent of its application; and the ease with which it may be practically carried out."

RULE IV.—A semicolon must be placed before an enumeration of particulars, when the names of the objects merely are given, without any formal introductory words or accompanying description; as, "There are three genders; the masculine, the feminine, and the neuter."

RULE V.—A semicolon must be placed before the conjunction "as," when it introduces an example. For an illustration, see the preceding Rule.

RULE VI.—When several long clauses occur in succession, all having common dependence on some other clause or word, they must be separated by semicolons; as, "If we neglected no opportunity of doing good; if we fed the hungry and ministered to the sick; if we gave up our own luxuries, to secure necessary comforts for the destitute; though no man might be aware of our

generosity, yet in the applause of our own conscience we would have an ample reward."

(a) If the clauses are short, they may be separated by commas; as, "If I succeed, if I reach the pinnacle of my ambition, you shall share my triumph."

#### EXERCISE.

Insert in the following sentences, wherever required by the rules, all the points thus far considered:—

UNDER RULE I.—Air was regarded as a simple substance by ancient philosophers but the experiments of Cavendish prove it to be composed of oxygen and nitrogen—The gem has lost its sparkle scarce a vestige of its former brilliancy remains—The porcupine is fond of climbing trees and for this purpose he is furnished with very long claws—The Laplanders have little idea of religion or a Supreme Being the greater part of them are idolators, and their superstition is as profound as their worship is contemptible

UNDER RULE II.—The Jews ruin themselves at their Passover the Moors, at their marriages and the Christians, in their law-suits—The poisoned valley of Java is twenty miles in extent, and of considerable width it presents a most desolate appearance, being entirely destitute of vegetation—The poet uses words, indeed but they are merely the instruments of his art, not its objects—Weeds and thistles, ever enemies of the husbandman, must be rooted out from the garden of the mind good seed must be sown and the growing crop must be carefully attended to, if we would have a plenteous harvest

UNDER RULE III.—The true order of learning should be as follows first, what is necessary second, what is useful and third, what is ornamental—God hath set some in the church first, apostles secondarily, prophets thirdly, teachers after that, miracles then, gifts of healings, helps, governments, diversities of tongues—The duties of man are twofold first, those that he owes to his Creator secondly, those due to his fellowmen—Two paths open before every youth on the one hand, that of vice, with its unreal and short-lived pleasures on the other, that of virtue, with the genuine and permanent happiness it ensures

UNDER RULE IV.—We have three great bulwarks of liberty viz., schools, colleges, and universities—There are three cases the nominative, the possessive, and the objective—According to a late writer, London surpasses all other great cities in four particulars size, commerce, fogs, and pick-pockets

UNDER RULE V.—After interjections, pronouns of the first person are generally used in the objective case as, "Ah me" Those of the second person, on the other hand, follow interjections in the nominative as, "O thou"

UNDER RULE VI.—The greatest man is he who chooses the right with invincible resolution who resists the sorest temptations from within and without who bears the heaviest burdens cheerfully who is calmest in storms, and most fearless under menace and frowns and whose reliance on truth, on virtue, and on God, is most unflinching—The delightful freedom of Cowper's manner, so acceptable to those long accustomed to a poetical school of which the radical fault was constraint his noble and tender morality his fervent piety his glowing

and well-expressed patriotism his descriptions, unparalleled in vividness and accuracy his playful humor and powerful satire,—all conspired to render him one of the most popular poets of his day

(a) Read not for the purpose of contradicting and confuting nor of believing and taking for granted nor of finding material for argument and conversation but in order to weigh and consider the thoughts of others—When I have gone from earth when my place is vacant when my pilgrimage is over will thy faithful heart still keep my memory green

