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The Educational Weekly,

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TORONTO, MARCH 11, 1886.

To an intelligent observer of the growth and character of the educational methods and systems of the present day one distinguishing feature will, we think, very soon be apparent—the preponderance of theory. The thirst for theory seems unquenchable. There are evidences of it on all sides. Teachers cry out for new theories with the hope that these will aid them in their daily duties; senates, boards, associations, discuss them *ad nauseam*; and educational journals are filled to overflowing with them.

And these theories take on all sorts of shapes; now in the form of moral disquisition, at another time of minute and intricate psychological analyses—as valueless often as they are minute and intricate. As examples of the description of theories of the first kind the following may be taken, culled at hap-hazard from the

pages of different educational periodicals:—

“Teacher, do you love the human race? Do you aim to do the work of the local philanthropist? If so, look beyond the school-room. See in your pupils future men and women. Do not, for God’s sake, do not aim only to prepare them to answer set questions,” etc., etc.

“A desire for knowledge always precedes knowledge.”

“All culture is self-culture. Any young person with good health and ambition can make a success of life.”

“An ounce of grit is worth more to a student than a pound of royal blood.”

“Worth, not wealth, determines the standing of a student in school.”

“The object of the teacher should be to develop character. There is nothing nobler on earth than a true man or a true woman.”

And so forth, and so on, through countless pages. These are admirable maxims certainly, and contain much strong meat—so strong that a very little goes a very long way. Any one of them properly “chewed and digested,” to use the words of Francis Bacon, would suffice for a lifetime, and would transform the most inefficient of schoolmasters into an ideal guide and instructor of youth.

The question is, Are they of real practical value? Are we doing right in writing, in reading, and in letting our minds wander on such, undoubtedly good, but as undoubtedly visionary, theories? Would there not accrue to each of us very much more benefit if we quietly set ourselves to doing the small routine of duties that have each day to be done? True, if we “love the human race” we shall in all probability make better masters and mistresses. But it would be an interesting calculation to discover how many columns of exhortations to philanthropy it would require to bring about this so much-to-be-desired a consummation.

The evil which this preponderating attention given to mere theory brings

about, it appears to us, is a proportionate disregard of practice, of earnest, zealous, every day work. “But,” perhaps we shall be told, “it is by means of these beautiful moral axioms that we are nerved to our every day work.” This is not altogether deniable, certainly. By occasionally diverting our minds from mere routine and engaging in quiet meditation moral strength may be—let us say, recuperated. But to properly increase that strength the surest way is to use it.

So much for theories of the moral disquisition type. Theories of the psychological type are, we hold, for young teachers equally valueless. No doubt a correct system of tuition is based on a correct system of psychology. If we know accurately the difference between a concept and a percept, can define emotion, and feeling, and sensation, and will, and know which precedes the other, and all such like metaphysical technicalities, we should perhaps be able to dole out our ideas to our pupils in their proper logical or psychological sequence. But after all, is not this better learned in the school-room than in the pages of a philosophical essay? How does a man improve any argumentative ability he may possess? By conning Aristotle, or Mill, or Jevons, or Walker, or Murray, or Whately, or Thomson, or by arguing? Or, to use another simile, does one sing better by knowing all the names of the voluntary and of the involuntary respiratory muscles, the anatomy of the larynx and the working of the vocal chords, or by using these muscles?

So, too, which is the better—to learn the constituents and the functions of the mind by the perusal of beautifully worded sentences and nicely rounded paragraphs, or by noticing the character of these constituents and the working of these functions in the minds of the pupils under our care? There is only one answer. No one will or can deny the value of the knowledge of logic and the knowledge of anatomy, and the knowledge of psychology; but the fault lies in attributing to such knowledge a value far above its true worth.

Contemporary Thought.

THE adoption of the elective system has, says President Eliot, produced a great increase in intellectual intercourse and spontaneous association for intellectual objects among the students, and young men who find themselves associated in the pursuit of the same or kindred studies, talk and work together over them.

WHAT is this quality in the sad tones of Russian writers, as in all Turgeneff's stories, for example, so different from that of any other people? The sadness of the German, in literature, often appears weak, self-indulgent, sentimental; the sadness of the Frenchman is a little too neatly expressed; the sadness of the Englishman or American is oftenest only a dramatic and imagined one, for his own genuine sorrows he is not apt to express, openly and directly. In the Russian mournfulness there lies something heavy, oppressive—terrible in its reality, and in the simple, honest expression of it; as if the dark mood were the natural air of the country, that all men breathed, and that no one need be reticent about; as if some weight of national wrong and hopelessness were added to all individual sorrow, so as to make it the common experience, and even the common bond. Turgeneff seems to me one of the greatest figures of our time, and in all ways the most mournful figure. A friend of mine, while on his travels, wrote me some years ago from Paris: "The biggest thing I have seen abroad is Mont Blanc, but the greatest is Turgeneff." Then he referred to the sober existence of the man, and how he spoke pathetically of his own perennial interest in birds and beasts, and affirmed that except for this he did not know how he could get on with human life at all. —February Atlantic.

Now that our universities and colleges are introducing pedagogics into the curriculum, and appointing professors of the sovereign art of instruction, any suggestions as to the fit method of handling such a department are in order. It is pretty evident that the mere delivery of a course of lectures, or an occasional recitation from a text book, through the year usually devoted to this study, useful in a sense as this may be, is no fit outcome of so important an enterprise. A most valuable part of such instruction should be a history of pedagogics, so taught that it would leave upon the mind the distinct impression that teaching is the highest of all professions and the soul of all others save itself: that this profession has a great history in the past, and is developed under peculiar and most interesting conditions in our own country. The most difficult point to manage is the practice department, which, under ordinary circumstances, cannot be had in a proper practice-school in a college. An expedient which we noticed at the State University of Missouri impressed us favorably. After a term of lectures, connected with the study of a good text-book, the members of the class spent several months in observation of the recitation-rooms of the heads of the several departments of the university, studying carefully the most successful methods used by the superior instructors in every branch which they will be called to teach. This training is especially valuable

when we remember that college graduates are often called to the most difficult posts of instruction, where they so often fail from absolute lack of experience, having never even observed the methods of their own teachers with any view to future use.—*New England Journal of Education.*

IT should be borne in mind that one is not dealing with school-boys, but with young men who, if they are as ignorant of biology as school-boys, have, however, learned other things, and whose development, obtained from studies at school, so far from making them better able, has, in the majority of cases, made them only the less fit to take up biological studies. If they have much to learn, they have also something to unlearn. They have been taught to rush at a fact as a bull rushes at a red rag—for the purpose of tossing it away immediately. The position of the instructor is not an easy one. He is under constant restraint, as he must not tell the student, but must, if possible, make the student tell him, the structure of what lies before him. He is in the position of a boxing-master, who might easily floor his pupil by a single blow, but who must, by the exertion of great prudence and skill, contrive to let the pupil hit him. By a judicious series of questions, suggestions of possibilities or alternatives, the student may be kept in the right track and yet do all the work of advancing toward the truth himself. Under no circumstances should an instructor let a student, who is a beginner, discover what his own views are about a point to be studied. Although they may be wretched observers of natural objects, it does not follow that students are not good judges of human nature. Without any instruction they manage to become adepts in that direction. They often hope, by the exercise of ingenuity in detecting allusions to what they are studying, in remarks carelessly made by the instructor, to find out what his pet ideas and theories are. And where is the instructor who is not pleased to find his own favorite opinions ardently, and, as it seems, independently indorsed even by a student?—From "*Biological Teaching in Colleges*," by PROFESSOR W. G. FARLOW, in *Popular Science Monthly for March.*

ANOTHER difficulty is the almost universal habit which students have of using technical or semi-technical terms which, in reality, convey to them no idea whatever. They think they have comprehended the thing when they christen it with a high-sounding name, and they do not stop to ask themselves whether they understand what the name means. The student who called a hole in a cellar-wall a bioplast was quite pleased with his achievement until he was asked what a bioplast was. The suggestion that a hole might, without any great violence to the English language, be called a hole, was timely if not pleasing. Evidently, for an educated man, the art of calling a spade a spade is difficult to acquire. Day after day, one is obliged to ask students to translate their lingo—I don't know what else to call it—into English. Frequently they can not. At length they begin to see that they are only deceiving themselves by using words which they do not comprehend to describe structures which they do not understand. It frequently happens that, after a student has described an object under the microscope in what he considers fine scientific language,

he admits that he does not understand the structure of the object at all, but, on making him start over again, and describe it in plain English, he finds that it all comes out clearly enough. It is evident, for instance, that, so long as a student thinks he must call all round bodies in cells nuclei, he will soon have such a stock of nuclei on hand that he will be hopelessly confused, and the matter is not much improved if, as a last resort, he indiscriminately calls some of his superfluous nuclei vacuoles and others bioplasts. The tendency to use meaningless words is not, by any means, confined to biological students, but, in a laboratory where one is examining something definite, the evil should certainly be checked by frequent demands for English translations of verbose rubbish.—PROFESSOR W. G. FARLOW, in *Popular Science Monthly for March.*

It may not generally be known that the alumnae of the more important centres of female higher education in this country have an organized inter-collegiate association for the promotion of woman's education and the study of questions regarding her training. This association has justified its existence, if justification were necessary, by the inquiries which it has made regarding the health of those women who have pursued college courses. The importance of the results thus obtained has led to their incorporation in the "Current Report of the Massachusetts Labor Bureau." For the first time the discussion is taken from the *a priori* realm of theory on the one hand, and the haphazard estimate of physician and college instructor on the other. The returns have the value of all good statistics: they not only enable us to come to some conclusion upon the main point discussed, but they are so full and varied that they suggest and mark the way toward the discussion of a large number of other hardly less important questions. The figures, in short, call up as many problems as they settle, thus fulfilling the first requisite of fruitful research.

Pursuing this line, we shall first state the general character of the investigation followed and conclusions reached; and, secondly, isolate a few special problems for more detailed though brief treatment. The result may be summed up in the words of the report, as follows: "The female graduates of our colleges and universities do not seem to show, as the result of their college studies and duties, any marked difference in general health from the average health likely to be reported by an equal number of women engaged in other kinds of work. It is true that there has been, and it was to be expected that there would be, a certain deterioration in health on the part of some of the graduates. On the other hand, an almost identical improvement in health for a like number was reported, showing very plainly that we must look elsewhere for the causes of the greater part of this decline in health during college-life. If we attempt to trace the cause, we find that this deterioration is largely due, not to the requirements of college-life particularly, but to predisposing causes natural to the graduates themselves, born in them, as it were, and for which college-life or study should not be made responsible."—From "*Health and Sex in Higher Education*," by JOHN DEWEY, in *Popular Science Monthly for March.*

Notes and Comments.

WE call attention to a typographical blunder in this number. The heading "Educational Opinion" should have been inserted over the article "Professional Supervision" on page 149.

APROPPOS of Sir John Lubbock's list of a hundred books, Mr. Henry Irving says:—"Before a hundred books, commend me first to the study of two—the Bible and Shakespeare," and Mr. H. M. Stanley notes that in going across Africa the books he kept till the last were the Bible, "Sartor Resartus," Maurie's "Navigation" and the "Nautical Almanac."

THE Toronto Teachers' Association held a very successful conversazione on Friday last. Mr. George McMurrich occupied the chair. Mrs. Caldwell, and Messrs. Schuch and Sims Richards sang, and Mr. J. W. Bengough gave one of his excellent "Chalk Talks." The audience (a large and appreciative one), after the conclusion of the entertainment spent an hour in inspecting the exhibit for the Colonial Exhibition.

A CORRESPONDENT of the *Forest Free Press* writes:—Arch. C. Stirrett, teacher in a school near Watford, was last week fined for punishing a boy too severely or more than the law allows. The boy was playing truant and when the teacher sent another boy to tell him to come to school he sent back the rudest of messages, and when he came back to school again received the punishment which caused the suit.

