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ALTHOUGH we cannot by any means agree with all that the *Pennsylvania School Journal* says in the following paragraphs, yet since they touch on a subject much discussed in these days, we think they are worthy of re-publication :

No writer since Hegel has exerted so profound and far-reaching an influence on human thought as Herbert Spencer. This fact alone, says the editor of the *Pennsylvania School Journal*, should be enough to induce every thoughtful person to make himself acquainted at least with the fundamental principles of this great thinker's philosophy. Unfortunately, however, or perhaps fortunately, his principles have aroused bitter opposition, are fiercely attacked and as fiercely defended, and as often as not are misrepresented both by friend and foe. Current literature is therefore so full of books and reviews and essays and articles about the philosophy of evolution that the temptation simply to read some of these and from them form a judgment of Mr. Spencer and his system, is too strong for many. So that while no educated person is willing to confess ignorance of the principles of evolution—but on the contrary will criticise them freely, and oppose or espouse them unhesitatingly—there are yet too many of these very persons who have never looked inside of one of Mr. Spencer's own works. This is the main reason why there is so much misconception and misrepresentation, coupled with warmth of feeling and prejudice both for and against them, to be met with everywhere. What is needed, for the sake of truth and honesty, is more personal acquaintance with, and calm,

thoughtful, and judicial study of, the much-discussed but little understood system in the works themselves of Herbert Spencer. In no other way will the merits and defects, the degree of truth and of falsity, in this philosophy ever be determined.

It is mainly for this reason that we here call attention to the subject. Evolution is the dominant philosophy of to-day. Our teachers hear it discussed everywhere; periodical literature is full of it; theology generally denounces and derides it, scientific works as generally accept it, many even of our text-books take its truth for granted; it is not only desirable, it has become almost necessary, for our teachers to know what it is, and intelligently to judge its claims. It is no longer possible for any enlightened person to simply ignore it; least of all is it possible for our public educators to do so. The time is here when Spencer's "Synthetic Philosophy" demands a place in every well-equipped library. It is not enough to have this one's "Examination" of it, or that one's "Refutation," or another's "Vindication." A correct and satisfactory judgment of the system cannot be formed save from a close and thorough study of Spencer's own works. To attempt it is unjust, dishonest to him and to ourselves; and it is folly besides.

And why should we not so study them? It is neither a dry and uninteresting task, nor one so difficult as to be burdensome. For unlike former systems of philosophy, there is no transcendental speculation, and little metaphysical abstruseness, to confuse and weary one. All of it, indeed, requires close attention and logical thinking; but the only really difficult part is that on "The Principles of Psychology" though George Eliot, it is said, used to read it for recreation, when wearied with hard study! The remarkable clearness of arrangement, wonderfully close logical method, and singular purity and directness of style, which characterize all the volumes, help materially to lighten the reader's task,—another contrast with former philosophers,

as Kant, Hegel, and even Lotze. Indeed, the volume of "First Principles" is a model of English style, and well worth reading as an exercise in literature alone. Moreover, even if the philosophy should not interest, every volume is so full of new data and curious facts, culled from every realm of human knowledge, as to make them interesting for the entertaining information they give. Certainly the time and labour spent in studying these volumes will be amply repaid, even if their philosophy be rejected, by the fund of new and diverse facts learned from every sphere of knowledge and science, and especially by the training undergone in accurate thinking, the exercise in analytical and synthetic thought, in strict logical methods; and last but not least by the literary benefit derived from the study of so consummate a master of clear and forcible style as is Mr. Spencer.

IN our country, says a New York exchange, where the average of natural capacity among boys is higher than in any other, every boy who learns a trade, and learns it well, cannot practice it without making work for some one else. Suppose he is a bricklayer; the bricks he lays must be made for him, and on the building in which he is engaged there must be work for stonemasons, carpenters, plumbers, roofers, ironworkers, glassmakers, and who knows how many more. Suppose he is a brickmaker, the case is the same; he must have his tools, the employer must have his plant, and when the bricks are made they cannot be stirred without starting a long line of workers that go on increasing in number until the building in which they are wrought is finished. These are the facts that lead us to say that the policy of the trades unions is mistaken, that it is not in the good sense of the word, selfish in effect, but contrary to their real interests. As to how boys may best be taught trades, that is an open question, but that the mechanics of to-day would gain by an effective system of such teaching we have no doubt.

Contemporary Thought.

MAJOR BAGNOLD and a party of the Royal Engineers began the lifting up of the great statue of Rameses II., which has lain for centuries on its face in the deep ditch that its own weight has tended to make for it among the palms of Mitrahine, the modern site of the old Memphis. The vast colossus of the King is of fine-grained limestone, about 38 feet high. The monolith looks as if it had been built into a propylon or gate wall, and then sculptured *in situ*. It was discovered by Caviglia and Salt in 1820. It lies face downward, almost due east and west, with head toward Sakkara. It was erected by the king as a thank offering for escape from a treacherous death by burning at Pelusium. In Strabo's time it stood alone in the anterior court of the great Temple of Ptah at Memphis, the said court at that time being used for bull fights. The head wears the "pschent" with the Uraeus snake. An artificial beard is attached to the chin. On the breast is a pouch, prototype of those worn by Jewish priests. In the centre is the King's name, "God of the sun, mighty in truth, approved by the Sun." The interest of the fallen Rameses, now soon to be raised to his feet, is this—that his features, which have never been fairly seen full in the face, will now be visible, and we shall be able to compare them with the features of the mummy unwrapped and visible in the Bulak Museum. The face, as seen partially, is strongly Semitic. — *The Academy*.

UNDER the most favourable conditions, the results of English composition as practised in college are, it must be confessed, discouraging. The shadow of generations of perfunctory writers seems to rest upon the paper, and only here and there is it broken by a ray of light from the present. I know no language—ancient or modern, civilized or savage—so insufficient for the purposes of language, so dreary and inexpressive, as theme-language in the mass. How two or three hundred young men, who seem to be really alive as they appear in the flesh, can have kept themselves entirely out of their writing, it is impossible to understand—impossible for the instructor who has read these productions by the thousand, or for the graduate who looks at his own compositions ten years after leaving college. Perhaps the most potent cause of this deplorable state of things has been the practice of forcing young men to write on topics of which they know nothing and care to know nothing—topics, moreover, that present no salient point for their mind to take hold of. An improvement—for improvement there is—has been noticed since students have been given greater freedom in the choice of subjects, have been encouraged to choose a topic which has already engaged their attention for its own sake, and have been told to limit and define the topic they choose so as to keep themselves strictly to one line of thought—whether in defending or attacking a proposition clearly stated, or in arranging facts in accordance with some principle of method, or in telling a story or describing a scene in a coherent and vivid manner. — *Prof. A. S. Hill, in Scribner's Magazine*.

THE revised translation of the Old Testament may not take the place of the authorized version

in popular estimation; but it may be fairly expected to clear up many infelicities and obscurities in that version which puzzle the ordinary reader. The "unicorn," which never existed outside the "English Bible, will at last be killed, and the "wild ox" substituted in its place. The "Book of Tasher," will be changed to the "Book of the Upright." Sunday-school children will no longer be troubled by the doubtful ethics of the Israelites in borrowing jewellery from the Egyptians, and then running away with it. The revised translation will rightly state that they asked for gifts, not loans. Joseph's many-coloured "coat" will be a "tunic." The celebrated passage in the Book of Job, "Yet in my flesh shall I see God," will be changed to "Yet out of my flesh," etc. "Judgment also will I lay to the line, and righteousness to the plummet," will read, "I will make judgment for a line, and righteousness for a plumb line." In Psalm vii. the passage "Thou hast made him a little lower than the angels," will be, "Thou hast made him a little lower than God." In Psalm xxxvii. the passage, "Fret not thyself in anywise to do evil," will be changed to "Fret not thyself; it tendeth to evil." And in Psalm lxvii. the passage, "The Lord gave the word; great was the company of those that published it," will be made to read, "The Lord giveth the word, and the women that bring glad tidings are a great host." These are fair samples of many of the changes which will be made. The aim of the translators has been to reproduce the meaning of the original as closely and accurately as possible. It is pleasant to know that this object will be attained without affecting any of the great dogmatic statements contained in the authorized version. The revision will simply clarify the present venerable translation. — *Pennsylvania School Journal*.

THE acceptability of the new departure in literature has already been reflected in the theatre. Perhaps one of the reasons why the stage is so full of trash to-day, is that the public has wearied of plot, and as nothing better is forthcoming, has taken to burlesque and the kind of dramatic hash served up by rough-and-tumble variety actors, who have had plays written for them. Let the dramatic author turn which way he will, he can find nothing in the way of a plot that is radically new. He merely uses old material and freshens its interest by putting into the hands of new people. When the lover has been stiling about in tights and spouting blank verse, and his innamorata has responded in silks and hexameters, it changes the situation to put the pair in rustic costume and make their talk colloquial. The only way to make a new plot is to drop love out of it, and the dramatist has not appeared who has dared to do that thing, although the eager reception of "Dr. Jekyll and Mr. Hyde" shows that a story can run into popularity without the customary enticements of embraces, vows and osculations. But that dramatist will make himself known in time. He will write a play without a hero who is all goodness, without a heroine who is all gush, without a villain who is bad from no other motive than natural "cussedness," and without a comedian who is merely a clown. The plays written and acted by Edward Harrigan are unworthy of consideration as dramatic literature, yet they are more popular in New York than anything of Sardou's, because they are a reflection of the times and a

class of the people. The class is recognized and hailed with surprise and delight as really interesting from a dramatic standpoint. Denman Thompson's "Old Homestead" is the veriest framework of a play, and a rickety framework at that, but everybody has had an Uncle Josh Whitcombe, everybody recognizes and loves him, and nobody thinks or cares a straw for the procedure of the drama while watching his home made antics. In English melodrama the heroes, heroines and genteel villains, low villains, light comedians, and low comedians are turned on the same lathe, and moved to and fro by the same set of impulses. People grow weary of their repetition. A demand will shortly be voiced for a drama of character and incident rather than of evolution. — *Brooklyn Eagle*.