MISCELLANEOUS.—The wide-spread republic is the future monument to Washington Maintain its independence uphold its constitution preserve its union defend its liberty—The ancients feared death we, thanks to Christianity, fear only dying—The study of mathematics cultivates the reason that of the languages, at the same time, the reason and the taste The former gives power to the mind the latter, both power and flexibility The former, by itself, would prepare us for a state of certainties which nowhere exists the latter, for a state of probabilities, which is that of common life—Woman in Italy is trained to shrink from the open air and the public gaze she is no rider is never in at the death in a fox-hunt is no hand at a whip, if her life depended on it she never keeps a stall at a fancy fair never takes the lead at a debating club she never addresses a stranger, except, perhaps, behind a mask in carnival-season her politics are limited to wearing tri-color ribbons and refusing an Austrian as a partner for the waltz she is a dunce, and makes no mystery of it a coward, and glories in it—Lord Chatham made an administration so checkered and speckled he put together a piece of joinery so crossly indented and whimsically dove-tailed he constructed a cabinet so variously inlaid with whigs and tories, patriots and courtiers,—that it was utterly unsafe to touch and unsure to stand on—Helmets are cleft on high blood bursts and smokes around

#### TEACHING WRITING.

THE setting of a good copy is but a small part of really successful teaching. We have known many really excellent teachers of writing who could not write a creditable copy, while upon the other hand we have known penmen who could write a most excellent copy, yet were utter failures as teachers. The former had good judgment, a correct eye, and on looking at a pupil's practice, could at once discern wherein he had failed, and so clearly illustrate the fault and make such helpful suggestions for its correction, as to lead the pupil on to success; while the more artistic penman may have acquired his excellence of writing by sheer force of long practice from imitation, and be entirely wanting in the sharp discrimination that detects and properly characterizes faults, and makes clear and telling suggestions to the pupil for their correction. It is only when the skill for setting a good copy is united with a sharp, clear discrimination that detects faults, and a resource in expedients for assisting the pupil to overcome them, that writing is well and successfully taught. —*Penman's Art Journal*.

## Educational Intelligence.

### EAST KENT TEACHERS' ASSOCIATION.

THE semi-annual meeting of this association was held in the Public School Building, Ridgetown, on Thursday and Friday, the 24th and 25th Sept., G. A. Chase, Esq., M.A., Head Master of the High School, President, in the chair.

On Thursday forenoon Mr. S. B. Sinclair, read a very interesting and instructive paper on the Oswego Normal and Model Schools, dwelling especially upon the methods of teaching pursued and inculcated in these schools. He showed that while in some respects these schools were superior to our own, in others, particularly in reference to mathematics, they were much inferior. The "kinder-garten" (children-garden) method of teaching young children, was especially interesting to Mr. Sinclair.

In the afternoon, Mr. J. J. Tilley, the Assistant Director of Teachers' Institutes, took up the subject of the teaching of Geography in the more advanced classes of public schools. The method recommended by Mr. Tilley—that of starting with the physical features of a country, and then in natural succession taking up climate, vegetation, industries, inhabitants, towns, and government, showing how physical condition and climate determine all else—was quite new to most of the teachers present.

The subject of composition was then introduced by Mr. Wallis, of Bothwell, who was followed by Mr. Collis, the Inspector of East Kent, and by the President. The methods advocated by the speakers were substantially the same. The pupils at as early a stage as possible are to write out either the substance of some lesson, or to tell on paper what they can about anything within their own knowledge, the teacher to go over all papers, mark, but not correct, mistakes, and to select two or three papers to be put on the blackboard and criticised by the class.

In the evening, Mr. Tilley gave an excellent lecture upon the relation of the State to Education. Mr. Tilley was followed by the Rev. Mr. Her and the Rev. Mr. Clement with short and animated addresses suitable to the occasion.

On Friday forenoon, after some financial matters had been disposed of, Mr. Tilley illustrated his method of teaching Fractions. For this purpose a class that had never received any lessons on the subject, was brought in from the Public School, and Mr. Tilley not only delighted the teachers present, but gave them a highly practical lesson in their own art.

Mr. J. Bruce, Science Master of the High School, then addressed the meeting on the subject of Physics, advocating its introduc-

tion even into the lower classes of public schools.