INSPECTOR HUGHES states that the Toronto Public Schools' exhibit to the Colonial and Indian Exhibition, which promises to be a large and unusually fine one, will be ready about the 15th. In accordance with the anxiety which the Department of Education for this Province has shown that the schools of this city should be worthily represented at the Colonial, arrangements have been made to receive the collection on that date. In consequence of this, Dr. May has postponed the date of his departure for England from the 15th to the 20th inst. On his arrival in London the Superintendent will be occupied for about a month, with a large staff of workmen, unpacking and arranging the educational exhibit. It has already assumed such mammoth proportions that it will with difficulty be displayed in the allotted space.—*Globe*.

THE new University College, Y. M. C. are holding special meetings, at which Mr. Studd speaks daily. Mr. Studd is one of four brothers, three of whom were together on the Cambridge cricket eleven in 1883. While taking a foremost part in every branch of athletics, they were in the habit of conducting prayer meetings in their own rooms, preaching out of doors on Sundays,

and teaching in the Sunday school. The second brother, Mr. C. T. Studd, considered the best all-round cricketer in England, lately gave himself and a fortune of \$500,000 to the China mission. Before his leaving England, mission services were held, and forty other students were induced to join him in this noble work. Mr. J. E. K. Studd has lately been taking a tour through American colleges, and his missions have been in every case accompanied by great power and blessing. His arrival here has been delayed by unavoidable circumstances.

THE Board of Examiners on Friday last commenced their inspection, at the Normal School, of the papers from the Schools of Art and Mechanics' Institutes, which have tested the skill of the students during the past three days. The Examiners present are Dr. May, Superintendent, Mr. Jas. Griffith, R. C. A., representing the London Art School; Mr. W. Brymner, R. C. A., of the Ottawa Art School; Mr. E. B. Shuttleworth, A. R. C. A., Toronto Art School; and Dr. Davis, representing the Mechanics' Institutes. More than seventy packages of examination papers have arrived and are being unpacked and arranged by the staff of clerks. The examiners commenced work upon the papers in grade B. The drawings sent in are divided into three classes in the first instance:—accepted, doubtful and rejected. The board of Examiners afterward grade the accepted papers according to their merit. The doubtful ones are those which, although well executed, are not strictly according to the conditions of the examination papers. In special cases of merit such papers pass. The superintendent, Dr. May, acts as arbitrator, and critically examines every paper sent in.

THE Berlin correspondent of the *London Times* lately had an interview with Leopold von Ranke, during which he asked:—"And your Excellency can still write with ease?" "No, my writing days are done, but I have two secretaries, whom I keep busily engaged in reading, looking up authorities, making excerpts, and writing from my dictation. I have written little or nothing with my own hand since the appearance of my 'English History,' and strange to say some of the works I thus dictated have been better received than others. Dictation sometimes enables one to be less fastidious, and more natural. Of course, I have to be very careful with my mode of life. I have never been a smoker, but I can always enjoy a glass of good wine, and, thank God, my nights are still free from sleeplessness, or I should never get on at all. You may think this house of mine"—a second floor flat in the Lusien Strasse, with the high level metropolitan railway trains screaming past—"you may think this house of mine rather a humble, ill-suited, and unfashion-

able abode; but I have lived in it now for more than the last forty years, and cannot make up my mind to leave it. One good thing about it is that the sun can never get into my working room; and then I have all around me here about 30,000 volumes, which I never could get properly removed and rearranged."

IN a brief notice in our last number of the gift of the works of the distinguished American sculptor, Randolph Rogers, to the State University of Michigan, we allowed a blunder to escape us, in transferring the notice from a contemporary, which we hasten to correct. The eminent Danish sculptor, Thorwaldsen, who claims a rank only second to Michael Angelo among later European sculptors, presented replicas of many of his choicest works, and the whole of his models and casts, to his native city of Copenhagen. They are there preserved and exhibited in the Thorwaldsen museum, a large, quadrangular building, in the central open court of which the great sculptor lies intombed. This noble gallery of art is a splendid school of training for the citizens of Copenhagen; and has had a most elevating influence on the general culture and refinement of the whole community. The corresponding collections of the distinguished English sculptor, Flaxman, were presented to University College, London; and are there available for public study. It is in imitation, no doubt, of those precedents, that the American sculptor, Rogers, has now bestowed as a gift to the university of his native State, the valuable contents of his Roman studio. It may not perhaps be out of place here to recall the fact that J. Thomas, the late distinguished English sculptor, when first engaged by the gifted architect, Pugin, to execute and superintend the sculptures for the new houses of Parliament at Westminster, modelled a fine statue of William of Wykeham, the great patron of learning in the days of Chaucer. He was famous as the architect of his own cathedral of Winchester; and of New College, Oxford, which he founded, as the seat of the new learning, which then superseded the arid philosophy of the school men. The beautiful statue of this noble university reformer and patron of learning of the fourteenth century passed into the possession of Mr. Arthur Wickson, a distinguished graduate of the University of Toronto, by his marriage with a niece of the eminent sculptor; and with her concurrence it was presented to his own University, where it now forms a most beautiful and appropriate adornment of the fine library. The day may yet come when our Provincial University will be asked to become the custodian of some noble collection of the works of a native sculptor, not less eminent than that of Thorwaldsen of Copenhagen.

Literature and Science.

ALUMINIUM.

LAVOISIER, Sir Humphrey Davy, Berzelius and Doersted, successively labored in vain to reduce this metal from its ores, but to no purpose, though confident of its existence as the metallic base of the micas, feldspars and clays. Wohler, after twenty years of close laboratory work, produced the aluminium lead in 1846, and later, Deville, simultaneously with Gerhard in England, produced the metal in some quantities.

So soon as its manifold qualities had been learned from experiment it was soon elevated to the rank of the most useful of the metals, but with one defect, its cost of production. Deville's product sold at \$32 per pound and the present market price is \$1.30. Could aluminium be reduced from its ores at a cheap price it would insinuate itself into almost every art, and replace iron to a large extent. And it is because we are told that the COWLES process of producing this metal and its alloys, chiefly by the aid of electricity, is to reduce its price per pound to 45 cents, and so bring it within the possibility of being used for the innumerable purposes for which it is easily adaptable, that we enumerate some of its qualities and characteristics.

The present process is a very lengthy and laborious one. The COWLES process is explained to be electrical, the apparatus used in the manufacture consisting of several very powerful dynamos, the largest of which weighs 7,000 pounds, and produces a current of 1,575 ampères. A metallic circuit, broken by the interposition of carbon electrodes, and a mass of pulverized charcoal, hereafter described, conducts the current of this large dynamo to the furnace and back. Inserted into this circuit also is an ampèremeter which indicates the total strength of the current being used. Between the ampèremeter and the furnace, and forming part of the circuit, is a large resistance coil of German silver immersed in water. The unique differentiating feature, however, of the apparatus, is the incandescent electrical furnace for smelting refractory ores, metals and compounds. This is a rectangular oblong box of fire-brick walls, bottom and ends of which are nine inches thick, the interior space being five feet long, one foot wide and one deep. This is closed by a cast-iron cover, in which are two holes for the escape of gases. At each end of the furnace is a hole large enough to admit an electric light carbon, three inches in diameter and thirty inches long. Each of these is connected at the end, projecting outside the furnace, with the positive or negative conductor, as the case may be. Before claying the furnace, it is first lined, to prevent its destruction by heat, with finely pulverized charcoal soaked

in a solution of lime, and then thoroughly dried, and so much of this is introduced that a space of only nine inches inside, three feet long and six inches deep is left in the centre, into which the electrodes project. When charged, the iron top is put on, the seams luted, the current turned on and properly regulated. In about an hour, and after cooling, an oblong crystalline mass of white metal will be found in the charcoal bed.

Bauxite or hydroxide of iron and aluminium is the richest ore of the metal found, containing fifty per cent. of aluminium and twenty-five per cent. of iron. But aluminium is everywhere to be found. It is the metallic base of mica, feldspar, slate, and clay, and forms 9.9 per cent. of the whole of the composition of the earth's crust, being the third most widely diffused and largely abundant element known. It is largely contained in all fertile soils.

The metal is white, like silver, very light, being only two and one half times heavier than water, or the same weight as chalk, and only one-third the weight of iron. It is malleable, and can be drawn into fine wire, and hammered into thin leaf. It can be best worked at a temperature of 100° to 150° cent. The hammered metal has the hardness of soft iron. It fuses at 700° or 600° lower than iron; does not oxidise in either air or water; conducts electricity eight times better than iron, and heat somewhat better than zinc.

It was said by Mr. J. A. Price, president of the Scranton board of trade, in his annual address of this year, that it was eminently fitted for all household and cooking utensils. This is, however, not the case, for the metal is easily attacked by the weakest organic acids in the presence of a chloride—such as common salt.

The alloys of aluminium are numerous, that with copper (ninety per cent.), forming a gold-like substance, largely used for cheap jewellery and statues, and capable of a high degree of polish. Rifle-barrels and even rifle-cannon have been made from this alloy, and have answered admirably. The metal itself is chiefly used for physical apparatus, opera glasses, and other articles where lightness and durability are both desired. Its tensile strength is something wonderful, being 100,000 pounds to the square inch.

If aluminium can be prepared on a cheap scale, we can have bridges lighter than wood, ocean-going vessels of double the present tonnage and much faster, furniture, railway sleepers, telegraph wires, and thousands of other things that the mind can easily conjure up, made of it, and ponderous iron which at present holds the artificial world in its grasp will have to release its hold in favor of its lighter and less corrodible, though quite as tenacious, brother element.

G. G. S. LINDSEY.

A VISIT TO WALT WHITMAN.

REV. R. E. HAWKIN.

I HAD always intended to visit Walt Whitman should I ever get the chance. The chance came to me a month ago (December) at Philadelphia. He lives at Camden, a town just across the ferry. I had never shared in the general vituperation which greeted "Leaves of Grass" when it appeared in an English dress, under the auspices of Dante Gabriel Rossetti, much as there was repulsive even in that expurgated edition. There seemed to me flashes of genius and clear insight which no age, least of all our own, can afford to despise. The man who wrote "Whispers of Heavenly Death" could not be a mere licentious charlatan. The revolt of Whitman against rhyme is like the revolt of Wagner against stereotyped melody, and in his way he seemed to me to be in search of a freer and more adequate method for conveying the intimate and rapid interior changes of the soul. Over and above this Whitman's wild stanzas, with their lists of carpenters' tools and "barbaric yawps," their delight in the smoke and roar of cities, as well as the solitudes of woods and the silence of mountains and seas of prairies—seemed to me to breathe something distinctive, national, American—with all his confusion of mind. I could hardly read his superb prose description of the Federal battlefields—and those matchless pages on the assassination of President Lincoln (of which he was an eye-witness), without feeling that Whitman was no figure-head—one more monkey, in fact—but a large and living soul, with a certain width of aboriginal sympathy, too rare in these days of jejune thought and palsied heart.