IN my judgment, the work of an instructor in English composition is, indeed, limited in range, but is very important within its range. His office is not so much to provide his pupils with matters for thought, or with machinery for thinking, as to show them how to communicate their thoughts to others in the clearest, strongest, and most effective manner. To this end he should strive in the first place, to stimulate their minds so that they may put forth their full powers when they write, and put them forth naturally, and with the force of their individuality; and, in the second place, he should, so far as in him lies, remove the obstructions which ignorance, half-knowledge, bad training, mannerism, self-consciousness, imitation of poor models, the thousand and one forces that fight against good English, place between the thought and its free and natural expression. Over some of these obstacles a student's mental energy will, if roused to its full power, carry him by its own momentum; for, as every one knows, a writer is less likely to make egregious errors in spelling or punctuation, for instance, if he be so absorbed in the matter of what he is writing as to give no conscious attention to forms of words or construction of sentences. The more firmly, moreover, his mind grasps the subject in hand, and the more rapid the movement of his train of thought, the more likely he is to hit upon the best words and the best arrangement of words. If a teacher, then, is able to interest his pupils in what they are writing so fully that they put their best selves into their work with the pen, he will succeed not only in giving to it continuity and individuality not otherwise to be attained, but also in diminishing the number of errors and defects. Those which remain should be dealt with firmly but considerately. The student should be made to feel that they are removed in order that the free flow of his thought may be unimpeded, and that they are of no account as compared with lack of life and of unity in the composition as a whole. Every teacher will decide for himself how to stimulate his pupils. The means are as various as the conditions of life and the idiosyncrasies of human nature. What is one man's meat is another man's poison. What is successful with a small class will fail with a large one. In all cases and under all conditions the one thing needful is that the teacher should have the power to awaken interest and inspire enthusiasm. If he does not throw himself into his work, the minds of his pupils will be cold and sluggish. They must catch fire from him. — *Prof. A. S. Hill, in Scribner's Magazine*.

Notes and Comments.

THE Report of the Minister of Education for 1886, with statistics for 1885, has just been issued.

GIVE a boy address and accomplishments, and you give him the mastery of palaces and fortunes wherever he goes; he has not the trouble of earning or owning them; they solicit him to enter in and possess. Among strangers a good manner is the best letter of recommendation, for a great deal depends upon first impressions, and these are favourable or unfavourable according to a man's bearing, as he is polite or awkward, shy or self-possessed. Manners, in fact, are minor morals, and a rude man is generally assumed to be a bad man.—*Emerson.*

THE time has gone by when anybody can teach a common school by simply assigning to pupils so many pages or paragraphs of a text-book to be memorized over night, and recited verbatim next day, and the time of school children is too precious to keep them waiting in their seats until the teacher can remember what he has forgotten, if he ever knew it. We must have teachers who know the very day they take charge of the school exactly what to do, and how to do it. The schools are for the pupils, not the teachers. The latter are employes selected to perform certain duties of a professional nature, and have no right to be employed unless they are qualified, no matter who they are or where they come from.—*Pennsylvania School Journal.*

DOES excessive brain-work tend to produce insanity? The best authorities are generally agreed that mental labour of itself does not have this tendency. It is gratifying, however, to have statistical evidence bearing upon the question; and we see that Dr. O. Ewart, in the *American Practitioner*, gives the result of his experience. From 1870 to 1876 he admitted into the general insane asylum in Ohio, twelve hundred and four patients. Of these, but seventeen had received an academical education. Only twenty-five professed to be professional men. Further testimony on the subject is desirable, but we have little doubt that it will only confirm the inferences to be drawn from Dr. Ewart's observations. A man in good health seems to be able to do an almost unlimited amount of mental work, provided it is not attended with anxiety. It is worry, not work, that generally breaks him down.—*Pennsylvania School Journal.*

SOME interesting figures relative to the "higher education" of women in Russia bring with them the reminder that it is chiefly in northern lands that noticeable progress has been made in teaching the "olo-

gies" to women. During the year 1886 the higher classes for girls at St. Petersburg were attended by 743 students—a considerable increase upon the figures in former years. Ever since 1864 it has been possible for women to obtain university degrees in Russia; and in 1870 the ranks of medicine were opened to them. Sweden followed the example in a few months, and was therein soon joined by Norway. But the "dark and true and tender" north is not to be allowed to have a monopoly in the manufacture of feminine prigs. Considerable progress in that direction has during the last five or six years been made in Italy; and now even Portugal is bitten with the craze. M. Luciano de Castro, the chief of the "Progressist" Cabinet in that country, has declared the improvement of the education given to women to be the most urgent question of the day. Portuguese politics must be in a happy state.

THE cultivation of the faculty of knowing is of incomparably greater moment than the mere acquisition of knowledge. He is not the best of explorers or campaigners who is the most burdened with baggage, but he who knows how to forage well and how to make the best possible use of what he has or can obtain. So it is with the student; to know how to learn, so that when need arises knowledge may be quickly obtained, is a better provision for the business of life than is afforded by the largest or richest store of information packed away in the memory—perhaps so packed as to be inaccessible when wanted. If students for themselves, and teachers for their pupils, would insist on the importance of "learning how to learn," instead of cramming, there would be fewer disappointments in life and greater and more enduring successes. The vanity of carrying a huge quantity of information for the sake of display is contemptible. The folly of attaching any real value to vast stores of knowledge is pitiful. The only brain property worth carrying about is the power of finding at pleasure and learning at will precisely what is wanted; and this power cannot be acquired without considerable practice in the art of learning—an art which students should make it a first object of their best endeavour to master.—*Lancet.*

PUZZLES, conundrums, and obscure catch-questions in scholarship are out of place and censurable in any examination for teachers' certificates. The object should not be to puzzle, disconcert or defeat the applicant, but to ascertain in a fair and kindly manner what is the applicant's general knowledge of the branches to be taught, and whether he knows how to teach them. The law in point is a matter too often overlooked, and one which the two extreme classes of candidates, namely, illiterates and college students, hardly ever think of, until it confronts them

at the official examinations. It is not abstruse catch questions, but sometimes the fairest questions that can be asked, that pierce the joints of imperfect armour more effectually than any put by cranky and narrow pedants. Suppose, for instance, that the County Superintendent should put this proposition before a lot of undergraduates, or, if you please, alumni of colleges, who seek employment in the common schools; "Taking the text-books in general use in the schools, what is the proper and best method of teaching descriptive and physical geography?" In nine cases out of ten, this very simple and obviously proper test question would cut the ground from under their feet, and leave them helpless and speechless before the examiner—profoundly ignorant of the subject thus rightly put before them, and utterly unable to explain it, and perhaps at their wit's end on the teacher's platform.—*Pennsylvania School Journal.*

MR. A. BEGG writes an interesting letter to an Orillia exchange from Dunbow ranche, Bow river, at the mouth of High river, about twenty-five miles south-east of Calgary. His nearest neighbour is the Indian industrial school, just separated from Dunbow by High river. This establishment has been put in first-class order. The Indian department has erected large and suitable buildings for the accommodation of both male and female pupils, who are provided with good teachers and have all the comforts and advantages of civilization—much more so, in fact, than the children of white settlers around them, who have to "rough it" if they come with their parents, else their fathers or big brothers must pioneer for them: in a state of uncomfortable bachelorhood until schools are organized in the new settlements. Ample provision has also been made for the instruction of the young Indians in agriculture under a competent resident farm instructor, who is furnished with all the most approved implements of husbandry. Yet with all these advantages and inducements the Blackfeet, Bloods and Piegans, for whose benefit the institution was established, have so far been slow to take advantage of them, not more than fifty pupils being in attendance, whilst hundreds of young bucks and squaws are growing up in ignorance and idleness, who could, and should, avail themselves of this liberal provision of the government for their benefit. The industrial school buildings are located in a beautiful and sheltered valley on High river. The soil is of the best quality, and the school reserve includes, along with the valley, some of the finest bench or table lands in Alberta, from which tolerable grain crops have already been produced and excellent root crops; root crops, if properly put in and attended to, can be depended on in that part of the country, or anywhere in Alberta.

Literature and Science.

SCIENCE IN 1886.

IN taking stock of the progress of science during the past year, the chronicler finds few salient facts to record. The era of great discoveries has, for a time, come to a close. Yet, the literature of geography, geology, zoology, botany, physics, chemistry, and astronomy is as voluminous as in any previous twelve months. There is the same embarrassing accumulation of data, and while none of the theories enunciated is likely to mark an era in the intellectual history of mankind, they are quite as numerous as ever. But in science it is difficult to say what is valuable or what unimportant. A fact is thrown into the current of thought, neglected it may be for years, and then suddenly, when least expected, it returns like bread cast upon the waters. When Darwin announced his famous hypothesis, most of the data he employed were old, and some quite forgotten. But he took these neglected materials, and, like a skilful architect, utilized them in a manner which the hodman who had thrown them down never dreamed to be possible. So, too, it may be that some of the thousand "papers" which have since last January been buried in the journals of the transactions of learned societies are destined to be disinterred, and the now unnoticed facts which they entomb made the head corner-stones in a structure which, as yet, waits for the coming builder. For the first time in many years there is little to tell of explorations in the Arctic regions, though the work which the Danes—rather late in the day, it must be allowed—are doing in Greenland is destined to yield excellent additions to the stores of knowledge which—mainly, we must insist, through the labours of English travellers—we possess regarding that frozen region. Another attempt was to have been made to cross Greenland this summer; but what results attended Mr. Peary's efforts are not yet known. Nor does Colonel Gilder seem to have advanced very far on his rather Quixotic idea of a solitary journey to the Pole. Van der Toll and Bunge left for New Siberia on the 15th of March, but as yet no tidings have reached us from the explorers. Africa still claims the greatest amount of attention. The Italians are doing something for the exploration of the Somali country, though several adventurers have lost their lives in the attempt, and the tracts between Zanzibar and Tanganyika, and around the great lakes, are being traversed and re-traversed by travellers of various nationalities, in spite of the murderous policy of King Mtesa's ruthless successor. The Portuguese under Serpa Pinto have been less successful, while the various tributaries of the Congo are being rapidly surveyed by the officials of the Congo State,

and the French officers under M. de Brazza, with results which, if not of startling geographical interest, are of great importance so far as the development of the country is concerned. The German acquisitions in Africa are also used as the basis from which various scientific expeditions are being despatched, while both the French and the Spanish Governments are trying, so far as lies in their power, to ascertain something of the commercial capabilities of the country behind their settlements in Tunis, Senegal, and other parts of West Africa. In Central Asia the Russians are still quietly conducting their explorations, though so well-trodden are many parts of that once mysterious land, that an American bicyclist travelling on his way round the world reached the borders of Afghanistan without meeting with any material check. The Anglo-Russian Boundary Commission has been productive of considerable gains to science, especially in the departments of natural history, and the investigations on the Burmese frontier, many of which are due to the annexation of Upper Burmah, have, among other problems solved, proved that the Sanpo, which was at one time believed to be the Brahmapootra, is in reality the Upper Dihong. Finally, the discovery of a fine Alpine country and several new rivers in Alaska, the investigation of the interior of New Guinea, and the various useful examinations of little-known districts in South America may be briefly mentioned as worthy of notice.