In the afternoon the question of the educational periodicals to be selected by the Association was taken up. It was decided to take the EDUCATIONAL WEEKLY and the *Practical Teacher*, the latter being a monthly magazine, published in the United States.

Mr. Tilley then gave an earnest address upon the Relation of the Teacher to His Work; on its conclusion the Rev. Mr. Prosser made a few appropriate remarks.

The last subject brought before the Association was that of discipline in schools. A unanimous vote "that the members of this Association sympathize with Miss Wilson and Mr. Bruce in the matter of school discipline, which lately occurred at Blenheim, and that they heartily endorse the efforts of the said teachers to uphold the right of the profession to deal with insubordination," attested the interest taken in the late trial before the magistrates at Blenheim.

The session, which was a very successful one, and well attended throughout, was closed with the National Anthem.—*East Kent Plaindealer*.

### THE REMISSNESS OF PARENTS.

THE following open letter, was respectfully addressed by the teachers of the Simcoe Public and High Schools, to the parents of the children in attendance. It may suggest to many other teachers one means of endeavoring to counteract one of the most pernicious evils that the teacher who is in earnest about his pupils' progress has to contend against. We are indebted for the letter to the *Norfolk Reformer* :—

#### FATHERS AND MOTHERS :—

In the hope that this letter will meet the eyes of all parents directly interested in the town schools, we take the liberty of addressing you in the columns of the local press.

Although the pupils of the Simcoe schools will, we think, compare favorably with those of other schools in regular attendance, behavior and scholarship, there are two matters which seem to us to be grave enough to be called grievances. First, we are of the opinion, formed from daily observation, that the attendance of many pupils is not so regular as it ought to be, or as it easily might be. It seems to us that pupils are often allowed to remain at home for, it may be, a week, a day, or a half-day on a trivial excuse or from some preventible cause. We take the high ground, which is sanctioned by regulations emanating from the Education Department, that a child's BUSINESS is to go to school, and that when his name is entered on our registers he is under a solemn obligation to attend regularly and punctually until he is withdrawn either at the end of the term or

by notice. In other words his *duty* is to be at his desk *every school-hour of every school-day*, and nothing but the *most urgent reasons* can excuse his non-attendance. We quote from the Regulations :—

"Any pupil absenting himself from school, except on account of sickness, shall forfeit his standing in his class or shall be liable to such other punishment as the teacher may lawfully inflict.

"Every pupil once admitted to school and duly registered, shall attend at the commencement of each term and continue in attendance regularly until its close, or until he is withdrawn by notice to the teacher to that effect : and any pupil violating this rule shall not be entitled to continue in such school or be admitted to any other until such violation is certified by the parent or guardian to have been necessary and unavoidable."

We think that some parents forget *our rights* in this matter of attendance, and we respectfully call the attention of the public to the above quotations.

The most trivial excuses seem to be enough to detain a boy or girl for a half-day, or it may be for a fortnight : "I was sick"; "I had a cold"; "I had a head-ache"; "It was too wet"; "It was stormy"; "I had to stay at home, my mother wanted me"; "I had to get measured for a suit of clothes"; "The heel of my boot came off and I had to go to the shoemaker's"; "I had to do some business for my father"; "I was out in the country visiting"; "I went with my father to the Fair"; "I was out at a party and was too tired next day"; "I had no book"; "Mamma thought I needed a rest—she was afraid I would have brain fever"; "Papa said I might stay at home if I wanted to"; "Some friends came to see me." These are some of the excuses which are brought to us from day to day. When *we* went to school, we went, rain or shine, headache or heart-ache, like or dislike, and we were all the better for it.

Some forty pupils absented themselves for a whole morning last week that they might go to the Air Line Station to see the volunteers off, although every pupil in the school had the privilege of seeing the men march off from the drill-shed before school was called.