In Camden the old man lives quietly and inoffensively. The people like him—he has survived calumny and abuse. The gentleness and ease of his disposition has endeared him to all who come habitually in contact with him; but he seeks no one, is in failing health, and lives poorly, but not uncomfortably. His friends and admirers have lately presented him with a horse and carriage, and what is better, the wherewithal to keep it. Before that, almost the only exercise and amusement of his failing years consisted in going to and fro on the crowded boats over the wide ferry between Camden and Philadelphia, looking at the people, and chatting, especially with the common men and little children. On the whole, he seems to think Nature less spoiled and sophisticated there than elsewhere. We found him, late in the afternoon, just come in from his drive—a rather infirm but fine-looking old man, with a long, venerable white beard, a high, thoughtful forehead, and a great simplicity of manner and a total absence of posing. He received us with ease and even grace, and one almost forgot that he was

himself only a poor peasant—a soldier in the great war, and after that a ceaseless worker in the army hospitals, and not good for much else in most people's eyes. Emerson and the Concord and Cambridge folk had some hopes of him at one time, but they ended by looking askance at him; he was clearly out of their orbit—out of every one's orbit but his own. In that content—quite unsoured by abuse—plain in life—with a wide, shrewd look at the world, and a great fund of what Confucius called "humanity," Walt sat in his arm-chair by the lamplight, looking a good deal older than he is, for he is only sixty-six. "Tell me," he said, "about Browning. I have had kind words from Tennyson and many of your people, but Browning does not take to me. Tell me about Gladstone. What will become of you all? You are hurrying on, on, but to what kind of a democracy are you hurrying?" He seemed more anxious to hear than to speak; he made us talk to him. Once or twice he alluded to Emerson. "I saw him quite in the last days when his memory was gone," he said. "Was not that painful?" I asked. "No, no!" he said, with a glow in his eyes, and leaning forward in his chair. "It seemed to me just right; it was natural: Nature slowly claiming back her own—the elements she had lent—he did not seem to feel it painful. I did not; it was all as it should be—harmony, not discord. As he lived, so he died"—then more slowly, and the old habit of thinking in pictures coming back to him, "like a fine old apple-tree going slowly to decay—noble work done, getting ready for rest, or," and he paused and seemed to be thinking of days long past—"like a sunset." But I soon found there was not much to gather from the aftermath of Walt Whitman. He, too, seemed to be going slowly the way of the old apple-tree. His brain went very leisurely—with only an occasional flash. He gave us one more image, I thought a powerful one. I was alluding to the unknown, immeasurable public which seemed to engulf immense cheap editions of books. "Who buys, who reads these tracts, tales, poems, sermons, which circulate in millions, and which we should never care to open?" "You forget," said Walt, "there is a sea below the sea. We are but on the surface." It would have been difficult to hit upon a more graphic image, or one more nicely to the point. I think Walt, as he likes to be called, was tired, not very communicative, at all events—or perhaps we had not the power of drawing him out. He was, however, very gentle and courteous to the ladies, and before we left gave us two pamphlets, one containing a few poems, and another in prose. He wrote his name in each, and, as he seemed to be suffering physically from rheumatism, I rose to go. We left with a pleasant, genial feeling of having been conversing with an

agreeable and thoughtful old man, but scarcely with the Walt Whitman whose name has been for thirty years notorious rather than famous throughout the civilized world, and whose works have been freely extolled, execrated, and ridiculed, but probably little bought and less read.—*The Pall Mall Gazette.*

PROFESSIONAL SUPERVISION.

A SUPERINTENDENT in the West has a rather characteristic way of exercising criticism upon the work of his teachers. He visits a schoolroom, sits down in an unfrequented corner and carefully observes what is going on. When he leaves he makes a pleasant remark to the teacher, and, if the occasion seems to call for it, also to the pupils. Then he retires to his office and fills out a blank like the one attached below, keeps this on record, and sends an exact copy to the teacher—in closed envelope, of course. She there has it, black on white, what he thinks of her work, of her manner of teaching and managing. If she takes exception to any of the superintendent's remarks, she meets him at his office, and then and there the superintendent holds a "teacher's meeting" (a private one)—that is to say, makes her understand what her mistakes are by applying the test of principles.

I full well understand that this method of criticising can be perverted into the most unpleasant fault-finding, just as every other good method can be misapplied. The method is all right; it is only the manner of applying it which may or may not make the thing successful. If the teachers know that their superior officer means well, that he is kind-hearted, and intends this for their own advantage, as well as for that of the schools, they will receive this written criticism in the spirit in which it is offered. Not that he answers every query found below as often as he makes a visit. No; sometimes he finds it desirable to call the teacher's attention to a very weak spot in her management or mode of teaching, and therefore dwells on this point, leaving the other questions blank.

A teacher gets, in the course of a year, about a dozen of these blanks, partly or entirely filled out by the superintendent, and can mark pretty accurately whether she is gaining in skill of teaching and managing or not. The questions attached below are not the same as last year. He changes them from time to time, introducing a new feature now and then, dropping other points which have found their way into the comprehension of his corps of teachers, "with the impressibility of truth," as Friend Hailmann says.

I offer these questions to you for publication, Mr. Editor; they seemed to me in the

highest degree suggestive. Though you may readily guess who the superintendent in question is, please do not publish his name. He is a modest man, and might feel embarrassed if he sees his name in print.

CLARIBEL D.

COPY OF THE BLANK.

..... Ward,..... Grade,..... Teacher.
Observations made by the Superintendent
..... 188

1. Did the teacher possess the *Answers.* undivided attention of h— pupils?
2. Was h— instruction interesting enough to secure attention?
3. Was it objective? did — illustrate it sufficiently?
4. Were the teacher's statements unquestionable?
5. Did they follow each other in logical order?
6. Was the instruction clear and comprehensible to all?
7. Had it practical bearings upon actual conditions of life?
8. Did it seem to promise lasting results?
9. Was the pupil's self-activity called into play?
10. Was the teacher's manner of questioning correct?
11. Did — show proper regard to the pupil's individuality?
12. Was the object of the lesson secured by practical application.
13. Did the teacher seem to have consulted the course of study?
14. Did — seem to have prepared h—self for the lesson?
15. Did — aid the pupils in the development of new ideas?
16. Did — guide the children in discovering their errors?
17. Did the pupils speak in complete sentences?
18. Did it seem as if the teacher asked the brighter pupils only?
19. Was the teacher too talkative?
20. Were mistakes in pronunciation and emphasis left uncorrected?
21. Did the teacher always address h— questions to the whole class?
22. Did — indulge in repeating the pupil's answer?
23. Did — say or do anything which the pupils might have said or done themselves?
24. Was the teacher's writing on the board commendable?
25. Did the class seem to make progress in their studies?

26. In what branch of study did the class seem to be weak?
27. Was order maintained by harsh treatment?
28. Did the teacher watch the class steadily?
29. Did — change h — position unnecessarily?
30. Did — ignore faults and irregularities?
31. Was the class quiet? Diligent?
32. How was the order in coming and going and handling books and utensils?
33. Was the teacher just in praising? Reprimanding?
34. Was — consistent in all — actions?
35. Did — practise self-command?
36. What was the condition of the atmosphere? Temperature? Remarks:

New England Journal of Education.

A REMEDIABLE FAULT.

[THE following paragraphs from *The Current* are not wholly inapplicable to this country.]

A teacher who has lately been travelling through the country was forcibly impressed with the need of calling the attention of teachers and school officers to the condition of country school-houses and grounds. The latter in most cases are the very picture of desolation. Treeless, fence impaired, gate hanging on one hinge, last year's weeds telling the story of carelessness, when not trodden down, house open underneath and in every way less cared for than a thrifty farmer's barnyard. Now enter the simple room. The furniture consisting of a couple dozen box seats, in which the children are almost hidden from view, are arranged without order or system. Angular, straight-backed and seeming better calculated to punish criminals in, rather than comfortable seating for school children, a single broken chair (how happens it that that chair is always broken?) a single box-desk performing the office of a teacher's table, a broom, a poker, and a half-bottomless coal scuttle, sifting its contents on the floor, constitute the furnishing of the room. Now look about you. The plastering has fallen off in patches and has been so blotched and daubed over that it is hard to distinguish the original from the patches. The stove is as innocent of blacking as a pile of old iron, and the crooked stovepipe seems hanging overhead like Damocles' sword by a hair; two window lights are supplied by shingles, a third by a sheet of foolscap paper, and others open or stuffed with rags.

If boy culture was half as well understood as pig culture, or was deemed half as profitable, the schoolrooms and premises would be the most attractive places to be found in the village or community. Send a boy to such a school, taught by a new teacher every term, let him return each evening to a bookless fireside, where he hears of nothing but corn and cattle, and where no pains are taken to furnish him with innocent amusements, and then wonder why he seeks the city as soon as he can cut the proverbial apron-strings!

One great reform is demanded.

Farmers can easily understand the advantage of keeping the same hired help from season to season. Why does not the same common sense guide them in the employment of teachers? There is scarcely a school district to be found that is not able to employ a man or woman for eight months in the year. Then let them find the right one, let him make his home in the district, and be made to feel that his work is a permanent one, by paying him living wages and by assisting him, and offering the needed encouragement, and give him to understand that a part of his work is to keep the premises in an attractive condition, and furnish him the needed assistance in performing his duty.

ELEMENTARY EDUCATION OF GIRLS.

WHILE a great deal of attention has of late been directed to the technical, scientific, and secondary education of young men and boys, it must be admitted that the right of young women and girls to parallel consideration has been in a great measure overlooked.

They have, no doubt, had their spokesmen, but educational experts have in the main devoted themselves rather to the general subjects above mentioned than to the special claims of young women. As a matter of fact and principle, there is a more urgent necessity for reform directed towards extension of female than of male education. The school education of girls is too restricted, and this assertion is made without drawing any distinction between public and private schools. It is lacking in the practical element, a more liberal infusion of which into the education of boys is being demanded with more or less urgency all over the world. No more than boys ought girls to be treated as if they were all turned out of one mould. They differ as widely in ability as in position or circumstances, and yet the existing system knows no distinction. It concedes nothing to natural endowment, special gift, or to the intermingling in unknown but ascertainable proportions of tastes. One girl may have a predilection, so strong as to be called a genius, for art; another may be drawn

towards pursuits of a purely intellectual order; a third may have a decided leaning towards mechanical occupations; a fourth towards those of a mixed character. To put the case more broadly, one may have a talent for studies and pursuits chiefly involving thought; another may have a talent for those of a more mechanical nature. The distinction is quite a common one between the studious and the active child—between the one who thinks and the other who makes or does something—between intellectual and executive ability. It receives, however, no practical recognition in the education of girls. In a parallel manner it may be said that no distinction is drawn between the circumstances of pupils. Those may not be individually inquired into, but what we wish to point out is that the introduction into the school curriculum of one or more practical, pre-eminently "useful" branches might bring desirable accomplishments within reach of one class, while to another class it might be the means of securing domestic comfort, efficiency, and of filling an allotted place in the family sphere, or even of earning a livelihood.

We are, accordingly, glad that a woman has, in a decidedly vigorous manner, invited general attention to what she deems an error in the present educational Code. The lady's opening allegation is startling. "The British taxpayer," she says, "is heavily mulcted for that which profits no one, while the future mothers and housewives of England leave school, where their best and brightest years are spent, with a smattering of useless knowledge, to be immediately forgotten." Uncompromising language of such a quality at once betrays the extremist, but since that lady is at one end of the educational scale and the framers of the Code are at the other, it is obvious that a hearty pull upon her part is necessary to bring them back to the golden mean. Her complaint is that no girls' school may aspire to devote itself to very good needlework unless it first studies English, and the question follows quite naturally—Is that a "rational disposal of the money of the British taxpayer?" Grammar holds precedence of needlework, while, in the lady's view, although the three R's may be useful to a girl, she is doomed to certain misery without a good knowledge of needlework. The truth of this proposition is illustrated by a series of pictures, which would be amusing were they drawn with less seriousness, vigor, and earnestness. There are a lad with a hole in his jacket, three youngsters at school always in need of "mending," a little urchin amusing himself by enlarging with a burning stick a hole in his frock, and an infant kicking his woven boots to pieces. The mother has time for little but needlework, urged by constant and imperious necessity to "stitch, stitch, stitch."

She looks for aid to her eldest girl, who is at school. Does she get it? No. The girl can speak of Shakespeare and the musical glasses. She is studying analysis and singing, but four hours per week at needlework do not prepare her clumsy fingers for taking a proper share of the domestic cutting, making, and mending. Put Lindley Murray himself in that cottage home, and of what avail would his knowledge of grammar be in presence of a dilapidated pair of infant's boots? The case is one of a smattering of grammar *versus* good domestic habits. If we do not abolish the predicate, the possessive pronoun, and the conjunction, and put needlework before grammar, the consequences will be dire. "To that eldest girl," says the lady, "shall come a stern awakening. At 15 or 16 either she will be such a slut as we often see slinking about our streets, or half her scanty wages, which should be saved for parents or old age, will go towards paying for cutting out and making her clothes (mending will probably get the go-by), or she will live in a constant muddle."