The progress of astronomy is, in public esteem, more looked for in the discovery of new worlds than in the more technical researches which the investigation of the motions and composition of those already known entails. From the former point of view, 1886 is quite as remarkable as any of its predecessors. By the discovery of nine new planetoids the number of these tiny members of our system has been brought up to two hundred and sixty, while the use of photography is, daily, not only abridging the labours of the observers, but actually, by the extremely sensitive plates recording facts which the eye cannot note, is becoming an important instrument of investigation. On a photographic map the existence and place of thousands of stars are recorded which even the telescopic eye is unable to perceive. Six comets have also been recorded, but a total eclipse of the sun—for the observation of which extensive preparations had been made in the West Indies—proved, owing to the unfavourable weather which prevailed, more disappointing than usual. Observations of a new fixed star of the sixth magnitude—the second in twelve months—have led to the conclusion that, contrary to the belief at one time entertained, the great nebula in Andromeda has undergone no change during the appearance

of these stars. The earthquakes in the northern island of New Zealand, in Greece, the United States, and in other parts of the world have enabled seismologists to largely add to their stores of facts, though as yet we are not much nearer a consensus of opinion as to the cause of these terrestrial shocks. The curious coincidence between the Greek earthquakes and that in Charleston was generally remarked, while the eruption of one of the Yellowstone geysers following closely on the earthquakes has given rise to a considerable amount of discussion. In geology proper the discoveries have not been of a nature to call for special remark. The surveys of every part of the civilized world are proceeding apace, and that of the United Kingdom, after being protracted long beyond the period anticipated for its close, is expected to finish at a comparatively early date. The same remarks may be made so far as botany, zoology, and chemistry are concerned. All of these sciences have been advancing with a rapidity which makes it difficult to keep pace with their progress. Scarcely a region of the earth has escaped investigation, and the laboratories are busy with closet students intent on questioning with the microscope and the scalpel the structure of the plants and animals which the field naturalists bring home, and digesting these remarks in volumes of the most sumptuous character. The series of Challenger Reports appear with great regularity, and as a specimen of what still remains to be done in the thorough sifting of what might seem well known data, Mr. Maws's monograph of the genius *Crocus* may be mentioned, while the rediscovery in Morocco, of the long-lost *Narcissus viridiflorus*, which was figured from that country early in this century, shows that the gleaner is often as lucky as the reaper. Again, in chemistry, the elements have been increased by Crooks's discovery of six new ones in gadolinite and two in samarskite, making forty-two in all which have been added to the roll within the last nine years. On the other hand, there are certain spectroscopists who contend that many of the so-called elements are bodies as compound as any of those which Sir Humphrey Davy proved to be no elements at all. In physiology the germ theory is still all powerful, the general belief being that M. Pasteur has established his case by showing that inoculation with his modified virus of canine rabies is valid against the attack of hydrophobia in its worst form, the average of deaths being less than one per cent. In all these cases, however, it is difficult to be sure, first that the dog which bit the patient was really mad; secondly, that any of the poison entered the wound; thirdly, that the poison was operative; and fourthly, that the period of incubation is in every case at an end.

Inoculation for yellow fever is another outcome of "prophylactism." Dr. Freire of Rio de Janeiro, has performed over seven thousand inoculations with complete success. The immunity he claims is almost absolute, notwithstanding the intensity of the epidemic this year. More than three thousand who were not inoculated died, whilst among the seven thousand inoculated, inhabiting the same localities, subject to the same morbid conditions, but seven or eight individuals died. On the other hand, Dr. Ferran's inoculation for the prevention of cholera seems to have ceased to be credited, and even Dr. Koch's "comma bacillus" is no longer exercising the scientific world. "Psychical research" is not making much headway, the question of the credibility of witnesses being the great stumbling-block in the way of the acceptance of the stories furnished in such numbers, while the credulous are quite content with any evidence so long as it is sufficiently out of the ordinary run. At the same time, some of the experimental researches which the Society has instituted are worthy of greater attention than they have as yet received. The wintering of the Danish explorers among one of the few tribes of Eskimo still existing on the East Coast of Greenland has enabled them to make a most important study of that primitive race. Dr. Rink, for so many years Governor of Greenland, has just completed a work in which he traces the gradual progress of the Eskimo race from Alaska, in which he considers it took its rise, its differentiation from the Indian tribes, and its progress or retrogression in culture as it spread across the American Continent, until the sea stopped the further wanderings of the nomads who reached Greenland. Electricity is still that department of applied Science which, next to chemistry, claims most attention. The telephone is day by day becoming more and more a familiar domestic implement, and though it can never altogether displace the telegraph, for short distances it has already all but rendered the old system antiquated. Electrical Lighting is also advancing, though less rapidly. Many ships are now lighted by electricity, and the electrical transmission of force is so far an accomplished fact, that within the past twelve months a small launch, propelled by electricity, crossed and recrossed the strait from Dover to Calais. Lastly, the pessimists who are never weary of bewailing the rapid exhaustion of our coalfields may take courage by knowing that, in the opinion of many well able to judge, petroleum is likely to be the fuel of the future, and that in any case the coalfields of America alone are able to supply the world for one thousand five hundred or two thousand years, with coal at no great advance upon present prices.—*The Standard (London, Eng.).*

Special Papers.

A STUDY IN POPULAR EDUCATION.

PROFESSIONAL teachers are not the only teachers. Mothers teach their children, but how very soon do children teach their mothers. The silent chamber where the newborn babe lies, clinging to the new-made mother's breast, is a school-room for her, where without an articulate sound lessons are given and received, which a wise mother never forgets. What an illuminated text-book is baby's face through all the earliest years! How the lessons in it lay hold of intellect and heart, of imagination and memory! A great school for a mother is the nursery. The first four years of her baby's life have more power in them than the four years of a college course could have.

The diversity of mental and executive endowment together with the universal law of interdependence guarantees the interchange of knowledge for mutual restraint and improvement. There are teachers everywhere. Whether one will or not, he must teach. There are teachers at home, and in every part of the home. Sometimes the most powerful teachers are servants of the lowest order in kitchens and in cellars. They give lessons that smoulder for years, and that later on flash out in fierce and lurid flames. Wise mothers watch their servants lest the child be weakened and corrupted as to his moral nature by those whose particular business it is to feed and build up the physical.

"Society," says Emerson, "is a Pestalozzian school; all are teachers and pupils in turn." Everybody teaches. Merchants, mechanics, bankers, farmers, loungers on the street—all teach. The work of education goes on continually in field and shop and street as really as in nursery and kindergarten. Mind is perpetually open to receive impressions. It does not close its gate-ways to the outside world when the janitor locks the school-house door in the afternoon. While the light flashes through the atmosphere, while the optic nerve is sensitive to receive images from the all-surrounding world—lessons are being given and received; and when the books are closed and the tired teacher has gone home, the pupils are still at school and the teaching work is continued.

In my definition of education I assign an important part to "the conditions . . . which operate in the development of personal and social character." I distinguish between "conditions" and "special agencies." By "special agencies" I mean those persons, methods, and appliances, employed voluntarily with the direct object of teaching, such as the professional teacher, the school, and the book. By "conditions" I designate

those circumstances and states in which we live, and under the influence of which we come or are brought, whether voluntarily or not on our part, or on the part of others. The "special agencies" may be used or they may be neglected; but the "conditions," although they may and should be watched, "selected, applied, and regulated," are always in operation. They carry more than "a bare majority" in the count of forces that educate.

A story is told of a mother who was filled with trouble because her fourth and youngest son announced that he was going to sea. She had already given up three boys to this adventurous life. She clung to the fourth, hoping that he would be spared to her home and her companionship. But, alas, he went the way of the others. She tried to account for it. She had always warned her boys against the sea and the sailor's life. She had read to them stories of storm and shipwreck, thinking in this way to intimidate them. But in boyhood they had played at ship life; they drew pictures of ships; they made and sailed miniature ships; they were wild to see ships; and first of all the oldest ran away that he might serve before the mast, and then the second secured reluctant parental consent that he might not go clandestinely. The third entered the navy, and now the broken-hearted mother found the fourth bound to embark on a merchant-ship. In her trouble she sent for her minister and laid the case before him. "It is too late now to prevent it," she said, "but how can you account for this singular freak of the whole family of boys? It is not an inherited taste. It is in direct opposition to all my teachings and warnings." The minister pointed out to the sad woman a large and remarkably fine picture of a ship in full sail, hanging in the best light on the wall of the "living room," in which they were at the time seated. "How long have you had that picture?" he asked. "For twenty-five years," she replied. "It was the gift of a foreign friend and is considered an unusually good painting. We prize it highly." The minister answered, "That picture has sent your sons to sea. They have looked at it and admired it from childhood. It is, indeed, a superior picture. Watch the life and motion in that water. See the pride and stateliness with which that high prow faces and defies the breaking wave. Look at the sails, the clouds, the blue sky beyond the rifts, the movement, the power in the picture. No wonder that your boys were captured by it, their tastes formed and their lives controlled by that rare bit of art."

I cannot vouch for the literal truth of this story, but I can answer for its fidelity to human nature. Pictures educate. Inartistic pictures that violate every canon of taste every law of colour, and every line of

truth, corrupt the tastes of those who look at them from day to day. Weakness and silliness expressed in a foolish picture tend to produce their kind. Thus pictures true to finest art refine; pictures of heroism and virtue ennoble; and thus also the portraits of our ancestors tend to increase or diminish family and personal self-respect. Thus drapery, furniture, carpets, wood-work, articles of *virtu* and bric-a-brac, have a tendency to refine or otherwise. Sham makes children familiar with sham. And familiarity with sham of any kind weakens the sense of truth. There is power in this particular in the architecture of a town. Public halls, church interiors, city parks, buildings that are of costly or carved stone in front and that on the hidden sides and in the rear are of brick or uncut stone—these all give un-syllabled lessons concerning truth and falsehood, which are weightier than sermons about morality or the tasks from books on ethics in the high school. I never see a church with imposing facade, and with "cheap" side and rear walls, that I do not as a Christian have a sense of mortification.

Again, the school-house teaches as effectually as the school-teacher. There are some school-rooms where it would be impossible for the most skilful art-teacher to give lessons in proportion, colour, and tone, or for a sensible school-mistress to talk about neatness, cleanliness, and taste in the keeping and the furnishing of a house.

Conditions are not sufficiently appreciated by those who seem most earnest in the advocacy of popular education. Therefore this emphasis in dealing with the people whose children are to be educated. I commend to you the school-teacher who cares for atmospheres, impressions, and tone, quite as much as for text-books, tasks, and for accuracy in recitation. I ask you to help him when he tries to make his school-room a place of neatness and brightness, with plants, flowers, pictures, statuettes, window and wall hangings, and whatever beside may give a child ideas of taste, of purity, of restfulness, and which will fill his soul with images and memories to go with him to the end of life, a source of inspiration and a safeguard against evil.