These same forty came back armed with their parents' signature, in deference to whom their punishment was lightened. We wish it to be distinctly understood, however, that in future no reason, except the most urgent, can be accepted.

Our second grievance is, we fear we do not always have the support of parents at home. We claim the right to be spoken of with respect by the parents, for if our influence in the schoolroom is weakened every child will suffer loss. In case of any unpleasantness between ourselves and our pupils we claim

the right to be heard or to give explanations before the parent forms a judgment, or sides with his child. Most of all, we claim the co-operation of parents in the evening around the study-table. If parents would show more interest in their children's studies, encouraging by a kind word and at times by a little help and throwing no obstacles in the way, but, on the other hand, insisting on a quiet hour or two five evenings in the week, more rapid and substantial progress would be made in the case of many. We are,

Your obedient servants,

THE TEACHERS OF THE SENIOR  
UNION SCHOOL.

Simcoe, Sept. 21, 1885.

THE new grounds of the College of Ottawa were opened on Monday, Sept. 28.

WHITBY pays its collegiate institute teachers \$4,950, and its public school teachers \$4,200.

THE North Hastings Teachers' Institute will meet in the village of Madoc on the 15th and 16th of October.—*Intelligencer, Belleville.*

THE St. Thomas Board of Education have decided that it would be inadvisable to hold municipal and school elections on the same day.—*Springfield Argus.*

MR. T. S. WEBSTER having decided to commence the study of medicine has resigned his position as principal of the Fergus Public School.—*Fergus News-Record.*

MR. HADLEY, teacher of Byron School, Middlesex county, is missing. He has left his clothes, books, and \$80 in money behind. All efforts to trace him have been unavailing.

HEAD MASTER MCGILLIVRAY has set the Fergus high and public school children an excellent example on the vaccination question by getting vaccinated himself.—*Fergus News-Record.*

THE opening of the Waterford Public School was postponed from last Monday until next Monday on account of the addition and improvements not being entirely completed.—*Waterford Star.*

THE East Bruce Teachers' Association will hold their next meeting at Warton on Thursday and Friday, Oct. 15th and 16th. An excellent programme has been prepared.—*Bruce Telescope, Walkerton.*

AT a recent meeting of the public school board the question was considered at some length, and it was thought well to defer action in regard to the new mode of electing school trustees, there being so many apparent difficulties in the way.—*Orillia Times.*

TWELVE and a half per cent. is the deduction made by the Education Department from the legislative grants to high schools for the past half-year, as computed according to the regulations, in order to bring the grants within the amount actually appropriated.

MR. THOMAS LEITCH, science master in the Collegiate Institute, St. Thomas, met with a serious accident while teaching the science class yesterday. Mr. Leitch was explaining the nature and action of gases when a rubber bag containing gases exploded, breaking Mr. Leitch's right arm.—*Springfield Argus.*

WORK in Toronto Baptist College began Wednesday, Sept. 30. The public opening exercises took place on the evening of Friday, Oct. 2nd, at 8 p.m., and consisted of an address by President Castle, and the introduction of Theo. H. Rand, D.C.L., Professor of Apologetics, Christian Ethics, and Didactics; and of Rev. J. W. A. Stewart, B.A., Lecturer in Homiletics.

MR. D. B. HYATT, the recently appointed principal of the Fergus Public School, is an old and popular resident of this place. No teacher ever managed things more smoothly with both pupils and parents than did Mr. Hyatt during the time he was principal here before. His many friends in this section will be glad to hear of his return to Fergus.—*Fergus News-Record.*

MR. FINLAY SPENCER and Mr. C. R. McCullough have been added to the teaching staff of the Ontario Business College. Mr. Spencer graduated at the college recently. He is also a graduate of the Toronto Normal School. Mr. McCullough graduated at the college four years ago and recently completed a thorough shorthand course under Bengough in Toronto.—*Belleville Intelligencer.*