We are at one with the lady upon the fundamental point of her argument, that the more efficient teaching of needlework will fill the existing hiatus in the system of girl's elementary education. It would give the present curriculum precisely that practical turn of which it admittedly stands in need. Where we differ from this lady is in her depreciation of the purely intellectual as distinguished from the practical branches of knowledge. She does not fairly discriminate between the cultivation of intelligence by means of school attendance—that is, education in its real sense—and the mere acquisition of knowledge, the value of which must needs depend upon the recipient's circumstances in life. If girl's schools are to be made primarily sewing schools, there can be no reason based upon ostensible principle why they should not also be made training schools in telegraphy, shorthand, or any other occupation by which girls may earn a living. The elementary school is an intellectual, not a practical or technical, training-school. Its double aim is the development of the mental faculties and the diffusion of certain kinds of knowledge universally useful. We therefore favor modification, not revolution. We would willingly accord needlework a favored position, but not a leading position. There is nothing to prevent its being universally taught, as it is now occasionally taught, on a system parallel with the rising succession of standards. A graduate of the highest standard would be ready to attack the more abstruse problems of cutting, fitting, draping—in a word of dressmaking—according to the canons of taste and the neglected laws of physiology. We would thus place a knowledge of dressmaking and needlework in the education of a girl in a

position corresponding with that assigned to technical education in those of a lad. There is more reason to attend to a girl's equipment with practical knowledge than a boy's. There is not one argument which has been advanced in favor of technical education for young men which may not be applied with fourfold force to the corresponding education of young women. Why should we put arms in the hands of the strong, and send the weak defenceless into the world? The following is Lady Harberton's language, and we endorse every word of it:—"If parents cannot afford to give their daughters enough to live upon, they surely ought to feel as ashamed of bringing them up without an occupation by which they may gain a livelihood, as they would feel at pursuing such a course with their sons." As a qualification for efficiently filling a place either in the domestic circle or in the world we know of nothing more valuable to a woman—no matter what rank—than a knowledge of needlework and dressmaking in their widest scope.—*Glasgow News*.

GOOD NATURE IN THE SCHOOL-ROOM.

GOOD nature is the disposition to please and be pleased. Such a disposition is especially necessary to a good teacher. It is indispensable to the good management of a school. It is the oil which makes the machinery of school move smoothly; when it is lacking, the machinery moves with great friction, making harsh, discordant sounds which grate upon the ear.

The teacher has great influence over her pupils, and she should be very careful as to what sort of an influence she exerts. If she is constantly scolding, she exerts a bad influence over the scholars. They have a bad example set before them, and this they will follow. Children always follow example rather than precept. The moral character of the pupil should not be neglected for the development of the intellect. The teacher should always bear in mind her duty with regard to the moral instruction of the children. When she has, by being ill-natured herself, influenced her pupils in the same direction, she has made a great mistake in her moral instruction—a mistake the effects of which may remain with the child for life.

The good-natured teacher, on the other hand, exerts a beneficial influence over both scholars and lessons. She cultivates in them the habit of good nature, and thus develops their moral character in the right direction. The effects of this may also be felt for life. I do not mean to say that if the teacher is good-natured none of the pupils will be ill-natured, but I do say that all will be the better for it.

Perhaps the child has a bad example set before him at home. His parents are

always scolding, and he, of course, follows their example. He comes to school, and finds that he has not been cross for a whole day (the teacher's good nature prevented him, although he does not recognize this). He is surprised. Day after day, when at school, he is under good influence; he becomes accustomed to the spirit of cheerfulness, and carries it home with him. In this case the teacher's influence is greater than that of home.

The pupil does not like his ill-natured teacher. When he makes a mistake, she becomes sarcastic, humiliates him before his schoolmates, and overwhelms him with a sense of shame. A feeling of antagonism arises against the teacher, and he never likes her afterward. With such a teacher, school life is unpleasant, and we cannot blame the children for disliking to go to school.

It is very rare indeed to find a pupil who does not like his good-natured teacher. Such a teacher, when the scholar makes a mistake, passes it over pleasantly and allows him time to correct it. She praises the pupils when praise is merited, and encourages them to do better. With her school life is pleasant, and most of the children like it. In these two instances we can readily see the difference in moral instruction. It is not necessary to tell which is better. That is evident to all.

Is not good nature, then, necessary in the school-room? Ought not all to possess this virtue? If we do not now possess it, it may be cultivated. Good nature may be acquired like any other virtue. Some one says: "If you are about to say anything cross or disagreeable, stop for a moment and see whether you cannot say the same thing pleasantly. It may be difficult to check yourself at first, but the effort will be so promptly rewarded by the smiles of those around, that you will be encouraged to persevere. Moreover, the practice is retroactive. You cannot talk cheerfully without soon feeling cheerful." Remember the story of the Quaker who put himself into a passion by swearing at the banisters. We can become good-natured by cultivating the habit of pleasant speaking.—*New England Journal of Education*.

It was recently stated in an English court, in support of the theory that education does not diminish crime, that of sixty-five criminals before the court fifty-eight had received some education, twenty-three could read and write perfectly, and only seven could neither read nor write. It was also shown that whereas in 1870 of the children sent to reformatory schools 51 per cent. of the boys and 46 per cent. of the girls could neither read nor write; in 1884 only 22 per cent. of the boys and 33 per cent. of the girls were so illiterate.

TORONTO:

THURSDAY, MARCH 11, 1886.

THE AMALGAMATION OF EXAMINATIONS.

SOME time ago we commented favorably upon a proposed scheme for the amalgamation of the examinations for matriculation into the University on the one hand, and those for third, second, and first class teachers' certificates on the other. The proposition was, that these two sets of examinations should be held contemporaneously at local centres; that the papers in certain subjects (those regarded as most essential to public school teachers) should be prepared and read by examiners appointed by the Education Department; and that the papers in the remaining subjects (in the languages and sciences) should be prepared and read by examiners appointed by the Senate of the University.

The scheme outlined in our article of January 21, is, we believe, thoroughly practicable. If we are correctly informed, however, the University Senate have been considering the matter; but certain objections, which we confess do not seem to us insuperable, have stood in the way of their adopting it, and so it has been rejected.

Let that pass. What is of more consequence is, that the Senate, as we now learn, have been considering another plan of amalgamation, and have all but adopted it; and one, too, which, if not in every way desirable, is yet worthy of the strong approval of all those who wish to see our educational system simplified.

In accordance with the new statutes respecting local examinations, candidates at any local centre, whether male or female, may write upon all the subjects of university matriculation, or upon a part of them; if successful in all they will, upon payment of the necessary fee, be entitled to rank as full matriculated students. They may also compete for honors; and if successful, honor certificates will be awarded them. They may not, however, compete for scholarships; since the conditions under which competitors at a hundred local centres would write, could never be precisely identical. In all other respects candidates writing at the local centres will be placed upon exactly the same footing as those who write in Toronto.

It is now proposed that these local matriculation examinations shall be held contemporaneously with the departmental examinations, and at the same places; but that the University authorities shall prepare their own papers and entrust them to the Education Department for transmission to the different local centres; that the presiding examiners appointed by the Education Department shall be responsible for the joint examination, that all answers shall be returned to the Education Department; and that then the University examiners shall read and evaluate the answers of candidates for matriculation, and the Department examiners do the same for candidates for teachers' certificates. And furthermore, it is proposed that the Senate of the University shall accept for junior matriculation, *pro tanto*, the standing of those who have passed for either first or second class certificates; and that successful candidates for matriculation shall be entitled to receive credit in their second-class examination for their standing in Latin, French and German, as obtained of the University.

The result of this excellent scheme will be that a candidate who may desire to pass both the examination for matriculation and that for a second-class certificate will take the Latin, French, and German of the University examination, and the remaining subjects of the second-class examination; should he succeed in all he will be entitled both to his matriculation standing and to a non-professional second-class certificate.

Again many teachers who have already secured, and very many who will hereafter secure, second-class certificates, will certainly avail themselves of the privilege by which their standing, previously obtained, in English, history, and mathematics, will be acceptable to the Senate, and will press forward to matriculation—the languages alone being all in addition that will be required of them.

It is evident that this arrangement, one which undoubtedly will greatly benefit the University of Toronto, is equally available to other universities; and there is no doubt but that all the other universities will take advantage of it. If now, furthermore, a common matriculation for all the universities be agreed upon, and a joint examining syndicate, representative of all the universities, be established, then in reality we shall be taking no small step

towards university confederation, a scheme of which we have heard much, but as yet seen little.

OUR EXCHANGES.

Chautauquan Young Folks for March has its usual entertaining and instructive repertoire. (Boston: D. Lothrop & Co.)

THE editorial columns of the last number of the *Publishers' Weekly* are chiefly devoted to the subject of international copyright. It contains the usual list of the names of latest publications.

Babyland for March is bright with rhymes and tales and pictures for the little folks. "Three Thirsty Thistles" is a little classic. (Boston: D. Lothrop & Co.)

Hall's Journal of Health for February is as varied as ever. The following are some of the topics treated: "An Argument for Temperance," "Diseases that Kill the Most People," "For Melancholia," "The Poison in Cheese," "Tea as a Beverage," "Painless Tooth Extraction," "Beer," "Winter Clothing," "Never Surrender," "Pre-Natal Education," "What Will Cure a Cough?"

Wide-Awake for March opens with a beautiful frontispiece, "Under the Electric Light." Other noteworthy engravings are Haslam's illustrations of the "Tenement House Fire," and Sandham's "Light of the Biscayne." *Wide-Awake* improves month by month more rapidly than any other periodical we know of, and this March number is full of attractions. Its literary merits are of the highest order. Among the contributors now writing are Elizabeth Stewart Phelps, Mrs. Harriet Prescott Spofford, Miss Rose G. Kingsley, daughter of the late Canon Kingsley, Lieut. Schwatka, and Edgar Fawcett (Boston: D. Lothrop & Co.)

Man, a Popular Journal of Public and Individual Health, and Mental and Physical Culture. Edited by Edward Playter, M.D., assisted by an able staff of contributors. So runs the title-page of the latest competitor for the patronage of the Canadian reading public. It is in reality the successor of the "Sanitary Journal" published first in Toronto, afterwards in Ottawa. The March number contains many excellent articles—two especially deserve mention—Dr. Scadding's "Therapeutics and Divinity," which reminds us of the most interesting chapters of French, and the "Sketch of Dr. Bergin," who was Surgeon-General to the North-West expeditionary force.

THE *Magazine of Art* for March does not differ in any peculiarity from its predecessors. It is always excellent. The frontispiece for this month is an ink-photo of the portrait of Miss Farrer by the celebrated Lawrence, engraved by Bartolozzi. "The Tiber: Ostia to Bagnorea," is well illustrated with six engravings. A thoughtfully written article on "The Institute" follows. J. H. Pollen writes on "Chests and Cabinets," giving evidence of much knowledge of ancient and old-fashioned articles of this description. "An 'Atelier des Dames'" gives an amusing picture of women-artists abroad. "The Society of British Artists," "Art in Persia," "Art in Australia," together with the customary "Chronicle of Art" complete this number.

PROFESSOR JAMES BRYCE has for some years been engaged on a "Life of Justinian." His labors have been very much interfered with by his political engagements, but he has no intention of abandoning his enterprise. Mr. Bryce will give a fuller account of the great General Belisarius than anything that has yet appeared, and will be able to throw fresh and more favorable light on the marriage of Justinian to the famous or infamous Theodora.

The Academy: a Journal of Secondary Education. Issued monthly under the auspices of the Associated Academic Principals of the State of New York. We welcome this new journalistic enterprise and wish it abundant success. The educational periodicals of the State of New York, in so far as we know of them, at any rate, can scarcely be said to have entered the field of secondary education. They have concerned themselves with very elementary work indeed. The new editor begins his work rather too timidly, we should say, but his opening number is excellent. We are glad to take notice that he combats the proposed political control of the secondary schools of the State. We trust he may be successful in resisting the attempt to destroy the efficiency of the Board of Regents.