Again, dress and manners have teaching power. Slovenly habits and tawdry garments corrupt the tastes of children. Coarseness begets coarseness. Here is a mother who has a high keyed, strong, and ungoverned voice. She uses extravagant expressions, prides herself in the use of slang, and takes delight in defying the usages of good society. What wonder that her daughter grows up to the same indelicacy and uncouthness, and to aggravate an already aggravated evil, glories in what is really her shame. Bishop Huntington says, "A beau-

tiful form is better than a beautiful face, but a beautiful behaviour is better than a beautiful form."

None but true ladies and gentlemen should ever be employed as teachers. Boards of instruction should require of all candidates, that they be polite, neat, gentle as well as accurate in speech, and competent to teach by manners, tones of voice, and personal character as really as by direct class instruction.

The streets of every town and village teach. The town council may not have this fact in mind, but it is nevertheless a fact. A mother does not think of it. She kisses her young daughter as the innocent and frolicsome thing starts down the street. The school is a good one. The teachers are of the best that judgment and money could select and secure. The mother's parting embrace implies what she does not express in so many words: "Good-bye for the morning, my child! How dear you are to us! And how innocent! What good care we take of you in the selection of school and teachers! How sure we are of your security and of good teaching for the next three hours! Good-bye, my darling!" But the mother has not thought of the school on the way to school; of the lessons on the way there; of the lessons on the way back; of the lessons at recess. What lessons! And what teachers! But of all these fathers and mothers take no account. Education, they have been taught to think of as a matter of teachers and of tasks, of books and of hours. They have not given much thought to the teaching power of the school-house itself; nor have they thought at all of the street-lessons. Alas for the girls and for the boys, because of the street-school!

The pictures that are placed in the show-windows of book-shops and art rooms, that hang at news-stands and on walls and other advertising spaces produce impressions that are as lessons imparted and received. They are mute indeed. No voice is heard while they teach. But they speak as no tones or articulations of the human voice can speak. They hold close attention. They rivet eyes and thought. They out-teach the best professional teachers. They may undo in five minutes some other teacher's work of an hour or a day. They hold their pupil's still—so still. The jolly, skipping girl has been arrested by them. Watch her beautiful eyes, and that fixed gaze! Wonderful girl—what possibilities are in thee! What power abides in the picture that can capture thus, this bit of incarnate loveliness. She leaves their presence, perhaps reluctantly, but carries away with her, lines, colours, shadings, attitudes; and these again awaken in her mind older or indistinct impressions, give a meaning to some hints she never before fully understood; move upon her feelings, and start ideas and impulses which most effectually

sweep away all the best words of the morning's lesson in school. Happy for her, if the kiss of welcome on her return at noon, finds as clean a young life as kissed a good-bye at the gate three hours before.

By the public street exhibition of pictures, low standards of character are presented to children already dragged far enough down by the ordinary home and play-ground life. They are drawn to the picture. They look and think. They look again and go away to remember and—to think. Here are pictures which present the church or religion in some unfair or ridiculous light. They commend to favour senseless hilarity, profanity, vulgarity, or disrespect for parents. They represent nude or semi-nude women, the favourites of the theatre or the marvels of the circus—standing on running horses, leaping into the air from bar to bar—hardening every girl who looks with interest on them.

The daily papers of the times are a great educating agency—for good and for evil. Both results come even to those who themselves never read; for the periodical press produces a great body of oral utterance and influence, of general information overheard, of gossip about people and things, about lawsuits and criminals, which affects even those who never read. A father may not take a newspaper because he does not want his sons and daughters to read the vile reports of some great criminal suit. But his sons and daughters may hear all the worst of the story from those who heard it from others. The press publishes, and far away from the reach of paper or pamphlet "a little bird telleth the whole tale."

Thus do shop-windows, fences, news-stands, school-houses, young companionships, and the oral echoes of the press teach. And the lessons are free and fascinating. They constitute "conditions" in which lies a power educational, a power little understood by parents or professional instructors.

We prolong life and grow by the food we eat at stated times and in formal and conventional ways. But it is not only by the processes of table-life that we live and grow. There are beside our meals, the air we breathe every moment, sunlight, sleep, clothing, and the artificial heating of the atmosphere which we keep up. After the same manner are we educated, not by specific acts of appointed teachers, but by every hour we live, by every breath we draw, by every object we see, by every word we hear, and by the intellectual, moral, social, yea, even the physical atmosphere which surrounds us. It is a serious problem in the true pedagogy: How shall we select, apply, and regulate the educating "conditions"? And it is a question for the people rather than the pedagogues to answer.—*The Chautauquan*.

Educational Opinion.

DRAWING IN SCHOOLS.

ONE of the questions which is much debated in English school boards is the extent to which drawing is to be taught in the public elementary schools. * * * The United States seem to be far ahead of us in this respect. * * * Those who are advocating its adoption as an essential part of the education of an American citizen do so on the broadest grounds. "I do not want art for a few, any more than education for a few or freedom for a few," says an English poet, Mr. William Morris. The Americans expand this admirable sentiment. They say, "Drawing is a universal language, common to all people, essential to every form of manufacture, useful to every individual, always convenient, often indispensable. * * * The child who can draw readily and correctly can be taught any kind of manual industry much more readily than the child who is ignorant of drawing. To be able to draw is to be more sure of being able to earn a living now; before long, not to be able to draw will be as disgraceful as it now is not to be able to read and write. It will be an evidence of inferiority." These words are taken from one of the most remarkable official publications which has ever come under our notice. Some time since the United States Senate asked the Bureau of Education for all the information on high-art education which the Department had in its possession. Colonel I. Edwards Clarke has consequently prepared a special report on industrial and high-art education in the Republic, of which the first volume has just been issued. * * * It is a long series of admirably-written papers on every aspect of the question, interspersed with long quotations from English blue-books, and official and literary authorities such as are nowhere else to be found between a single pair of covers. Colonel Clarke's enthusiasm for his subject is unquenchable, and his industry and energy in getting together material for his report are boundless. Here is Haydon's melancholy story told to illustrate the early treatment of efforts to popularize art in England. Here, too, are the late Cardinal Wiseman's lecture on "The Artisan and the Artist," Lord Reay's address at the opening of the First International Conference on Education in London, in 1884, with the speeches of Mr. Lowell and Mr. Mundella in the debate which followed, together with the fullest available account of the movement and the resulting machinery for the promotion of science and art in England, and its complete history in the whole of the United States. Also we have the admirable lectures and reports of Prof. Walter Smith, of Bradford, who was for many years State Director of

Art Education in Massachusetts. The volume is, in fact, what the United States Senate asked for, "all information on the subject which the Department possesses," which turns out to be nearly all that exists. It is a complete armoury of unanswerable arguments for the artistic education of all the citizens of a democratic state. The volume, however, has a double interest for Englishmen. It is not merely that its pleas for art and industrial education apply to us, but that it suggests the question how our manufacturers will ever be able to compete with a population which receives this training if we neglect it. If it is true, as we fully believe it is, that in this one subject of drawing in the elementary schools a child who has learned it can be taught every kind of manual industry much more readily than one who has not learned it, how can our industrial population hope to hold its own against that of the great American cities in the competition for the trade of the world which is rapidly springing up? The men who try to starve our elementary schools, and to limit the teaching to the merely elementary subjects, may be allowing class prejudices to make them unconscious enemies of our prosperity. The popular objection to teaching drawing in the board schools is based on the idea that it is a mere ornamental accomplishment. It may, of course, be so treated and so used, but it is not as an accomplishment that it is taught free in American schools. * * * "No system of education is truly solid and sound and democratic," says an eminent American writer, "which does not make it possible for the child of superior merit, however poor, to mount the highest round of the educational ladder." This was the view of the late Mr. Forster when he introduced his endowed schools bill in 1869. He desired that a complete educational ladder should be erected, by means of which the children of working men, educated in the elementary schools, might pass on to the secondary or middle schools—middle-class schools, as they are ridiculously misnamed by the spirit of caste—and from there to the national universities. To the true spirit of a democratic commonwealth such as the United States, the child of the poor man has as much right to the training and development of all his faculties as the child of the rich man; and there are free schools for everything, that this right may not be denied. In his *Proposed Hints* for an 'Academy,' Benjamin Franklin classed drawing with writing and arithmetic as subjects necessary to all. It ranks with them because drawing is the language of form in every branch of industry, from the most simple to the most complex. It makes the workman more exact, more efficient, more useful in perhaps nine out of ten of our national industries. In the coming time of

universal competition it is the best taught, the best equipped, and the best trained population that will win in the great industrial race; and it is the best educated nation that will be able to hold its head the highest in a democratic and industrial world.—*Daily News (London, Eng.)*.

ENGLISH IN OUR COLLEGES.

NO college in the country, so far as I know, gives instruction on all matters included in the study of English in its widest sense. None provides the requisite facilities for a student who desires to master his mother tongue in its history as a language, in its completeness as a literature, and in its full scope as a means of expression with the pen and with the lips. This state of things is not, and has not been for many years, the case with Greek, Latin, or mathematics. It is no longer the case with many branches of natural science, with some of the modern languages, or with some of the most ancient ones. Why should it be so with English? Why should a man who wishes to know all that is to be known about the language he is going to use all his life be at a disadvantage in the pursuit of his favourite species of knowledge, as compared with him whose tastes lead him to regions into which only a few specialists are privileged to enter?

The question answers itself. There is every reason why every college in the country should do for English all that it does for its most favoured studies; and the time will come, or I greatly misread the signs of the future, when no American institution of learning can afford to economize in this direction. Now that learned men and learned bodies are, like clergymen and churches, no longer too far above the rest of the world to be weighed in the same scales in which other men and other bodies are weighed, and to be criticised with equal freedom, they can no longer apply the resources supplied by public or by private beneficence to the nourishment of hobby-horses whose bones are marrowless, in whose eyes there is either no speculation in the old sense of that word, or too much speculation in the modern sense. A college which is to live by the people must supply the education needed for the people, and for the leaders of the people; and what is so much needed as English? In these days of multifarious knowledge of intellectual activity in so many directions, there are many things of which a man may need know only the rudiments; but of English an educated man should know more than the rudiments, because—if for no other reason—everybody knows, or half-knows, or thinks he knows them; because everybody deems himself capable, not only of criticising the English of others, but

(Continued on page 1018.)

TORONTO:

THURSDAY, APRIL 7, 1887.

THE STUDY OF LITERATURE.