MR. F. NEWMAN, principal of the Shelburne Public Schools, terminated his connection with that institution Sept. 30. He was kindly remembered by the pupils, who made him a very nice present. Mr. Newman has held the position since January last, and has made many friends during his short residence here. He leaves for Detroit to-day, where he intends studying for the medical profession. Mr. Neil McEachern is the new principal.—*Shelburne Free Press.*

A KINDERGARTEN department was opened in the Hamilton Central School on Monday last, with 65 pupils and five teachers. The kindergarten room has been supplied with the requisite apparatus, including a piano. Miss Colcord, the lady principal of the new department, gets a salary of \$1,000 and her four assistants get \$300 each! Ye who hold up your hands at the "extravagance" of the Galt School Board, what do you think of this expenditure?—for from 65 to 80 pupils!—*Galt Reformer.*

IN Ottawa the Board of Public School Trustees were unanimous in the matter of availing of the power given by the Ontario Education Act at last session, to have the election of school trustees take place on the same day and in the same manner as those of municipal aldermen, thereby saving the expense involved by a separate election. In Toronto, however, a proposition to that effect is opposed by some on the ground that politics might thus be introduced into school board elections.—*Semi Weekly Citizen, Ottawa.*

AT the late meeting of the Galt Public School Board, Mr. Brownlee made a complaint against two of the teachers in Ward No. 1 School for refusing, as he alleged, to allow his boy to enter the school after he had been sent there. The matter was very thoroughly discussed, having been enquired into by the Visiting Committee, and a resolution was finally carried, unanimously: "That having heard the complaint of Mr. and Mrs. Brownlee as to treatment of their boy by two of the teachers in Ward No. 1 School, and also the explanations of the principal and chairman

and members of the Visiting Committee, this board sustains the action of the teachers, in order that proper discipline may be maintained, without which there can be no successful teaching, and that the boy be admitted when prepared to submit to the rules of the school in every respect."—*Galt Reformer.*

THE Superintendent of Education makes annual visits and annual reports. We have annual meetings of rate-payers to make annually the necessary local provisions for education. Annually, too, at the end of the school year, one school trustee, or school commissioner, gives place to another. Then, why do we not annually engage our common school teachers, instead of semi-annually, as at present? The system of annual engagements would assuredly lessen one bane of our schools—the itinerancy of the teachers.—*The Critic, Halifax, N. S.*

THE kindergarten system has been formally inaugurated in Hamilton with sixty-five pupils and five teachers. Speaking of it the *Times* says: "It may seem to be an expensive system, as a teacher is not expected to attend to more than about twenty pupils, and it is probable that only a modification of the system will finally be established in connection with the schools." If experienced kindergarten teachers are only expected to attend to twenty pupils, what about the expectations of the Dundas Board of Education, that one teacher can do justice to fifty?—*Dundas True Banner.*

IT was understood that the new schools in Dundas on their completion, were to be formally opened by the Hon. G. W. Ross, Minister of Education, and a Committee of the Board of Education was appointed to prepare a proper programme for the event. There will, however, be no formal opening, and for the reason that the good Conservatives who are members of the board are afraid that by even touching with a forty-foot pole a member of the Mowat Cabinet, let alone asking him to publicly address the rate-payers, they might in some way be held to have endorsed his policy as a member of that Government.—*Dundas True Banner.*

THE Provincial Government endeavor to diffuse a knowledge of technology, the arts and sciences, by means of mechanics' institutes, the establishment of which in every city, town and village they encourage, appropriating to this purpose the large sum of \$30,000 a year in aid of the funds raised in the localities. Where the number of members is large enough, and the means available are sufficient, evening classes are established in which the application of science to the arts and manufactures is taught. In every institute a library is established, composed chiefly of works of a scientific and useful character. The institutes are under local control, and all co-operate through a United Mechanics' Institute Association, which holds every year, for the election of officers and the transaction of other business, a meeting to which each institute sends delegates. At the annual meeting, held this week, 84 delegates attended. These gentlemen—lawyers, doctors, teachers and clergymen, who have all rendered valuable service to the cause of education—unanimously elected the Very Rev. Dean Harris President of the Association.—*Toronto Tribune.*

*Examination Papers.*

*JULY EXAMINATIONS, 1885.*

SECOND AND THIRD CLASS TEACHERS.