BOOKS RECEIVED.

The History of Pedagogy. By Gabriel Compayré, Deputy, Doctor of Letters, and Professor in the Normal School of Fontenay-aux-Roses. Translated, with an Introduction, Notes, and an Index, by W. H. Payne, A.M., Professor of the Science and the Art of Teaching in the University of Michigan. Boston: D. C. Heath & Co. 1886. 592 pp. \$1.75.

Fourteenth Annual Report of the Public Schools of the Province of British Columbia. 1884-85. By the Superintendent of Education.

REVIEWS AND NOTICES OF BOOKS

The School Room Chorus. A Collection of Two Hundred Songs for Public and Private Schools. Compiled by E. V. De Graff, A.M., Conductor of Teachers' Institutes. Seventh Edition, enlarged. Syracuse: C. W. Bardeen. 147 pp. 35 cents.

The pages of this book are smaller than those of the one mentioned above, and the type smaller; but the paper, printing, and binding are all very good. The music is very bright, and very varied in its character. There are many old favorites in the collection, and the whole is admirably suited to pupils of such ages as we have in our public schools. We should add that not all the pieces are arranged with four parts though the majority are, and there are thirty pages of familiar devotional songs at the end of the book.—*Com.*

New Silver Carols. A Collection of New Music for Public Schools. By J. H. Leslie and W. A. Ogden. Consisting of Glee, Quartets, Duets, Rounds, Solos, Songs with Choruses, Marches, etc. Also a concise and practical rudimental department. Toledo: W. W. Whitney. Boards. 192 pp. 50 cents.

This book is very fairly described by its title. Though of the "rudimental department," we should like to say, unless the teacher is able to expand it

beyond recognition, it is of no earthly use, except that it affords a very good instance of the most irrational and utterly unpedagogical way in which music is generally taught or rather attempted to be taught to children. There is very little of it, however, and the bulk of the book is taken up with pieces which are very suitable to the school room. These are written in four parts. As they are copyrighted they will be new to many of our readers. The music and words are very plainly printed, and the book is strongly bound. We recommend the "carols" to those who desire to obtain suitable music for use in the school room.—*Com.*

A Manual of Teaching. The Practical Teacher. Vol. VIII. 1884 to 1885. Francis W. Parker. New York and Chicago: E. L. Kellogg & Co. 188 octavo pp., cloth. Price \$1.25.

Francis W. Parker, some of our readers may be unaware of the fact, is the Colonel Parker so well known to many of the educators of the youth of America. He writes in this volume on a variety of topics: "Beginnings," "Reading," "Language," "Number and Arithmetic," "Geography," "History," "Psychology," "Pedagogics," "Elocution." In addition to all that Col. Parker has written, there are contributed articles on "How to Teach Language to Young Pupils," "Development in Fractions," "Ideas before Words in Teaching Arithmetic," all of "A Visit to German Schools by Joseph Payne," "Busy Work," "Description of a Reading Lesson," "How to Teach Structural Geography," "Supplementary Reading," "Figures in Arithmetic," "Paper-Folding," "From Script to Print," "Hand and Eye Teaching," "Dictation Exercises," "Examinations," etc., etc. "A Manual of Teaching" is a handsome and durable volume. c.

School Management. Fifth Edition. By Amos M. Kellogg, A.M., Editor of the *School Journal* and *Teachers' Institute.* Cloth, 16mo. Price, 75 cents.

This is an unpretentious volume of one hundred and twenty-eight pages, and is devoted to considering the problem of school management. The writer believes that the way to manage a school consists in rendering the pupil manageable—a process of civilizing, and cultivating, and refining. In the words of President Thomas Hunter, of the N. Y. City Normal College; "The author, an earnest and successful teacher, draws from a large and varied experience; he has endeavored to avoid all pretension, and make the work as clear, simple, and practical as possible; has not forgotten that good principles are much better than extensive acquirements; he has proved it essential that the teacher should himself be a man and a gentleman before he can train his pupils to be such; he inculcates a broad humanity for the school room—a development of the forces lying within, rather than a repression of them, as the true foundation of school management."

The author presents his ideas in the objective method; visits a well-governed school and shows what mode of operation prevails; the spirit of the teacher; the general plan by which the will of the pupils is subjected to that of the teacher, etc. Suggestions are made that cannot fail to be serviceable to teachers in all grades of schools.

The next number of the *English Illustrated* will contain an article on fox-hunting, written and illustrated by the late Mr. Randolph Caldecott.

A facsimile of Shakespeare's will has been prepared by Messrs. Cassell & Co. for issue with Part I. of their "Quarto Illustrated Shakespeare."

JUSTIN MCCARTHY, M.P., has just begun to contribute a series of articles on the Irish question to the *Independent*, of which paper he was an editor in 1868-70.

MESSRS. MACMILLAN & Co. have just issued a volume by Prof. Blackie, which will be of much interest to teachers. Its title is, "What Does History Teach?"

W. S. ROCKSTRO's great work "A History of Music," has just been published in London, and will be brought out at once in this country by Messrs. Scribner & Welford.

MESSRS. JANSEN, McCLURG & Co. have recently issued an American edition of Mr. George Saintsbury's "Specimens of English Prose Style." They also publish "Letters to a Daughter," by Mrs. Helen E. Starrett.

A. C. ARMSTRONG & SON publish this week Dr. McCosh's paper on "Religion in a College—What Place it Should Have"; also a new volume of Alfred Ainger's edition of Lamb's works, comprising "Mrs. Leicester's School," and other of his prose and verse writings.

The *Literary World* is in favor of printing an abridged Bible, to be known as the "Youth's Bible," for the purpose of popularizing it as a literary work. The *World* believes that the fine type which must be used in order to put the Scriptures into convenient form prevents many people from reading it.

MESSRS. SCRIBNER announce an American edition of Kuno Fischer's "History of Modern Philosophy," which has been translated by Mr. J. P. Gordy, and furnished with an American introduction by President Noah Porter. The two volumes on Descartes and Spinoza are in active preparation for early publication.

MR. GRANT ALLEN, the Canadian author who has made a name for himself in England, is said to have been compelled by the bad state of his health to relinquish work for a time. He has a new story just ready. It bears the title "For Maimie's Sake," and is said to combine the sensationalism of his "Strange Stories" with the ordered plot of the approved novel.

LETTER-WRITING is becoming almost a lost art, and it is only when we come upon a collection of Charles Dickens' letters, or one who possessed his art in a degree, that we are tempted to wade through books of correspondence. We, however, must certainly yield to the temptation in "The Letters of George Sand," and we find ourselves well repaid. Here we find letters to Jules Janin, Lamartine, Victor Hugo, Joseph Mazzini, Prince Jerome Napoleon, Franz Liszt, Edmund About, Louis Blanc, Prince Louis Napoleon Bonaparte, Alexandre Dumas, the Empress Eugenie, Octave Feuillet, Gustave Flaubert, Alphonse Fleury, and others. The work is edited and a biography furnished by Ledos de Beaufort; it is in three volumes, and contains six portraits.—*The Book Buyer.*

Special Papers.

LITERATURE FOR ENTRANCE TO HIGH SCHOOLS.

III. A CHRISTMAS CAROL.

THE best way to give the pupils a clear idea of this piece is to require them to read the whole Carol of which the selection in the READER is but a small part. If the book is not already in the school library, it may be purchased of any bookseller for ten or fifteen cents. The "Christmas Carol" was written in 1843; and it is one of the best of the many immortal productions of its author. Its mission will continue as long as selfishness exists, and many of us, no less than Scrooge, may be rescued from death in life by the visits of the "three ghosts."

"A Christmas Carol." A "Carol" is in origin a light and happy dance of many people together, but its use is now always restricted to denote a happy, light, and joyful song—either the music separately (as the *carol* of a bird); or the words; or the words and music together. *Christmas* carols are the happy songs which portray the blessings that have come to the world through the birth and life of Christ.

The phrase "Christmas Carol" was taken by Dickens as a name to his story, as it was published at Christmas and was intended for Christmas reading. It was divided into five staves—fancifully called "staves"—a staff being a musical term to denote the complete part of a musical whole, and the Carol is musical from beginning to end. Staff One describes Scrooge, his miserly and selfish character, and his ill treatment of his clerk Cratchitt; also his cheerless Christmas Eve, his falling asleep, and the visit to him, as he thought, of the ghost of Marley, his late partner—one who had been as selfish and hard as Scrooge was now, but who being dead bitterly repented of his selfishness and had come to warn his old friend. Staff Two describes the visit to him of the ghost of Christmas Past, who shows to him by way of contrast the happy Christmases he had once spent. Staff Three describes the visit of Christmas Present, who shows him how much happiness other people are obtaining from their Christmases, and how much need there is of his help, if he were willing to give it. Staff Four describes the visit to him of the ghost of Christmas Yet to Come, who shows to him how utterly wretched his own Christmases in future will be unless he mend his ways. From Staff Five the selection in the READER is made. But the pupils should listen to the whole story as it is read to them on Friday afternoons by some one of themselves.

*1. "Scrooge was *checked*." Give synonym for *checked*. In what other senses is this word used?

* The numbers refer to the paragraphs.

"Transports." What is the meaning of this word? How is the meaning of the word as a noun related to its meaning as a verb?

"He had ever heard." Why so?

"Clash, hammer," etc. What sort of writing is this? [Onomatopoeic.] Why so?

2. "Cold piping." What is the meaning? What is the usual form?

"Golden sunlight, heavenly sky," etc. Why so?

3. "What's to-day?" Express in full. [Scrooge asks the question because in his dream he supposed three days had passed.]

"Loitered in." [Into the square or yard in which Scrooge's house stood.]

4. "With all his might and wonder." [The boy was almost dumbfounded at Scrooge's unusual condescension and good humor.]

11. "Intelligent—remarkable." [Scrooge's new joy impels him to praise and magnify everything.]

16. "Eh!" Why does the boy speak in this way?

19. "Bob Cratchitt's." [His clerk's. The contrast between the happiness of Cratchitt's household amidst all its poverty and distress, and the dreariness of Scrooge's life despite his wealth, has been very clearly brought out in the preceding staves.]

20. "Tiny Tim." [A lame, little, but exceedingly sweet, and patient child, of Bob Cratchitt's.]

21. "It was . . . sealing wax." Express all this in other words.

"Pouring forth." Where were the people going?

"Delighted smile." [Scrooge's conversion is so real and so novel to him he thinks every one must be as conscious of it as he is himself.]

"Of all blithe . . . blithest in his ears." Why is this? Explain it.

"Nephew." [The Christmas ghosts had taken care to show to Scrooge the contrast between the life of his nephew, who was kind and unselfish, and his own dreary, selfish existence.]

"Disowned for marrying," etc. Explain.

22 and 24. "Nice girl, very." "My love." [These expressions would be impertinent if uttered now. Forty years ago they were not out of place coming from one as old as Scrooge. They exemplify his new character.]

25. "Up-stairs." [The drawing-room; where he might await the coming of his nephew.]

26. "Sidled his face." Explain.

30. "I have come to dinner." [He did not come uninvited. His nephew had the

day before kindly entreated him to come, but he had as rudely refused.]

31. "The plump sister," etc. [Scrooge had seen all these in his dream the night before.]

34. "Accustomed voice." What was that? "Feign it." Express this in other words.

37. "Merry yesterday." [They had had the prize turkey.]

38. "Stand this sort of thing." Put this in other words.

39. "Momentary idea . . . for help." Explain all this. Put it in other words.

40. "Strait waist-coat." [Euphemistic for "confinement in a lunatic asylum."]

41. "Make up . . . coal-scuttle." [One of Scrooge's meannesses had been stinting Cratchitt's coal supply—freezing him, in short.]