A VERY admirable address was recently given by Mr. Morley at the London Mansion House on this subject. The editor of the *Schoolmaster* in referring to it writes that it was so admirable in form and substance, so convincing by its sweet reasonableness and its generous enthusiasm that (though perhaps it gained weight from his being a man of affairs as well as a man of letters), all lovers of books must feel sorry at his having given up to party what was meant for the cultured and thoughtful, wherever English is spoken. Literature, when her old lover quitted her for politics, might well say to him, "Is it well to wish thee happy—having known me—to decline to a range of lower feelings and a narrower heart than mine?" Her ways are ways of pleasantness and all her paths are peace, and he who formerly trod them seems to look back with something of regret from the "field where action is one long second-best and where the choice constantly lies between two blunders." Mr. Morley's plea for greater and more serious attention to literature is very opportune. Mr. Herbert Spencer claims that science is the ball and end-all of education; others speak as if technical education, and others, again, as if manual training were the one thing needful. Scientific, technical, and manual instruction are, doubtless, important and useful; but when their advocates demand that room should be made for them by the exclusion of literature, it is time to make a protest. In a complete and well-ordered course of education the four should go on side by side; the powers of observation and of induction should be cultivated by the study of science; technical and manual teaching should show the application of principles to the arts of daily life, and develop correctness of eye and deftness of hand; while literature should refine the thoughts, elevate the feelings, and purify the whole moral nature. Though the circumstances under which Mr. Morley was speaking led him to say much of the worth of one of these branches, he did not attempt to undervalue the other three. "We shall never," he said, "hold our industrial pre-eminence and all that hangs upon it, unless we push on scientific, technical, and commercial education with all our might;"

but in cultivating literature, we shall be "developing that side of us which gives ability and substance to character, and gives to us all the ideas that we hold to-day, and further adds a solid backing of precedent and experience."

It is pleasing to notice that he clearly distinguishes between reading for profit and reading for amusement. Excluding works of a vicious tendency (which are comparatively very few, after all), reading is a perfectly harmless amusement, and the most serious students sometimes seek in light literature rest for their minds and refreshment for their faculties. Mr. Morley calls himself a "voracious reader of fiction," and Macaulay nearly knew by heart, not only the masterpieces of Fielding, Smollett, Richardson, Miss Burney, and Jane Austen, but, the silly stories of Mrs. Meeke and Mrs. Kitty Cuthbertson. Still, to read novels in the intervals of arduous work is one thing; to read nothing but novels is quite another. Sweets come in agreeably enough after the more solid and nourishing parts of a dinner; but to a healthy appetite a meal of sweets would be intolerable, and under such a diet no appetite could long remain healthy. Similarly, a perpetual indulgence in novel-reading destroys the taste for anything more serious or more satisfying, and, in the end, destroys the very capacity for distinguishing between good and bad. The most depressing fact in connection with the free libraries movement is the enormous demand of the readers for fiction. The figures which Mr. Morley gives show that three novels are borrowed for every book of any other kind; and any one using a free library can easily ascertain that the trash of the Meekes and Cuthbertsons of to-day is as much sought after as the works of Thackeray or George Eliot. A man who feels that a good book is (as Milton nobly expresses it) "the precious life-blood of a master spirit embalmed and treasured up on purpose to a life beyond life," cannot but grieve profoundly to think that with the fairest and richest regions of literature inviting them, a land flowing with milk and honey lying open to them, the majority should wander, and, what is worse, wander contentedly, in the wilderness all their lives. It is to be feared that there is no reclaiming a confirmed novel-reader; but, though a person eschew fiction, his reading may yet be unprofitable, because desultory, aimless or heed-

less. There has been of late much talk about the hundred best books, but it has been as idle as an average night's talk in the House of Commons. There are no hundred best books—perhaps there are not a dozen absolutely best, for it is with mental as with bodily food, and everyone would recognise the absurdity of trying to determine the hundred best articles of diet, when the value of each depends upon the conditions. If a list of best books could be made, it would be nearly as great folly for anyone to read through them all as it would be to take all the best medicines. Each mind has its natural affinities; each mind has some faculties which repay cultivation better than others. Sooner or later the conviction is borne home to every earnest student that there is a whole world of knowledge of which he must for ever remain ignorant. Feeling, therefore, that he cannot know even a little of many things, he resolves to know a great deal of a few things, his tastes and circumstances influencing the choice. Energy which is expended in many directions is hardly felt in any, but energy wisely concentrated produces useful results, and it is quite possible that a determination not to read certain books, avowedly good, may be a proof of sound judgment. Mr. Morley had something to say on how to read as well as on what to read. Here again much depends on the individual. Miss Martineau hardly read a page an hour. Dr. Johnson "tore the hearts out of books." He had a peculiar faculty of seizing at once what was valuable in a work without submitting to the labour of perusing it from beginning to end, and what he once seized he retained for ever. Macaulay, too, had an extraordinary faculty of assimilating printed matter. It is asserted that he read books more quickly than other people skimmed them, and skimmed them as fast as anyone else could turn the leaves. He seemed "to read through the skin, and what he once read he never forgot. But Johnsons and Macaulays are rare, and for the rest Mr. Morley recommends reading pen in hand. Bacon long ago said that "If a man write little he had need have a good memory," and there is no doubt that making notes and digests fixes attention on the essential parts, and thus helps one to keep a firm hold on them. Without such aids the thoughts of the author have (in the words of Robertson of Brighton) a tendency to run through the mind of the

reader, "a clear stream over unproductive gravel on which not even mosses grow."

From teachers Mr. Morley's advocacy of what is due to literature ought to obtain a grateful recognition. They furnish the key which unlocks the treasure-house of knowledge; and if their work come to a successful issue their pupils leave them with the skill and the desire to use the key. More might be done in stimulating the study of literature than has yet been done. A set of reading-books better calculated for the purpose than any yet in the market (good as these are in many other respects) seem possible. In the selection of school libraries and prizes also, books which are no books—"goody-goody" stories and other well-meant productions—might be made to give place to works of sterling value, of which, happily, there is no dearth. That elementary teachers should know and love literature is certainly not due to the system under which they are nurtured. It is almost incredible that the English Code allows a pupil-teacher to pass through his whole apprenticeship without requiring him to read a single English classic, and that he may enter college as ignorant of the writings of Shakespeare as of the writings of Confucius. At English colleges matters are little mended. It is true that two or three good works have to be studied there; but how are they to be studied? Chiefly as a collection of passages which may be set for the childish exercises of parsing and analysis, or the senseless exercise of paraphrasing. The students are not required to have a connected view of literature as a whole, so that the selected books stand out in meaningless isolation, like gems removed from their settings, a sentence torn from its context, or a square cut out of a picture. Well might Kingsley protest against the young being "taught to admire the laurels of Parnassus only after they have been clipped and pollarded like a Dutch shrubbery." This is not literature, but rather what Dean Colet scornfully called blotterature.

REVIEWS AND NOTICES OF BOOKS.

MR. WILLIAM MORRIS'S translation of the "Odyssey" will shortly be published.

T. Y. CROWELL & Co. are about issuing a new edition of Professor Ely's "Labour Movement in America," which will contain an index.

MR. SHAW-LEFEVRE has completed his book on the Irish question, "Peel and O'Connell," which will be published by Messrs. Kegan Paul, Trench & Co.

THE *Athenæum* states that Mr. Thomas Adolphus Trollope is writing his reminiscences of eminent men and women with whom he has been acquainted during a long and active life. This work, it is believed, will be published by Messrs. Bentley.

A NEW volume in the popular series, "Epochs of History," will shortly be issued by Messrs. Charles Scribner's Sons. It will be entitled "The Early Tudors, Henry VII. and VIII.," and will fill the place in the series between Edward III. and the age of Elizabeth.

"THE NATIONAL UNFINANCED SPEAKER," edited by Oliver E. Branch (Baker & Taylor), is an admirable compilation. So fine are the selected pieces, of every variety of character, that the book is an interesting one to have in the house and look over from time to time for bits of choice literature.

MR. MURRAY will publish in the course of the spring a work by Mr. Sydney Buxton, M.P. Mr. Buxton has combined with financial details a political history of the period, since 1860, thus making the work a political history of the finance of the last thirty years. The title will be "Finance and Politics since the Crimean War."

"FIRST WEEKS AT SCHOOL," by J. H. Stickney and S. C. Peabody (Ginn & Co.), is a nice little primer for the youngest readers, with short sentences and bright pictures. It is followed by Miss Stickney's "First Reader" and "Second Reader," in which the print is large and clear, the pictures pretty, and the aim of the selected texts to interest children in the story as well as in the reading lesson.

WE have already had occasion to praise more than once the excellent linguistic text-books of Adolphe Dreyfuss. His "Easy Lessons in French" (Appleton) is the best little book of the kind we know of. It is based on the right principle of no English when you are trying to learn French, and it is so arranged that the young pupil unconsciously imbibes the rules of grammar without learning them in set paragraphs.

"THE History of Pedagogy," by Gabriel Compayré, has been translated by W. H. Payne for D. C. Heath & Co. It is a valuable and interesting chronological record of the changes in theories and methods of education. An analytical summary at the end of each chapter brings out the salient points of each period, and an elaborate index enables one to refer to the changes in any special matter. Thus "Object-Lessons" may be traced back to Rabelais and on through Rousseau down to the very latest developments of the idea of which the germ existed so long ago.

GINN & Co. publish in book form six lectures on "School Hygiene" delivered to teachers in the public schools under the auspices of the Massachusetts Emergency and Hygiene Association. It comprises talks on heating and ventilation, the use and care of the eyes (especially important now that statistics show the great increase of near-sightedness), epidemics and disinfection, drainage, etc. One of the most interesting of the lectures is that by Dr. C. F. Folsom, on "The Relation of our Public School System to the Disorders of the Nervous System." While by no means denying that the schools are sometimes at fault in the

matter of over-driving, Dr. Folsom takes the ground that the greater part of the physical evil laid to the schools is in reality due to conditions entirely outside of them, and he asserts (what is undoubtedly true) that in very many cases the mental training has really lessened the danger instead of developing or increasing it.

ONE of the best Latin text-books we have seen for a long time is Prof. Francis W. Kelsey's "Caesar's Gallic War, with an Introduction, Notes, and Vocabulary." (Boston: John Allyn.) The book is exceedingly complete and scholarly, and embraces many features new and valuable to teachers. In four introductory essays Prof. Kelsey puts his students thoroughly *en rapport* with the facts of Caesar's life, the Roman art of war in Caesar's time, the theatre of the Gallic war (Gaul, Germany and Britain), and the dates and summarized contents of the "De Bello Gallico." Next follow the seven books of the volume, beautifully printed, divided into chapters, with head-lines, and critical lineation at the sides, and explained by 132 pages of notes. A valuable essay on the proper way to study Caesar is then followed by a bibliography of critical and textual helps to mastering the difficulties of the author. A chapter on "Idioms and Phrases" solves many a knot of idiomatic and phraseological difficulty peculiar to this writer, and a complete glossary, with the quantity of the words marked, concludes the book.—*The Critic*.