MENTAL ARITHMETIC.

*Examiner*—J. J. TILLEY.

1. When gold is at a premium of  $33\frac{1}{3}\%$  find the value of \$20 currency.
2. Find the interest on \$600 for 5 yrs.  $8\frac{1}{2}$  mos. at 8 per cent. per annum.
3. Find the price of the carpet 32 inches wide at \$1.33 $\frac{1}{4}$  per yard, which will cover a room 24 feet long and 21 feet wide.
4. A mixture of tea at 40 cts. and 60 cts. a lb., sold at 80 cts. a lb. and gave a profit of  $62\frac{2}{3}\%$  per cent. In what proportion was the tea mixed?
5. A, B and C agree to build 50 rods of fence for \$120. After building 20 rods together A quit, after building 40 rods B quit, and C completed the job; how should the money be divided?
6. I sell goods at twice their cost; if they had cost \$30 more the same selling price would give a profit of only 60%. Find the cost.
7. A person performed a journey at a certain rate of speed; if he had travelled a mile an hour faster he would have accomplished the journey in  $\frac{3}{4}$  of the time; but, if he had travelled a mile an hour less, he would have been four hours longer on the road. Find the length of the journey.

SECOND AND THIRD CLASS TEACHERS.

WRITING.

*Examiner*—J. DEARNESS.

(TO BE WRITTEN BUT ONCE.)

1. Copy these lines:

A thing of beauty is a joy forever;  
Its loveliness increases; it will never  
Pass into nothingness; but still will keep  
A bower quiet for us, and a sleep  
Full of sweet dreams, and health, and quiet  
breathing.

Therefore on every morrow we are wreathing  
A flowery band to bind us to the earth.

2. Copy: Llanfyllin, Feb'y 25th, 1885.  
Messrs. Ardagh, Gligg & Co.,

*Dr.* To Messrs. McGillivray & Houghton,  
Jan. 19th.

175 lbs. Java Coffee	@ \$0.28 $\frac{1}{2}$	\$49.87 $\frac{1}{2}$
225 " Eleme figs	@ 12 $\frac{1}{2}$	28.12 $\frac{1}{2}$
2 bbls. Zante Currants	@ 12.00	24.00

Feb'y 7th.

3 h'f chests Mucol'd Japan		
Tea, 165 lbs.	@ 37 $\frac{1}{2}$	61.87 $\frac{1}{2}$
1 bbl. Bordeaux Vinegar	@ 10.00	10 00

2 bags Rio Coffee  
Gross. Tare.

142	-	13
139	-	12

281	-	25	=	256	@	38		97.28
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Less 3% 8.13 $\frac{1}{2}$

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Rec'd pay't,

McGillivray & Houghton,  
per Keighley.

3. Write as for titles in a Ledger (half text hand):

Mdse., Bills Receivable, H. K. McKenzie & Co.

4. Write on ruled spaces (five): slighty, glyph, tryst.

SECOND AND THIRD CLASS TEACHERS.  
ORTHOËPY AND PRINCIPLES OF READING.

*Examiner*—J. DEARNESS.

1. Be good, dear child, and let who will be clever;  
Do noble things, not dream them all day long;  
And so make life, death, and that vast forever,  
One grand, sweet song.

Copy this stanza:

(a) marking the pauses, longer and shorter, in and (respectively); and

(b) underlining the emphatic words.

(c) Give reasons for the pauses and the emphases in the second line.

2. About Ben Adhem—may his tribe increase!—  
Awoke one night from a deep dream of peace,  
And saw within the moonlight in his room,  
Making it rich, and like a lily in bloom,  
An angel writing in a book of gold.

(a) With what quality or tone of voice should this be read?