42. "Better than his word." Explain.

"Infinitely more." Explain.

"Second father." Explain.

"Good old city." [London.]

"Alteration." "Heeded." Give other words for these.

"As have the malady . . . form." Explain this.

"His own heart laughed." [That is, he was happy.]

"How to keep Christmas well." How *should* Christmas be kept? What should be among our chief thoughts at Christmas.

For Writing:

1. Describe Scrooge's character before his conversion.

2. Describe Scrooge's character after the change.

3. Give some account of the way the change in Scrooge's character was brought about.

4. *Subject for Composition:*—What is the meaning and what is the value of Christmas?

5. Give some account of the author of "A Christmas Carol."

ENERITUS.

BUNYAN'S latest biographer says that "Thackeray used to tell, as only he could, how he once went down to Oxford to give his lectures on 'The English Humorists,' and in order to prepare the way for the attendance of the undergraduates, waited on the heads of colleges. Among others upon whom he called was Dr. Plumtre, Master of University, who, it seems, had not heard of the great novelist, and therefore, asked him who he was and what he had written. By way of furnishing his credentials, Thackeray modestly intimated that he was the author of 'Vanity Fair.' Upon this, the master at once turned round upon him suspiciously, with the remark that there must be some mistake somewhere, for that John Bunyan was the author of 'Vanity Fair.' Finding afterward that people were laughing, Plumtre explained to a friend that he had not read Bunyan's book, 'never being a reader of novels.'"

Methods and Illustrations

PRACTICAL ELOCUTION.

VI.

I HAVE already stated in a former paper that the basis of all good reading is *naturalness*. We know that simplicity of character is always pleasing. The studied, stiff-starched manner is alike at variance with mental and physical deportment. He who cultivates the germ of individuality that resides within himself—and this applies to the whole character of man—is stronger by far than the copyist—the man who puts on the dress suit of mental fashion to grace the ballroom hour of the world, and then sinks back into the slovenly garment of a rattled mind. True elocution requires grace of heart and grace of intellect acquired through the strength of individual development. How awkward is the man who assumes an air foreign to his character! A true man—one of nature's noblemen—is sincere in character, sincere in manner, sincere in language, sincere in dress. Sincerity is the soul of naturalness. No man can be natural who is playing a character at variance with himself. And just here let me make a point in reading. In order to interpret a passage correctly we must make *its spirit our own*. To do this I would advise the teacher of reading to assign short lessons for recitation, but insist upon the character of the reading being brought to the surface. *Less time devoted to the teaching of rules, more time to the development of sentiment*. But you may say what do boys and girls in public and high schools know about sentiment? Did you ever mentally dissect the heart of a school child? I have, and found it full of laughter and tears. These are the fountain of sentiment. Is it a wonder, then, that the opinion of children should weigh so much in the criticism of elocutionary performances? Take away the little street Arab—remove him from the circle of the "gods," and the hero or heroine before the footlights feels a void—a current of electricity broken whence could be drawn inspiration—the nectar of "gods" done up in little rounds of appreciative applause. Teach reading then by the cultivation of sentiment, and teach it, if possible, in very childhood, when the heart is like the morning flower, full of tears and smiles.

I have already stated that elocution can not be substituted for intellect; it is not the cargo, but the vessel, which bears the cargo. It is the duty of elocution to furnish principles to guide in the conveyance of thought through the medium of language. And here let no one mistake my meaning of the word language. It is the outward form by means of which we express the spirit within. What, then, is termed playing upon

words is nothing more than an honest effort to convey truthfully to the mind in typical form the thing typified. So we speak of the *crash of a tree*, the *chirping of a bird*, the *buzz of the bee*. Now, spoken language may be said to bear three distinct relations to the signification of the words which enter into it.

Let me here give the three relations as set forth in a well-known work on elocution. *First*.—A sentiment may be so uttered as to weaken or pervert the simple meaning of the words. Wanting in the necessary force, emphasis misplaced or modulation disregarded, the words, though possessing volumes of thought, may be rendered almost void of meaning. *Second*.—The sentiment may be so spoken as to leave its plain meaning unaffected, neither adding to nor taking from the mere signification of the words. The listener hearing and being familiar with the words, obtains an intellectual knowledge of the thought expressed. He is *impressed* with the words only to the degree that he is interested in the thought. There is nothing in the presentation to *attract* his attention, or that will awaken interest within him. Had he seen the words in the skeleton forms of *written* language, the effect would have been the same. They have been presented to his *sense* alone. *Third*.—The same sentiment may be spoken so that it shall not only express the idea indicated, but that it shall *impress* that idea upon the mind and heart. Under this character of utterance we supplement the form of words with their power, investing the mere passive clay with the life-giving principle which shall send it forth an active, aggressive influence. A word in our next paper upon the elocutionary study of words.

THOMAS O'HAGAN.

SOME SUGGESTIONS FOR ORAL LANGUAGE WORK.

To each teacher who conducts language class: comes the self-propounded question, "Shall the work of my class consist entirely of written exercises, or shall it be partly oral?"

Many teachers must believe that the pen is mightier than the tongue, or there would not be such a lack of oral work. It is possible so to train a pupil that he will *write* with a fair degree of correctness; and yet, if called upon to make an oral statement of well-known facts in his own words, he will do it in an incorrect, blundering, hesitating way.

There is no part of the language work that is more important than to teach a pupil to stand in an erect, respectful position, and express his thoughts clearly, with no painful pauses, no half-finished sentences, no subjects that will, Rachel-like, forever mourn for their predicates "because they are not."

Those who have been tortured by the inability of grown people to describe an occurrence clearly and coherently, will think this time spent to good advantage.

It is difficult to decide in what proportion the time shall be divided between oral and written work. Several elements must be considered; among these are: age of pupils; character of previous school training; and degree of correctness and facility of expression acquired in home life.

In order to secure satisfactory "talking" from pupils, it is necessary to give them a subject on which they have something to say, and in which they are interested. Interest is the grindstone that sharpens the faculties of the mind. There are few teachers who have not, on some occasion, been surprised when an habitually dull pupil, roused from his stupor by something which interested him, made an apt reply or stated some appropriate fact, while the usual mental excitement transfigured his face. While the subject should be within the comprehension of pupils, it need not be silly or childish.

In order to secure good results with some subjects, it is necessary to announce them the day before, in order that each may secure information; with some, less commonly known or more difficult to look up, a longer time may be given. Much of this oral work can be used as a preparation for the written work. In some schools the greater part of the subjects for written exercises are first discussed in the class; yet it is well to give often a subject (wisely chosen) upon which pupils shall write without preparation or class-discussion, to stimulate promptness and ingenuity of thought.

SOME TOPICS FOR ORAL LANGUAGE.

1. *News items*. Each pupil is required to give an item of news which he has read in the paper. Crime and casualties are forbidden topics. Facts concerning noted people, invention, exploration, items of legislation, new railroads, canals, progress of affairs in foreign countries, etc., are encouraged. It is not well to have this daily, as it savors of routine; but have the class understand that they are to be ready whenever the teacher chooses to have the exercise.

2. Pupil describes an animal, bird, tree, flower or fruit. Class guess its name.

3. Pupil describes an object made of glass, or iron, or wood. Class guess its name.

4. Each pupil gives a brief historical anecdote.

5. Each pupil describes a battle of American history; or foreign history.

6. Pupil tells what book he read last; author's name; where the scene is laid; what character he likes best, etc.

7. A great invention, and who made it. Whitney and the cotton-gin; Franklin and the lightning-rod; Morse and the telegraph, etc.

8. A great discovery, and who made it. Newton and the law of gravity; Harvey and the circulation of the blood; Kepler and his laws.

9. Teacher reads a brief story or poem. Class reproduce.

10. Pupil tells what traits of character he most admires; what traits he most despises.

11. Pupil tells about the family at home. How many members in the family; how many brothers and sisters; how many attend school; in what grades. Are any of the children away from home?

12. Pupil tells about his school life; how old he was when he began to attend; whether anxious or reluctant to go; when he first attended school; who had been his teachers.

13. Pupil describes the street on which he lives. In what direction does it run? How long is it? How wide? Is it paved? Has it gas, water and sewer? How deep are the lots? What is the price of land? Are there any public buildings, schools, churches, or stores on it? How near to street cars? What prominent people live on it?

14. Pupil describes the house which he would build if he were rich.

15. Paraphrasing sentences and paragraphs from readers or other books.

The above topics are a portion of those used in a class whose average age was thirteen. They can be used with younger or older pupils, according to the degree of facility of expression.—*New England Journal of Education*.

FIRST YEAR IN ARITHMETIC.

AIMS.

I. To teach all the facts in every number, from one to ten inclusive.

This means to teach a number, for example, 4, as a whole; the equal numbers in it, $4 \div 2 = 2$ (division); the equal numbers that make it, $2 \times 2 = 4$ (multiplication); the equal parts of it, $\frac{1}{2}$ of $4 = 2$ (partition); any two equal or unequal numbers that may be found in it, $4 - 2 = 2$, or $4 - 1 = 3$ (subtraction); and any two equal or unequal numbers that form it, $2 + 2 = 4$, or $3 + 1 = 4$ (addition).

II. To teach the figures that represent the numbers taught.

Pupils should not only be able to tell the nine digits and the cipher, but, should, also, be carefully taught to write them upon their slates. The order of difficulty in writing figures has been found to be as follows: 1, 4, 7, 0, 9, 6, 5, 3, 2, 8. After the Arabic figures have been learned, the Roman numerals to ten may be taught.

III. To teach the use of the signs $+$, $-$, \times , \div , and $=$. At first, $=$ can be called *and*; $-$, *less*; \times , *taken*; \div , *contains*, or *in*; and

$=$, *is*, or *are*, according to the sense. For example, let the oral expression for $3 + 1 = 4$ be, *three and one are four*; for $3 - 2 = 1$, *three less two is one*; for $3 \times 2 = 6$, *three taken twice is six*, or *three twos are six*; for $4 \div 2 = 2$, *four contains, or holds, two twice*, or *two in four twice*; and for $\frac{1}{2}$ of $4 = 2$, *one-half of four is two*.

IV. To teach pupils to arrange work on their slates both neatly and quickly.

Too much pains cannot be taken in training pupils to write the figures and signs taught upon their slates. The teacher should never receive any work that is carelessly done. Special lessons in making figures and signs, and in arranging work on the slate, should be given.

STEPS.

1. Giving the number in a group of objects without counting, as, how many III do you see?

2. Adding groups at sight without counting, as, how many are II and III?

3. Separating a group into two groups, and subtracting each from it, as III into II and I; III less I is II, and III less II is I.

4. Multiplying a group of objects, as, two II II are IIII.

5. Dividing groups of objects, as, IIII contains II twice.

6. Separating a group into equal parts, as, one-third of III is I.

7. Teaching the figures and signs.

METHODS.

1. Develop the operations by means of objects.

2. Have what has been done expressed with marks and figures.

3. Go through the same operations with abstract numbers.

4. Fix the operations by giving many practical problems.

5. Form tables illustrating the operations taught; for example, the table *four* would be: $3 + 1$; $1 + 3$; $4 - 1$; $4 - 3$; $2 \div 2$; $4 \div 2$; 4×1 ; $1)4$ (; $4 \div 1$; $\frac{1}{2}$ of 4 ; 2×2 ; $2)4$ (; $4 \div 2$; $\frac{1}{2}$ of 4 ; $3)4$ (; $4 \div 3$; $\frac{1}{3}$ of 4 .

DIRECTIONS.

1. Use objects the children can handle.

2. Have a great variety of objects on the table.

3. The teacher and pupil should work together.

4. Encourage the class to make original examples.

5. Allow beginners to use their own language.

6. Always keep the pupils up to their best efforts.

CAUTIONS.

1. Lead the children from the concrete to the abstract.

2. Pupils learn by seeing, doing, and talking.

3. Be careful to teach numbers, not simply figures.

4. Have the pupils discover every new fact for themselves.

5. The pupils should do most of the talking.

6. Master each number before passing to the next.—*N. E. Journal of Education*.

READING.