A PAPER by Dr. G. Stanley Hall, "How to Teach Reading, and What to Read in School," has been issued in the excellent series of Monographs on Education, published by D. C. Heath & Co. This series aims to present original papers unsuitable for magazine publication, and too brief to be issued in covers; and it has already shown that it has a place. Dr. Hall's essay is very broad, and newly illustrates the fact that contemporary discussions on elementary education must really touch upon a hundred questions in ethnology, ethics and social science. Its forty pithy pages are worth reading by thoughtful teachers, but will convey few ideas to the minds of superficial or pedantic instructors. In the same firm's Educational Classics, we have "Habit in Education," from the German of Dr. Paul Radstock, by F. A. Caspari, with an introduction by the author of the monograph on Reading. The work is rather a compilation of opinions from a great many writers than an original treatise, but perhaps is all the better for that reason. Its aim is to show the importance of habit as an aid to education—which, indeed, according to Rousseau, is nothing but the formation of habits. Habit saves power, increases power, lessens the narrowness of knowledge, strengthens the memory, and enlarges the mental capacity. Its influence upon the intellect and the will is well brought out by the author, who, after elucidating the general subject, devotes a chapter to special habits—cleanliness, punctuality, neatness, etc. Yet he is careful, in conclusion, to admit that habituation, when carried to the extreme, is injurious. It may narrow the mental scope, weaken the will and enervate the feelings. While in some places too abstruse and technical for the ordinary educator, the volume contains much that a progressive teacher will be glad to know, and prompt to utilize.—*The Critic*.

(Continued from page 1015.)

also of writing good English himself. Therefore, educated men should know enough to be able to protect pure English against the numerous foes that beset it on every side in these days of free speech and a free press. *Noblesse oblige.* Superior advantages bind those who have enjoyed them to superior achievement in the things in which self-taught men are their competitors, as well as in the work of scholarship.—*Prof. A. S. Hill, in Scribner's Magazine for April.*

SINS OF OMISSION.

THE mistake of many earnest reformers has been in attempting to put the State in the place of the parent—society in the province of home. It had been thought more rational to limit liquor selling than to so train boys that they would not want liquor—a better philosophy to curb the supply than to kill the demand.

For example, farm life has been in general left so rude and barren that the young have sought their vocation elsewhere, in the midst of temptations. Home life in towns has been too often conducted without reference to the innate and innocent desire of folks for recreation, but the boys have drifted out upon the streets and into taverns and bad companionship, when they might and should have been finding their enjoyment at home. Too busy fathers and too weary mothers, and too careless sisters are the ruin of many a promising lad. "You must not!" from the father, and "You ought not!" from the mother, have been relied on to keep him from evil ways, while he was left to himself for entertainment. And so, instead of playing with his sister or with his father at home, the boy has played over a mug of beer with some mates after the shop was shut up.

Most lads would prefer a cosy sitting room at home, where they were at liberty to bring their companions for innocent games or cheerful music, to a rendezvous in a tavern. But with a home that is all command and no concessions, all preaching and no pleasure, all duty and no fun—a dull, treadmill, old-folks sort of place—it is a matter for deep regret, but not of wonderment, that the boys drift away from it. Keep hold of your children if you would save them, parents. And remember that the real forces are those of love, expressed not in care merely, but in sympathy, co-operation, participation, and real companionship.—*Ex.*

EDUCATING THE GIRLS.

PROPER training is the great *crux* of female education; for, unless this most material matter be attended to, there can be no doubt that the acquisition of learning will only superinduce conceit, affectation, blue-stock-ingism, and utter uselessness in home duties.

Hence it is that in these days of "higher education," as the phrase goes, so many girls are found exhibiting the unpleasant features of flippancy of manner and self-sufficiency. Their training has been neglected by their teachers, who have never taught them what the real object of education is. On the other hand, we find, too, girls of extensive and accurate information, well instructed in accomplishments, with a modest deportment and who can readily turn their hands to household work if necessary, and such we perceive to have been properly trained. Such girls, however, form a minority, we are sorry to say, and we conclude, therefore, that the good trainers are also a minority. The fact is, judging from what one sees around us, the "higher education" of girls, as generally understood nowadays, has for its aim the mere ability to show off in society and to exhibit a superiority over other people. No doubt the ambition to excel is a laudable and very proper sentiment, but it is too plainly perceptible that nine girls out of ten who can sing or play well will do so not so much for the amusement of a company as for the display of their supposed ability. We believe that in most schools the daily routine of duties is carried on in machine fashion. The pupils fall to their books, their music exercises, etc., at certain hours, and so go on day after day without any words from their teachers as to what is the great end of all their exertions for the acquisition of knowledge. Thus heart becomes sacrificed to intellect, and true education is confounded with the attainment of mere book learning and showy accomplishments. We are not advocating the two-pence-a-week-for-manners style of training girls, but we do think that a little more should be done for their tone of mind than is done in so many schools. Without such tone "higher education" will simply be worse than nothing, at best "splendid ignorance," fitting its possessor to be neither a useful wife nor a really agreeable member of society. It is to this attempt to "educate" the intellect without training the mind—or, rather, perhaps, the neglect to unite the two courses—that we must attribute some portion of that outcry raised at intervals about the lack of girls in the upper and middle classes likely to make good wives. We are told that they can do anything but manage a household, and this—which is, unhappily, a too patent fact—is, forsooth, laid to the door of "higher education"! We, however, do not hesitate to assign a different cause—that already indicated; and we venture respectfully also to think that those who have the instruction and bringing up of girls intrusted to them will do well to frequently bestow some portion of their attention on the minds as well as the intellects of those girls.—*The Queen.*

Methods and Illustrations

ON WORD TEACHING.

WORDS originate in the necessity or inclination of a human being to express his thoughts to another, and language grows as ideas accumulate and thoughts seek expression. The first ideas grasped by the mind in a primitive condition of society are necessarily those having correspondences directly apprehensible through the senses, and to the terms invented to represent these simple ideas are gradually added others as advancement renders them necessary. Many of the ideas indicated by the terms or words subsequently introduced are, of course, as simple as those which preceded them, while others grow out of subtle relations, properties, etc., not perceived or regarded during the former period, even if the subject with which they are connected had received consideration and been dignified with a name.

Generally speaking, the words of a language, particularly those added to the primitive stock, come from various sources. Many of them spring up spontaneously, as it were, as soon as there is a demand for them, but frequently the greater number of them are appropriated, generally modified or compounded, from other languages. The grand structure of modern English, while it has grown from the Anglo-Saxon as a nucleus, is composed in the main of an accretion from the Latin, Greek, German, French, and other languages.

The mania that prevails for everything foreign extends itself to our language, and has tended to diminish the Anglo-Saxon element far beyond the limit of necessity or prudence. All along the line foreign invaders have been driving out simple and concise terms previously in use, and whose places, in many instances, they fill very badly. Let the shades of "invit" (conscience) and many others that have long since passed out of use, bear witness to this fact.

A very effective method of getting at the meaning of many of the words of the language, consists in tearing them apart and considering the simple forms of which they are composed. The mastery of a few of these forms or roots will serve as a key to the meaning of a great many words, and thus save much time and labor both to teacher and pupils. Take, for instance, the following roots: *tele*, far off; *graphs*, to write; *scopos*, to view; *logos*, a discourse; *geos*, the earth; *cosmos*, order (the universe); *micros*, small; *phona*, a sound; *metros*, a measure. By combining these simple forms we get telegraph, telegraphy, telegrapher, telegraphic, telescope, telescopic, telescopicist, telescopic, telephone, telephonic, phonograph, phonography, phonographer, pho-

nographic, phonetic, phonic, microscope, microscopy, microscopist, microscopic, microcosm, microcosmic, cosmography, cosmographer, cosmology, cosmologist, cosmologic, phonology, phonologist, phonologic, geography, geographer, geographic, geology, geologist, geological, geometry, geometrician, geometrical, graphic, metrical, and many other derived forms.

The prefixes *dis, un, pre, ante, anti, post, in, re,* etc., may also be used to an excellent advantage by treating them in a similar manner and observing the influence they exert in the words in which they are found. The terminations *ous, ful,* etc., may be similarly treated.

Having determined the meaning of a word, care must be taken to see that in using it this meaning is not perverted and the actual power of the word abused by an attempt to extort from it a meaning that it is not capable of conveying. Many writers and speakers persist in misusing words, and it is a duty of the teacher to do his utmost to counteract the influence they exert toward establishing their misusage. Here are a few words commonly misused in the newspapers and elsewhere: "transpire" for happen, "executed" for hung, "balance" for remainder, "depot" for station, "observe" for said, "locate" for settle, "decimate" for thin out, "ovation" for enthusiastic cheering, "section" for region, "relation" for kinsman, "humanitarian" for humane, "expect" for think, "evacuate" for go away, "couple" for two, "citizen" for person, "caption" for heading, "bountiful" for abundant, "antecedents" for record or past, "avocations" for vocations, and so on, besides erroneous forms of verbs, pronouns, etc., etc.

Many mere combinations of letters passing into the guise of words also need attention and "stabbing." I give a few of them: "enthused," "orates," "practitioner," "resurrected," "standpoint," "helpmeet," etc. On a par with these may be placed the slang and cant phrases in common use.

It is interesting, too, to notice the change of meaning that has taken place in many of the words we use. *Prophet* once meant what we now call a "rhapsodist"; a *demagogue* was formerly a great "party leader"; a *tyrant* was one who attained power by unlawful means, regardless of the manner in which he afterwards exercised the power; the *metropolis* meant the home government or seat of power, considered apart from the province held in subjection. This subversion is the natural result of looseness or carelessness in the use of words, and will continue until they are confined strictly to the ideas of which they are the symbols. Words frequently become subverted in meaning by substituting them indiscriminately for their synonyms. Hardly any two words in the language express exactly the same idea,

and the teacher may do much good by having his pupils observe the difference in meaning. Let the words in each of the following groups be defined with this object in view: dislike, hate, despise, abhor, detest, loathe; remember, recollect; arrogant, insolent, presumptuous; interpose, interfere; illiterate, ignorant, unlearned, etc., etc.

But, aside from the ideas immediately conveyed by words, many of them have another and deeper meaning that may be studied with pleasure and profit, as they indicate the social condition of the nation in whose language they have done duty and sometimes afford a key to the nation's history. The discovery that the ancestors of the people of Rome, Greece, Scandinavia, and India must have used the same word to designate the Supreme Ruler goes far toward proving that these widely scattered nations had a common origin. Again, the fact narrated by Robert Moffatt that the Bechuanas of South Africa had dropped the word "Morimo" (the only one they had to designate the Supreme Being) from their language, is by no means insignificant. Or let us take some of our own words in every day use. Here are a few from the Anglo-Saxon stock: deer, sheep, ox, calf, swine. Compare these words with the following Norman words: venison, mutton, beef, veal, pork. Have we not here evidence of itself sufficient to prove that there was a Norman Conquest? The invaders gave names to the prepared food they used, while the Saxons, the conquered people, compelled to tend the flocks and perform the rough labour, naturally confined their vocabulary to the limits of their surroundings in their hard life. Or again, suppose we take a list of words like these: murder, kill, war, assassinate, stab, slay, manslaughter, matricide, fratricide, parricide, regicide, homicide, etc., every one of them red with human blood. Do we not read through them a terrible story of crime and suffering that render their existence necessary? It is pleasant to contemplate the other side of the subject and to know that peace, love, hope, goodness, honour, uprightness, happiness, home, brother, sister, parent, father, mother, friend, virtue, etc., are also to be found in the dictionary.