(b) How should the connection between "saw" and "angel" be shown.

3. *Shy.* Signior Antonio, many a time and oft,

In the Rialto, you have rated me  
About my moneys and my usances;  
Still have I borne it with a patient shrug;  
For sufferance is the badge of all our tribe.  
You call me misbeliever, cut-throat, dog,  
And spit upon my Jewish gaberdine,  
And all for use of that which is mine own.  
Well then, it now appears you need my help;

Go to, then; you come to me, and you say,  
*Shylock, we would have moneys*: you say so;  
You that did void your rheum upon my beard,

And foot me as you spurn a stranger cur  
Over your threshold: moneys is your suit,  
What should I say to you? Should I not say,

*Hath a dog money? is it possible*

*A cur can lend three thousand ducats?* or  
Shall I bend low, and in a bondman's key,  
With bated breath and whispering humbleness,

Say this,—

*Fair sir, you spit on me on Wednesday last;  
You spurn'd me such a day; another time  
You call'd me dog; and for these courtesies  
I'll lend you thus much moneys?*

(a) To what predominant feelings or passions should expression be given in reading this passage? How may they be expressed?

(b) Distinguish between Pitch and Force, and show where they should be varied in reading this passage.

(c) Give directions as to the reading of: line 5; "Well then," l. 9; "Go to," l. 10; "You," l. 12; and lines 16 and 17.

(d) Mark the inflection of "Antonio," l. 1; "Shylock," l. 11; "say," l. 15; "or," l. 17; "this," l. 20; "day," l. 22; "dog," l. 23; "moneys," l. 24.

(e) Illustrate Stress by reference to line 13.

4. Divide the following words into syllables, and mark the quantity of the vowels and the accent: gaberdine, ducats, Wednesday, dynamite, trichina, meningitis, gladiolus.

5. What is the sound of:

(a) *u* in 'column,' 'blue,' 'rule';

(b) *th* in 'with,' 'withe,' 'beneath.'

SECOND AND THIRD CLASS TEACHERS.

LATIN GRAMMAR AND COMPOSITION.

*Examiner*—J. E. HODGSON, M.A.

1. Give the gender and the genitive singular of: sermo, senectus, sensus, senex, nix, cupido.

2. Mention any peculiarities in the declension of: sol, meus, artus, filius, nemo, sitis.

3. Give the other degrees of comparison of: gravius, frugalior, vitiosius, similis, junior, audax.

4. Give the principal parts of: arde, mordeo, jubeo, cingo, mico, divido, cupio, vendo.

5. Write the results of the following combinations: a with fugio, condo, jacio; de with habeo, ago; ad with habeo, ago; ob with facio; inter with lego; bellum with gero.

6. Give two adverbial derivatives from each of the following: hic, is, ille. Hic, iste, and ille are said to be demonstratives of the first, second and third persons respectively; explain and exemplify what is meant.

7. Give two examples, with explanations, of each of the following: words differing in meaning according to number, words admitting of two constructions, words whose meaning is distinguished by the quantity of the penult.

8. Express in oratio obliqua:

Etenim (inquit) quum complector animo, reperio quatuor causas, cur senectus misera videatur: unam quod avocet a rebus gerendis. . . Earum, si placet, causarum, quanta quamque sit justa unaqueque videamus.

9. Turn into Latin:

(a) For a Roman, he was quite learned.

(b) And, indeed, even youth often meets with those things that it does not wish (to meet with).

(c) When he was seventy years old, he used to put up with poverty and old age in such a way, that they almost seemed to be a source of pleasure to him.

(d) Whilst these things were being done, Titurius reached the territories of the Unelli with the troops that he had received from Caesar.

(e) Caesar sent a messenger to his lieutenant to enquire (percontor) why the reserves (subsidium) had not yet advanced, as they had been ordered (impero).

(f) What difference does it make to me, whether his deeds be good or evil?

(g) Your friends say that you are not the same as you used to be.

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