FIFTEEN years' experience in teaching little children to read—and watching this interesting process, has led me to believe that the best teachers are very far from the skill in this great art which one day is to be attained.

We have yet to know of something radically better than the best that has yet been one in teaching the first steps of reading.

The line of discovery and of higher application consists in a more and more thorough understanding of the fundamental principles of learning to read, to wit, the action of the law of association, by which all words are learned. This law cannot be stated too often, nor can it be studied too deeply.

When two ideas come into consciousness simultaneously or successively, thereafter, the coming in of one of these two ideas has a *tendency* to bring the other with it. A word has but one use; to bring its appropriate idea into consciousness. A word can be learned only in one way—by its coming into consciousness simultaneously or successively with the idea it symbolizes. Each word is learned by *one or more acts* of association. The number of acts of consciousness required to learn a word *depends entirely* upon the energy the mind brings to bear upon the act or acts of association necessary to learn a word. This energy, so far as the teaching is concerned, is aroused by stimulus. The impulse to act must spring from something; the means which will give the strongest impulse to action should be supplied by the teacher. Every means that leads to acts of association may and should be used. No means in teaching reading should be used that does not lead to acts of association. The main question—the main point of investigation, that which will lead to far better teaching than the world has ever yet seen, is the particular stimulus that will arouse the greatest energy in acts of associating words with ideas.

The means which will excite the greatest amount of immediate and continuous interest in the child's mind are the means to choose. What are they?

Observation and reading are the two great means of thinking. Observation prepares for reading, and reading supplements observation. The observation that arouses the strongest interest in all children is the observation of nature. Every child is a born naturalist. A child who does not revel in the

immense variety of color and form that hounteous nature furnishes, must be abnormally or mentally deformed. The true or natural method uses the mind's powers with the greatest economy; it finds the shortest lines' resistance in expression, it finds, too, a complete unity in mental action. The very best way to teach a child the first steps in reading is, make the observation of natural objects the main purpose, and the reading secondary.

By seeking the higher end, the enhancement of thought-power through observation, the lower but very important one will be attained in a far better way than when learning to read is made an end in itself. If teachers could be made to understand that teaching natural science is the very best, the perfect means of teaching reading, the glorious truths of God might creep into children's hearts before they are too old to relish them, "How shall I begin?" you ask. Begin with the first leaf, flower, plant, tree, or animal that comes to you—or that you come to.—*Teachers' Institute.*

LANGUAGE EXERCISES.

1. EXPAND the following simple sentences into complex ones:

Describe the usual mode of preparing it. In spite of repeated warnings, he resolved to make another attempt.

They begged to be allowed another chance. After dinner he started off in the hope of finding them.

Their onward progress was stopped by a boom extending across the river.

He appears to have been under a wrong impression of my meaning.

2. Arrange in as many ways as possible without destroying the sense:

So, through the valley, in silence I'll take my way.

For us the raftsmen down the stream their island barges steer.

A mile or so away, on a little mound, Napoleon stood on our storming-day.

I left my friend's house one evening, just before dark.

Never more, on sea or shore, should Sir Humphrey see the light.

3. Change the following complex sentences to simple ones:

I looked around me for some means by which I might make my escape.

I forgot to notify him that the goods had arrived.

If you had not helped us we should never have succeeded.

When he was informed that the enemy were approaching, he ordered the gates to be closed.

He fired his gun in the hope that the report might attract the attention of some men who were working in the meadow which adjoined the swamp.—*Wis. School Journal.*

WASHINGTON'S RULES OF CONDUCT.

ONE of George Washington's early copy-books contains a list of a hundred and ten "Rules of Civility and Decent Behavior in Company and Conversation." Here are a few of them:

"Every action in company ought to be with some sign of respect to those present.

"When you meet with one of greater quality than yourself, stop and retire, especially if it be at a door or any strait place, to give way for him to pass.

"They that are in dignity or in office have in all places precedency; but whilst they are young, they ought to respect those that are their equals in birth or other qualities, though they have no public charge.

"Strive not with your superiors in argument, but always submit your judgment to others with modesty.

"Be not hasty to believe flying reports to the disparagement of any.

"Take all admonitions thankfully, in what time or place soever given; but afterwards, not being culpable, take a time or place convenient to let him know it that gave them.

"Think before you speak, pronounce not imperfectly, nor bring out your words too hastily, but orderly and distinctly.

"Speak not evil of the absent, for it is unjust.

"Make no show of taking great delight in your victuals; feed not with greediness; lean not on the table; neither find fault with what you eat.

"Be not angry at table, whatever happens, and if you have reason to be so, show it not; put on a cheerful countenance, especially if there be strangers, for good humor makes one dish of meat a feast.

"Let your recreations be manful not sinful.

"Labor to keep alive in your breast that little spark of celestial fire called conscience."—*St. Nicholas.*

OF Professor Hutton's lecture at Trinity College the *Varsity* says: On Saturday afternoon Professor Hutton delivered at Trinity College, an able lecture on "Pagan Virtues and Pagan Theories of Life," before a large and intelligent audience. That the address carried with it the speaker's breadth of culture, and was with all its learning lucid and attractive, we scarcely need assure those of our readers who have had the pleasure of hearing Professor Hutton give expression to his thought, *in forma oratoris*. Those who have not had this pleasure will be glad to hear that, at the request of a large number of students, he has expressed his willingness to deliver the same lecture a week from Saturday next, in University College.

QUESTIONS AND ANSWERS.

[All communications for this department must be accompanied by the name and address of the writer, though not necessarily for publication. Correspondents are requested to confine their questions to educational and literary subjects. Following the example of "Notes and Queries," the "Lancet," and other periodicals, the greater number of questions will be printed without answers, correspondents being invited to communicate answers, to be inserted in following issues. Correspondents answering or referring to any question are requested to give the number of the question for convenience of reference.]

ANSWER to Question No. 4. A gives B 150 lbs. of wool. Waste $1\frac{1}{2}$ lbs. wool on 12 lbs. yarn $1\frac{1}{2}$ lbs. wool on $13\frac{1}{2}$ lbs. wool — $1\frac{1}{2}$ of amount of wool.

∴ Waste $\frac{3}{8}$ of $150 = 21\frac{1}{2}$ $19\frac{1}{2}$ lbs., which leaves $150 - 19\frac{1}{2} = 130\frac{1}{2}$ lbs. of yarn.

B gets 11c. a lb. on yarn which costs 35c. — $\frac{1}{4}$ of cost and $\frac{1}{4}$ of amount of wool or yarn.

∴ A gets $\frac{3}{4}$ of amount of wool or yarn — $\frac{3}{4}$ of $130\frac{1}{2} = 97\frac{3}{4}$ of $1\frac{1}{2}$ = $22\frac{1}{2}$ = 89 $\frac{1}{2}$

∴ A should receive 89 $\frac{1}{2}$ lbs. yarn and B should keep $\frac{1}{2}$ of 150 lbs wool = $22\frac{1}{2}$ = 47 $\frac{1}{2}$ lbs.

S. SUTTON, Iona, Ont.

Answer to Question No. 16. The hour hand goes $\frac{1}{2}$ of the number of minute spaces that the minute hand goes.

∴ Taking conditions in question, $\frac{1}{2}$ of spaces travelled over by minute hand — 20 minute spaces + $\frac{1}{2}$ spaces travelled by minute hand.

∴ $\frac{1}{2}$ of spaces = 20 minutes.

∴ $\frac{1}{2}$ " = 4 "

∴ $\frac{1}{2}$ " = 48 "

∴ The time is 48 minutes after four o'clock.

—H.A.S.

NOTE.—We have also received other answers similar to the above.

No. 18.—Q. (a) Will some one illustrate clearly by short examples, the difference between direct and indirect narration? (b) Where in "The Ancient Mariner" is the moral sentiment obtuded upon the reader?

—A TEACHER.

No. 19.—Q. (a) Please explain Stanza seven of "Ode to William Wordsworth," from "Eve following eve" to "My soul lay passive"; also in Stanza five explain "welcomer, in herald's guise." (b) What is the correct pronunciation of Sinai, Hadramant, Anam, Huu, Peiho, Figi.

—S.S.

THE School Board of Newcastle-under-Lyme has adopted phonography in its schools. In August last the London School Board passed a report in which it was recommended that short hand should be allowed to be taught in advance classes under the board's scheme. But the action of the Newcastle-under-Lyme Board is a great advance upon this. In this case it is to be taught in the night schools by a teacher appointed by the board, and the fees are such as will bring the instruction within everybody's reach. This is due to Mr. H. R. Ramm, a member of the board, who takes a deep interest in the matter. He says he will not stop until he gets it into the day schools with a grant from Government.—*The Phonetic Journal* (London, England).

Educational Intelligence.

LOCAL EXAMINATIONS.

[THE following is the statute respecting local examinations recently passed by the Senate of the University of Toronto :—]

UNIVERSITY OF TORONTO.

STATUTE CXXVIII.

Passed February 22nd, 1886.

By the Senate, etc.

Be it enacted—

1. That Statutes No. 111 and 145 be and the same are hereby repealed.
2. That Local Examinations may be held in the subjects of the Matriculation work in the Faculty of Medicine, and certain of the subjects in the Faculty of Arts hereinafter referred to at Toronto and elsewhere in the Province of Ontario.
3. At least two months before the day appointed for the holding of the regular June Matriculation Examinations the authorities of any School Academy or College desiring the holding of such Local Examinations shall send to the Registrar a written application therefor.
4. That there shall be a presiding Examiner appointed by the Senate Committee on Examinations at each place where a Local Examination is to be held, whose duty it shall be to receive and distribute the Examination papers, to be in attendance during the whole period of such Examination, to exercise strict supervision in the Examination room, over which he shall have exclusive control, to collect the answers and return them day by day under seal to the Registrar, and generally to require such Examinations to be conducted in conformity with the regulations and directions of the University in that behalf.
5. In order to the holding of such Local Examinations it must appear that there will be at least five candidates for Examination at the place where such Examination is desired.
6. Local Examinations on the subjects of the Matriculation work in Arts or Medicine shall be held simultaneously with the ordinary June Matriculation Examinations at Toronto, and upon the same papers.
7. Each candidate may take all or any of the subjects in the Matriculation work.
8. Each candidate for full Matriculation shall with his or her application send to the Registrar the Matriculation fee of \$5, other candidates shall pay a fee of \$2.
9. Candidates passing the Local Examinations elsewhere than at Toronto shall not be eligible for scholarships. The names of such candidates shall be published in a separate list in the Class Lists, the arrangement being alphabetical for First Class Honors, Second Class Honors, and Pass respectively.
10. The like regulations shall apply to Local Examinations in the subjects of the 1st year's Examination in the Faculty of Arts.
11. That Local Examinations in other parts of the Arts Curriculum may be held under the direction of the Committee on Examinations at the request of any institution of Learning.
12. That any candidate for Matriculation in any Faculty who may not succeed in passing in all the subjects of Matriculation shall be classed in the Local Lists in such subjects as he shall have passed.
13. That in lieu of conducting such Local Examinations on Junior Matriculation work or parts thereof, in manner above provided, the same may be held from time to time in connection with the Examinations conducted by the Education Department for 1st and 2nd Class Teachers; in such event the Senate Committee on Examinations under instructions from the Senate arranging for the transmissions of the Examination questions to the Education Department for distribution by them amongst the candidates, for the return of the answers of candidates, the appointment of presiding Examiners by the Department, the settling of a common Time-Table, and of such other matters as may be necessary with a view to the holding of such Examinations in a manner as inexpensive as efficiency will permit with a due regard to the public convenience.
14. That until the Senate by resolution otherwise determines, the standing of candidates who have passed, or may hereafter pass, the Examinations of the Department of Education for 1st or 2nd Class Teachers' certificates shall be accepted *pro tanto* at any Junior Matriculation Examination provided always that all candidates for scholarships shall take the full Matriculation Examination.