Many words, too, are full of poetry. Of this class, saying nothing of proper names, are capricious, desultory, tribulation, smattering, halcyon, etc., each a poem in itself.

There are words also, many of them, whose sound indicates their meaning. Witness rough, smooth, rumbling, thunder, flying, rippling, roar, thump, slap, drum, fife, whistle, quick, slow, etc. A person recognizes the appropriateness of these words so readily that he feels sure that each idea suggested the particular sign that represented it and that it could be properly represented by no other. The word "horses" might be ap-

plied to "cows," and the word "cows" to "horses" without any serious consequence, but if the word "fife" were applied to a "drum" and "drum" to a "fife," the whole English speaking people would unite in declaring each of the terms a misnomer.

I have endeavoured in this article merely to suggest the means of creating an interest in the study of words, and have done no more than simply to touch the points which I believe merit special attention.—*Indiana School Journal.*

AN EXERCISE FOR DICTATION.

THE moneys usually granted being found insufficient, an advisory council was formed with a view to the abridgment of portions of the work.

The coalescence of ingredients, although perfectly innocuous when separate, often forms a most deleterious compound.

Had I more leisure I would relate a few of the fallacious reports circulated by that wilful, bibacious, and, I might say, vicious cobbler.

The felicitous result of both hymeneal alliances is most noticeable.

The hall is small, the only ventilation is through the chimneys, and the acoustic properties are very defective.

In the secrecy of his chambers he pretended to be applying himself to pharmacy, while in reality he was studying hypocrisy, and heresy, in order to gain the supremacy. Notwithstanding his strategy, the stratagem failed.

The expense of the diamond aigrette worn by the Sibyl, as well as her airiness of manner, called forth much comment.

He was more skilful in curing bilious catarrh, and phthisic, than crysipelas or diphtheria.

The gipsy sent her niece to the beach for a seine, but the stupid damsel brought a sieve instead.

Whether are you dyeing your polonaise, a yellow tansy colour, or a vermilion red?

J. H. T.

ANY method is wrong which excludes the pupils from active participation. They should have something to look up, to enquire about, to read and study. Even beginners in geography who are taught orally, shown pictures, and taken on imaginary journeys, should have something to learn, to remember, and to recite. If not given in the textbooks in the best form, or if these are wanting, sentences should be written on the blackboard or dictated to the pupils, and these should be committed to memory, or the substance of them learned and recited. Recitation is an important part of the process of acquiring an education.—*American Teacher.*

A LANGUAGE LESSON.

THERE are teachers who think everything must be taught by rote and rule. They are apt to forget the great educational force of habit and example. One day, writes a school superintendent, I attached the following words to one of my examination questions: "Give the answer in the form of a letter." The teacher protested, saying the pupils had not been taught to write letters yet. It was unjust to ask this. "And when will they be taught letter-writing?" I inquired. Answer: "Why, letter-writing is one of the special features of the language course in the C Intermediate grade." "Then I must understand that you interpret the course to say, that below that grade no letter-writing is to be done, and that you attribute to the author of that course so much short-sightedness as to think that only the pupils who reach the sixth year of school should at all be taught to write letters? What will the great number of pupils do who leave school before they reach the C Intermediate? Will not they swell the great mass of ignorance, or, as they are properly called, the great army of the unwashed? Remember that we have frequently occasion to deplore, in order not to use the term ridicule, the execrable notes sent to us by many parents of our pupils, faulty in form, in spelling, in expression, in logic, in all and everything, and would you then doubt the necessity of early training in letter-writing?"

Of course the teacher was sensible enough to admit the necessity. And now we devised a plan of making the exercise of letter-writing as little labourious as could be done. We agreed to do this: To put a letter on the board (and leave it there for several days), perfect in form as regards date, heading, paragraphing, and signature. This was to be copied by the pupils, frequently, on slate or paper. After a few days one or more particulars of the letter should be changed so that the truth impressed itself upon the child's mind, that whatever the contents of the letter might be, its form remained the same.

More than one half of what the child gains in school is gained by habit and example. If such a standard form as suggested were exhibited, our children would not enter the high school unable to write a simple note or letter. To be able to write letters is one of the requisites of a business man, in fine, no man or woman, however humble his or her station in life, should be left unacquainted with business forms. The example set by this one teacher has had good results. It was soon followed by other teachers, and at present letter-writing is practised at intervals in all the grades of our schools above the lowest primary grades. It is another illustration of the ancient saying, "*Non scholæ set vitæ discendum est.*"—*Common School Education.*

GOOD LITERATURE.

WE give below a list of subjects suggested by W. H. Harris, LL.D., as representative types of good literature, which may be useful to teachers. Leisure evenings could not well be better employed than in their perusal, which would give the reader a taste for what is valuable and profitable in reading, and an impulse to attack longer works:—1. Wordsworth's ode, "Intimations of Immortality," styled by Emerson the high-water mark of modern English poetry. 2. Carlyle's translation of Richter's "Dream"; given at the close of his essay, "Jean Paul Richter Again." Its content is the protest of the heart against Atheism or pantheism. 3. "The Tale." Translated by Carlyle from Goethe, with notes indicating its purport; an adumbration of the evolution of ideas in modern history. The reader will be interested to read another interesting interpretation of this fairy story in Dr. Hedge's "Hours with German Classics." 4. "Sacontala," translated from Kalidasa, the East Indian poet, by Sir William Jones (published in his complete works and also separately). This translation is livelier and easier to follow than the more recent ones, which surpass it in accuracy. 5. Chapter on "Natural Supernaturalism" in Carlyle's "Sartor Resartus." 6. Emerson's poems on "The Test" and "The Solution." 7. "The Fall of the House of Usher," by Edgar A. Poe. This sensational piece by way of variety; it contains, under a thin veil, Poe's autobiographical portraiture, which is again reflected entire in the poem, "The Haunted Palace." 8. "Odin," from Carlyle's "Hero-Worship." 9. "The Prose Edda," as given in Mallat's "Northern Antiquities." 10. Coleridge's "Ancient Mariner." 11 and 12. Chapters on "An Incident in Modern History," and on "Symbols," from Carlyle's "Sartor Resartus." 13. Cousin's "History of Modern Philosophy," first ten chapters, being an introduction to the study of philosophy. 14. Carlyle's essay on "The Niebelungen Lied," in his "Miscellaneous Writings." 15. Longfellow's translation of Shelling's "Essay on Dante's Divina Comedia." 16. "The Hero as Poet," Carlyle's "Hero Worship." 17. "Novalis," Carlyle's "Miscellaneous Writings." 18. "The Obsequies of Mignon," from "Wilhelm Meister's Apprenticeship." 19. The first part of Fichte's "Destination of Man," Hedge's "German Prose Writers." 20. "The Pedagogical Province," Wilhelm Meister's Travels." 21. Chapters on "The Everlasting No," "The Centre of Indifference," and "The Everlasting Yea," from Carlyle's "Sartor Resartus." 22. Calderon's "World Theatre." See Trench's analysis and partial translation. 23. Emerson's poem, "The Problem." 24. Tennyson's "In Memoriam." 25. Ruskin's "Crown of Wild Olives."

Educational Intelligence.

THE WINNIPEG NORMAL SCHOOL.

THE session of the first and second classes closed on the 18th of March, and out of the number attending twenty-eight students received certificates. Positions were found for all those desiring to obtain them at salaries ranging from \$40 per month upwards.

The six weeks' session of the third class commenced on the 21st, and is conducted by Principal Goggin, assisted by three critics. The class is twice as large as was expected, numbering one hundred members, and is divided into two parts, one of which attends Mr. Goggin's lectures, whilst the other half visits the various city schools with the critics for the purpose of observing the practical working of class teaching. Not more than two pupils are allowed in any one class-room at the same time, so that the lessons may not be disturbed, and it is conceded that so far from the system proving an obstruction or interference, it has a beneficial effect, putting the teachers and scholars upon their mettle. The present is the largest session of the Normal School ever held, and is due to the desire of many of the students desiring to be ready to take schools by May next. Mr. Goggin has received a large number of applications from school trustees all over the province, asking for trained students, as many as fifteen letters per day having been received, and the names of the board secretaries and other information covers five blackboards in the school-room. The salaries offered range from \$35 to \$45 per month. Mr. Goggin states that in order to avoid undue pressure upon time, and inconvenience to school trustees, the session will be held earlier next year, and the supply of trained pupils will then be equal to the demand.

CALGARY school district proposes to borrow \$3,000.

STRATFORD is going to build a new \$10,000 ward school.

SHELBURNE people are enlarging their public school accommodation.

MISS MURRAY, school teacher, second department, Odessa, has resigned.

A NEW school house will be erected at Tilbury Centre during the coming summer.

THE annual meeting of the Lennox and Addington Teachers' Association will be held in Napanee on the 21st and 22nd of April.

A NEWSPAPER called the *Lantern* and published by the High School Literary Society, and edited by Miss Stork, has appeared in Altonite.

MR. A. B. McCALLUM, M.A., of Listowel, was lately presented by the high school pupils with an address and a handsome piece of silverware.

MR. W. S. COPELAND, of Oxford County, was recently appointed by the Minister as substitute in the model school during the absence of Mr. McLurg, teacher 3rd division, boys. This is no small mark of distinction for Mr. Copeland.

MR. J. McNABB, formerly teacher of Jarratt's Corners School, is in poor health, and has gone to Orillia, accompanied by his brother, Mr. A. Nabb, who was attending Toronto University. The latter will pursue his studies at Orillia High School for the present, in order to be near his brother.

THIRTY-SEVEN students now in attendance at the Brandon schools announce their intention to attend the session of the normal school commencing there on May 1st. This number will be largely augmented by students from the surrounding country. The students would prefer to have the session commencing March 15th, held at Brandon instead of Winnipeg; but as the present session will slightly overlap the March session, this will be impracticable.

"THE Whitby school boys had a holiday lately, Mr. Brown having taken the day to visit Whitevale school. He reports that school in good condition, and thinks he can go to work with renewed vigour, after his visit. It would be great encouragement of the teacher if parents were to visit the school more frequently; it would help him, in a degree, from falling into a jig-jog routine, and from narrowing down to the old ruts so many teachers fall into. Come parents, stir yourselves, and do your duty!" So says a Whitby exchange.