FORMING A SCHOOL IN ALBERTA.

THE subjoined is from the *Lethbridge* (Alberta) *News* of the 12th ult. :—

"Pursuant to notice given in last week's *News*, a meeting was held in the Lethbridge Hall, on Monday evening last, for the purpose of taking steps to have a school opened in town. Mr. John Craig was called to the chair and Mr. C. P. Conybeare appointed secretary. It was decided by the meeting to open a school as soon as the necessary books and material could be procured, to be supported by voluntary subscription until such time as a school district may be set apart. Messrs. Stafford, Botterill and McKay were appointed as trustees, and were authorized to open a subscription list and take all necessary proceedings for opening the school, and to apply to the Lieut.-Governor to have a district proclaimed here. Rev. Mr. Robertson informed the meeting that the Presbyterian church was at the disposal of the town for school purposes. Some \$29.50 monthly was subscribed before the meeting broke up."

A proof of the zeal shown in this highly laudable attempt to introduce education without delay is seen in the following which appeared a week later :—

"On Monday the public school is to be opened in the Presbyterian church at 9 o'clock a.m. Rev. Alfred Andrews has been engaged to teach for the present until the school district is proclaimed, and a professional first or second class teacher can be secured. All scholars over six years of age may attend, whether their parents feel able to pay towards the school or not. As there are no taxes to depend upon, the trustees will be glad to have the parents and guardians contribute what they feel able to help to defray the expenses until the district

can be got into regular working order. Messrs. Stafford, Botterill and McKay are the trustees, and from any of them or from the teacher any information necessary can be obtained. Let the children bring all their school books and slates with them on Monday next."

THE Chinese ask for a school of their own in San Francisco.

IN the United States there are now 137 normal schools, with more than 25,000 pupils.

MISS JOY, of Tilsonburg, has arranged to take charge of an art class in Woodstock College.

MR. VENTRICE, formerly of Kincardine High School, is the assistant in Vienna High School.

MISS KATE CAMERON, of Belmont, is teaching No. 5, Bayham, in place of Miss L. Cousin, who is attending the Ottawa Normal.

THE annual meeting of the Welland Teachers' Association was held in the high school, Welland, on Thursday and Friday, 4th and 5th March.

A SUBSTITUTE taught in Miss Draper's department of the public school one day last week, but an unruly urchin, who ought to have been expelled, was so obstreperous that the young lady was afraid to take charge of the class next day and the room was closed.—*Mitchell Advocate*.

THE next meeting of the County of Lanark Teachers' Association will be held in Almonte on the 13th and 14th of May. Dr. McLellan, Director of Institutes, will be present to talk upon the work prescribed for the reading course of this year, "Outlines of the Study of Man," (Hopkins) and "Lectures on Teaching," (Fitch).

MR. BROWNING has, the *Academy* regrets to hear, been carrying into effect the doctrines he preached in his poems "House" and "Shop" in his "Pacchiarotto" volume of 1876; and, dreading his future biographer, has just destroyed the whole of his letters to his father and family, every one of which had been preserved by paternal care.

A DEPUTATION, consisting of the reeve and public men of Georgetown, waited on the Minister of Education last week to ask for the establishment in that village of a high school for Halton County. Mr. Ross replied that the matter would have to be referred to the inspector for his report, and that the action would have to be taken by the county council before the Department could take any steps.

ACCORDING to the report of the State Superintendent of Education of Louisiana, forty nine per cent. of the inhabitants over ten years of age can neither read nor write. Of the colored population alone, seventy-nine per cent are illiterate. The superintendent says the education of these people is too great a task for the state to undertake, and appeals for the passage of the Blair bill in order that the state may be aided in the work out of the national treasury.

THREE years ago seventy-five Sioux and Modoc children were sent to the Normal Labor Institute, near Wabash, Ind., to be educated. When they arrived at the school they were in a barbarous condition, but in the interval they have become proficient in English, geography, arithmetic and other

studies, and acquired a knowledge of farming. Forty of them have been returned to the Indian Territory. The boys will be put to farming and the girls be given positions as teachers in the Indian schools.

THE Paris correspondent of the *Times* writes: "The report of the British and American School founded in 1832, has reached me. Their object is to furnish to the children of the many English-speaking workmen in Paris a sound education, both in English and French, so as to fit them for employment in either country. Many offers of good situations have of late been made to boys and girls trained in the schools: and during the fifty years of their existence thousands of children have been trained in them, many of whom are now occupying good positions in the commercial world.

SENATOR STANFORD'S scheme for the establishment in California of a great university has been made public. His range at Palo Alto, near Menlo Park, about thirty miles from San Francisco, has been selected as the site. The several buildings comprising the university will be on the general plan of a parallelogram, and will be constructed so as to permit additions being made as the necessities of the institution may require. Senator Stanford will donate to the university, his Palo Alto, Gridley and Vina properties, worth \$5,300,000. To this he will add a money donation, so as to make the total endowment of the university \$20,000,000.

MR. HICKS, the new high school assistant teacher engaged by our school board arrived here last week, and has now entered upon his duties. Mr. Hicks comes to us highly recommended. He is a university graduate, who has had a very successful experience in his work. He was for some time head master of the Newburgh High School, and the results of his labors are highly creditable. The teaching staff of the Parkhill High School now is as follows: E. M. Bigg, M.A., head master; Mr. Parkinson, (1st Prov.) assistant teacher; D. Hicks, B.A., do. There is now an attendance of about 80 pupils, who have plenty of accommodation since the addition of a third room or high school purposes.—*Parkhill Review*.

A SPECIAL meeting of the Goderich School Board was held last week to consider a proposition to grant the use of the vacant room in the central school for the purpose of a night school. It was moved that the room be granted for the purpose of a night school and that the caretaker take charge of the school when the room is so used, and that he be paid by the occupants for his work. The motion carried. One gentleman contended that the board should grant the use of the ward school instead of the room in the central. After the board adjourned a class of over twenty young men, in age from 18 to 30, was formed, Mr. Embury with two assistants conducting the teaching. Messrs. H. I. Strang, S. P. Halls and A. J. Moore have also agreed to undertake their share of the work.

A SIMPLE and effectual method of supplying fresh air without draft to a school-room, appeared in the pages of the *Builder*. It may be described as an air-box made of sheet iron, and placed behind or connected with a stove. The box is connected by an air-shaft with the outside wall, and

has an inlet pipe above, which admits the fresh air into the room. In passing through the "box" the air becomes slightly warmed in winter, when there is a fire in the stove, and it is a good ventilating shaft in summer. It is most effective when it is most required, i.e., when other openings, doors and windows, are closed. Its advantage over the old plan of a simple opening under the stove, is that there is no danger of dirt or ashes falling into it and filling it up. I may add that I designed it twelve months ago, for a board school in Leicester, where it has been found to work admirably. The fresh air inlet pipe could be taken to any part of a room where the stove might be placed.—*Exchange*.

A SUCCESSFUL meeting of the teachers of Bayham was held in Vienna High School building on Saturday, 20th ult. This is the second of a series of township institutes being formed by Inspector Atkin. The officers elected are: President, Wm. Inman, Vienna; vice president, Wilson R. Smith, Port Burwell; secretary-treasurer, Miss Maggie Young, Staffordville. It was decided to hold the institute three times a year, and that the next meeting be held on Saturday, May 30th. The "Teachers' Reading Course" was discussed, and the teachers unanimously decided to read Fitch's Lectures on Teaching before the meeting of county institute on April 29th and 30th. The following programme proved an interesting one; most of the teachers present entered freely into the discussions: "Literature in Public Schools," "First Steps in Number," "Public School Drawing," and "First Lessons in Reading." Mr. Ventrice, of the high school, Vienna, recited "The Death of Little Joe," and Reeve McCally, a former teacher in Vienna and Port Burwell, addressed the institute on "Some of the Difficulties a Young Teacher Meets with."—*St. Thomas Journal*.

A VERY ripe scholar in what may be called the uncovenanted branches of knowledge is lost to us by the death of Dr. Birch. The Assyrian, Chinese and Egyptian languages are not included at Oxford or Cambridge, or any other English university, among the subjects for examination. They are not taught because they would not pay, we are always told. Why Latin and Greek can be made to pay better is probably a matter of pure accident; but it seems likely that a long period may elapse before an arbitrary restriction of this kind is formally removed. The career of Dr. Birch shows that even the universities can appreciate the merits of a scholar to whom Greek and Latin were objects of wholly secondary interest, who could read and translate Chinese easily, who was among the very first to decipher Chaldean inscriptions, and who was undoubtedly the most advanced Egyptologist in England—nay, we might say, since the death a few months ago of Dr. Lepsius, in Europe. He had never, if we are not mistaken, enjoyed the advantages of a university education, and entered the public service at the early age of twenty-one; yet long before his death he was a D.C.L. of Oxford and an LL.D. of St. Andrews and of Cambridge, and an honorary Fellow of Queen's College. These well-earned honors were conferred on him in acknowledgment of a proficiency in studies which none of these universities recognize as within the sphere of human knowledge as taught by them.—*The Saturday Review*.

Table Talk.

"WHAT is this?" shouted the teacher, pointing to an ink blot on a boy's book. The boy addressed meekly replied, "I think it is a tear, sir." "A tear!" thundered the teacher. "How could a tear be black?" The meek, but not ingenious youth thus gave answer: "I think one of the colored boys dropped it, sir."

A YOUNG school girl lately puzzled her school teacher with the inquiry: "If the oldest child of an English ruler succeeds to the throne, what would happen if the eldest child was twins?" The girl was very much surprised at the teacher's inability to answer off hand, and tried to find out from her mother, but the question still agitates the village. *St. Thomas Times, et al.*

THE *Christian World* is responsible for the following: Children are taught to read Welsh within the first two or three years of their attendance at Sunday School, occupying about an hour of direct teaching per week. Why? Because Welsh spelling, with slight exceptions, corresponds with the sound. Learning to read Welsh simply means learning the alphabet, every letter, with one exception, having its own sound. Combining letters into syllables, and these into words and sentences, is a matter of practice.

Cassell's Saturday Journal says: "Correspondents will greatly oblige if they will kindly write to us in longhand, and not, as many have done of late, in shorthand. They might just as well inscribe in Hindoostanee, Arabic, or any other out-of-the-way language. There would be no difference. Not that we experienced any difficulty in reading the notes. None in the least. On the contrary, many of them are extremely well written, and deserve the warmest praise. But this is not a shorthand journal, and we cannot spare the time to attend to phonographic letters."

FOOTPRINTS.

SHE'D a great and varied knowledge, picked up at a female college, of quadratics, hydrostatics and pneumatics very vast.

She was stuffed with erudition as you stuff a leather cushion, all theologies of the colleges and the knowledges of the past.

She had studied the old lexicons of Peruvians and Mexicans, their theology, anthropology and geology o'er and o'er.

She knew all the forms and features of the prehistoric creatures—ichthyosaurus, plesiosaurus, megalosaurus and many more.

She'd describe the ancient Tuscans, and the Basques and the Etruscans, their griddles and their kettles and the victuals that they gnawed.

She'd discuss—the learned charmer—the theology of Bramah, and the scandals of the vandals and the sandals that they tread.

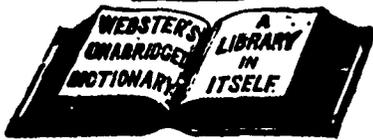
She knew all the mighty giants and the master minds of science, all the learning that was turning in the burning mind of man.

But she couldn't prepare a dinner for a gaunt and hungry sinner, or get up a decent supper for her poor voracious papa, for she never was constructed on the old domestic plan.

—*Lynn Union*.

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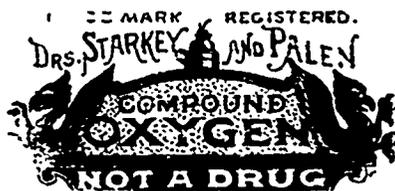
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