"AT the school meeting in Leeds, just west of Gananoque, two of the trustees, Messrs. Simon Ferguson and Albert Cowan got into a heated discussion over the question of hiring a teacher. From words they came to blows, and despite the efforts of the electors present, who tried to keep them apart, they had a rough and tumble fight over the benches and on the floor. After mauling and cutting each other till both had disfigured faces, they resumed the argument in a more friendly manner."—*Smith's Falls Independent*.

QUINN ROUNDS, a school teacher two miles north of Crystal, Mich., has had his certificate revoked because of being too free with his young lady pupils. The trustees of the school prefer 27 charges against him. In one case he was taken to Greenville to answer, but it is reported the case has been settled. In an interview with a reporter Rounds did not deny the reports, but treated the matter as a huge joke, saying he "was only in fun." Rounds was formerly a newspaper man in Lyons, Michigan.—*Ex.*

A REGULAR meeting of the Napanee School Board was held in the council chamber on Tuesday evening, 5th ult. Miss Grange's salary was increased from \$200 to \$250, from January 1st, 1887, to date. Mr. Webster asked for information in reference to the substitute provided by Mr. M. F. Libby during his leave of absence. Moved by Mr. McCay, seconded by Mr. Webster, that the secretary write Mr. M. F. Libby, at Cobourg, and ascertain his intention as to resuming his position at the high school on May 1st, and if not advertise for a suitable teacher. Carried.

A LARGE deputation of the Baptist Church and educational authorities lately waited upon Premier Mowat in support of the legislation asked for to

give university powers to McMaster Hall, Toronto, and Woodstock College, under the incorporate name of McMaster University. The denominational deputation was augmented by a delegation appointed at a meeting of the friends of the Woodstock College, held in Dr. Springer's office. The gentlemen selected were: John White, President Board of Trade; John M. Grant, Registrar Patullo, and Jas. Sutherland, M.P.

THE following is from the *London Advertiser*: The Tory trustees of No. 8 S. S., Adelaide, have, by their bigotry and intolerance, driven from the section one of the best school teachers in West Middlesex, Mr. Jas. Sutherland, but before leaving the people of the neighbourhood turned out *en masse*, and honoured him with a rousing "send off." He was presented with an address, a gold watch and chain, and a handsome Bible. The leading residents of the locality congratulated Mr. Sutherland on his praiseworthy course and success, and Inspector Carson, who was also present, greatly regretted the loss the school was sustaining. The action of the trustees regarding the Scripture readings has been fittingly denounced.

WHEN we talk of "spread-eagleism" we are generally thinking of the United States, but the real spread-eagleism is that, not of the American Republic, but of the Russian Empire. The Russians habitually talk of the time when they will be masters of the whole world; and if, instead of writing the facts of our time, I were tempted to prophesy concerning the next century, I should have to admit that, if we exclude America and Australia, and confine our thoughts to the Old World alone, it is at least conceivable that their dream should one day come true. The only foreigner who is known to the Russian peasantry is the German, and the name for German and for foreigner with the peasant is the same, and the hatred of the "dumb men," as they call their German neighbours, is intense.—*The Fortnightly Review*.

AT the last meeting of the Mitchell Public School Board, Miss Mabel Davis' resignation of her position as teacher in the 5th department was laid before the board, and on motion of I. Hord, seconded by W. Thomson, was accepted. Moved by I. Hord, seconded by Dr. Hurlburt, that Miss Morter be promoted to the 5th department, and that Miss Mary Davis be promoted to the 6th department, with an increase on her present salary of \$25. Carried. Moved by Dr. Hurlburt, seconded by R. W. Keeler, that the secretary communicate with the public school inspector, Mr. Alexander, for a suitable teacher for the 7th department. Carried. Moved by I. Hord, seconded by W. Thomson, that in the event of the inspector not being able to provide a teacher, the secretary is to advertise for one, applications to be received up to the 23rd of March. Carried.

THE Senate of the University of London has lately had under consideration two very important questions which have been forced upon its notice, the first dealing with modifications of the Matriculation Examinations, and the second with the enlargement of the powers of the university, so as to meet the needs of the metropolis for a Teaching University. In connection with the first of these questions the Senate has most carefully and thoroughly considered the various proposals which have been made. The

Senate is in favour of giving greater latitude of choice as regards the subjects for matriculation. The changes about to be made will tend to lighten the strain of this examination; for instance, a candidate strong in Languages will be allowed to take less Science than at present, and one strong in Science will be allowed to offer two Languages instead of three.

THE appointment of Mr. E. H. Sinon to a position in the civil service, caused a vacancy in the teaching staff of the Brantford Collegiate Institute, which has been filled by the appointment of Miss May B. Bald, B.A., of Toronto. The selection was made by the Educational Committee of the Collegiate Institute Board. Miss Bald comes, says an exchange, with exceedingly flattering testimonials. She is a graduate of Toronto University, with undoubted teaching ability, and may be expected to exert a strong influence with the large class of young ladies who attend the Institute, in stimulating them to strive for higher intellectual attainments. Mr. Sinon was one of the best teachers in the Institute, and his place will be a difficult one to fill, yet every confidence is felt in the new appointee, and the interests of the institute are not at all likely to suffer in her fair hands. There were nine applicants for the position, eight of them of the male persuasion.

THE corporation of the Massachusetts Institute of Technology in a memorial to the Legislature state that the Society of Arts is in a flourishing condition, that 3,119 persons have thus far been regularly registered as students of the School of Industrial Science, that the Lowell School of Design has thus far had enrolled 663 students, that the School of Mechanic Arts has been patronized by 415 students, that the number of students has increased from 188 in 1878 to 637 in 1886, and that the financial condition of the school was one of painful stringency, the financial aid received from the grant of public money or lands not sufficient to enable the school to attain its utmost usefulness, and the annual avails of all the invested funds being but between \$21,000 and \$22,000, two-fifths of the sum being absorbed by payments of interest on outstanding indebtedness. The memorialists ask the legislature to appropriate \$200,000 for the further endowment of the school.

THE curious old fashion by which a new Master of Trinity is "admitted" has been gone through in the case of Dr. Butler. The "admission" is literal, as well as symbolical. Dr. Butler arrived on a set day in a cab, and found the college gates closed. This was unusual, but perhaps Dr. Butler had been coached up beforehand in his part. At any rate, without apparent disconcertment, he knocked calmly. To him the porter opened, and asked his business. "I am the new master," quoth Dr. Butler, giving Cerberus his letters patent. With much incredulity the latter took the letters, and again closed the great door. The Fellows chanced to be assembled in the Combination Room—by accident, of course—when to them enters the incredulous porter. They march out two and two to receive him, and the gate is again opened in order that he may be viewed. The Fellows, being apparently satisfied, "admit" the new master, and conduct him to the chapel, where a short service is read, and Trinity is no longer masterless. That is how it is done.

Examination Papers.

COUNTY CARLETON PROMOTION EXAMINATION.

DECEMBER, 1886.

ENTRANCE TO FOURTH CLASS.

ARITHMETIC.

1. WRITE in words the following numbers:
30040, 1003756, 943762.
2. Find the value of 16 sacks of corn each weighing 133 lbs., at 48 cents a bushel. (A bushel = 56 lbs.)
3. A ship sails for 6 weeks, 3 days, and 5 hours at the rate of 13 miles an hour; how far has she gone?
4. Reduce 158.40 feet to miles.
5. Three men are employed to cut wood at 60 cents a cord; how long will it take them to earn \$90, if each man cuts two cords a day?
6. Find the H.C.F. and L.C.M. of 84, 168 and 436.
7. What change should be returned from a \$10 bill given in payment of $18\frac{1}{4}$ yards of cloth at 40 cents a yard?
8. Find the amount of the following bill: $12\frac{1}{2}$ yards at 18 cents a yard, 8 yards at $37\frac{1}{2}$ cents a yard, $6\frac{3}{4}$ yards at 28 cents a yard, and 27 yards at $33\frac{1}{3}$ cents a yard.
9. A barrel containing 360 apples is bought for \$3.25. If the apples are retailed out at the rate of three apples for 5 cents, how much is gained by the transaction?
10. Multiply 300040 by 20060, and test the accuracy of the work by dividing the product by the multiplier.

GEOGRAPHY.

1. Define—Isthmus, Cape, Volcano, Bay, Lake, Channel.
2. What two hemispheres have you studied? Name the grand divisions of land in each.
3. Where are the following islands—Vancouver, Cuba, Prince Edward, Manitoulin, Calumet?
4. Where are the following lakes—St. Clair, Nipissing, Muskoka, Ontario, Rainy?
5. Into what do the following rivers flow—St. Lawrence, Mississippi, Ottawa, Rideau, Maitland?
6. What counties of Ontario border on the Ottawa river? Name their county towns.
7. What counties border on the St. Lawrence? Name their county towns.
8. Name the provinces of the Dominion of Canada, and give their capitals.
9. Where are—the Rocky Mountains, the Alleghany Mountains, the Gulf of Mexico, the Isthmus of Darien, the Bermuda Islands?
10. What pursuits do the people of Ontario generally follow?

GRAMMAR.

- “When Night with wings of starry gloom,
O’ershadows all the earth and skies,
Like some dark beautiful bird, whose plume
Is sparkling with unnumbered eyes—
The sacred gloom, those fires divine,
So grand, so countless, Lord! are thine.”
1. How do you know the noun from the other parts of speech? How do you know its number and gender.

2. Write out the nouns in the above stanza, giving their number and gender.
3. How do you know the verb from the other parts of speech? How do you know whether it is transitive or intransitive?
4. Write out the verbs in the foregoing stanza, distinguishing between transitive and intransitive.
5. What is an adjective, an adverb, a pronoun?
6. Write out in separate columns the adjectives, adverbs, and pronouns in the above stanza.
7. State in what case each of the following words is used in the above, giving reasons for your answer—Night, wings, earth, whose, thine.
8. Attach a predicate to each of the following subjects:
The thermometer—;
A cloudy morning—;
The beasts that roam over the plain—.
Attach an enlarged subject to each of the following predicates:
—sends forth flame, smoke, and ashes;
—is called an isthmus;
—reads with expression;
—have entered the farm yard.
10. Divide into subject and predicate:—
The old man’s story amused me very much.
In what province of the Dominion do you reside.
The largest boy in the room was punished.

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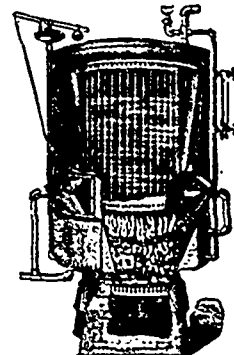
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