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VOL. II.

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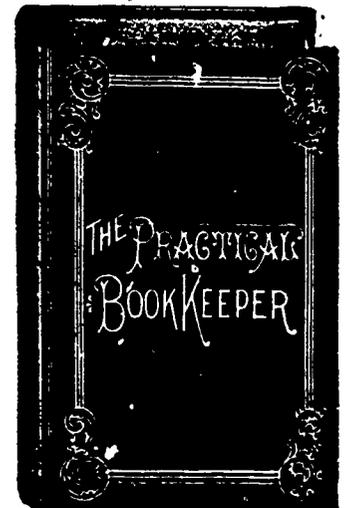
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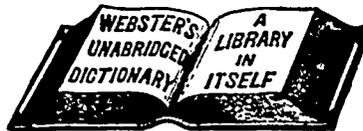
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The Educational Weekly.

TORONTO, DECEMBER 3, 1885.

WE remarked last week that when the teacher possesses sufficient self-control and discretion, and uses such *methods of teaching* as are natural and in harmony with child-nature, there will be little need of severe punishment, since there will be very few infractions of the standard of order more grave than mere temporary ebullitions of youthful spirit.

To meet these lesser infractions of order, punishments based on nature's law of retribution, and the old Mosaic law of restitution or recompense, are the most natural and the most effectual. The punishment should be exactly proportionate to the offence, and the restitution should be made at the culprit's expense. The enforcement of these laws will soon produce an environment of order which, as we have said before, will re-act on the mind and produce a mental habit tending always towards the support of principles of right. For graver offences, such as cheating, lying, stealing, profanity, the teacher must rely principally upon the development in the hearts of his children of preventive principles, and the cultivation of a moral public opinion in the school, which will make these immoral actions very rare, if not altogether impossible. But such offences, once detected, must be punished. Restitution must be enforced wherever that is possible. The school must be purged of the offence; and the offence must be set before the school in its true evil character; but the teacher should, in a spirit of love and gentleness, use every means of rescuing the wrongdoer from the evil influence of his base passions, set before him the beauty of character, and with judgment much tempered by mercy, restore the offender as quickly as possible to his accustomed place in his own esteem and the esteem of his fellows.

THE reason why such offences as cheating, lying, stealing, and profanity are more difficult to be dealt with than infractions of ordinary school rules, such as defacing desks and walls, leaving seats without permission, and so on, is that while these latter derive their culpability from being violations of laws which emanate from the teacher, and which can easily be demonstrated to be necessary to the good order and welfare of the whole school, and so are easily recognized by the pupils as wholesome and necessary, the former class of faults are offences against the higher moral law whose obligatoriness cannot be easily demonstrated to young children—the demonstration of it, indeed, being the most difficult problem which modern thought is concerned with. Fortunately, whatever may

be the demonstration of the problem, enlightened mankind is united in recognizing the obligatoriness of this moral law, and the moral sense of most children is, by reason of inherited tendencies, and of home influences, and of religious training, sufficiently acute to render any such demonstration, even if it were possible and expedient, quite unnecessary. There is thus in the school, perhaps more pronounced than outside of it, a general recognition of the validity of the moral law; and it is, as we said above, to this school public opinion in favor of a high standard of morality that the teacher must look for support in his enforcement of positive rules against violations of the moral law, and for the strengthening of that sense of what is just and right which will *prevent* such infractions of it as cannot be provided for by positive commands. The cultivation of this moral public opinion is, then, the most important business of the schoolmaster; how it shall be done, at what times, and with what means, are questions of vast moment which have never been settled. This much is certain, however, that the teacher must be, in so far as it is possible for him to be, in so far as with all earnestness and striving it is possible for him to be, a pure example of one who conforms his whole life to the requirements of the moral law, and sets the whole current of his nature in the direction of sustaining it. The ethical doctrine of Christianity is universally recognized as being the embodiment of the highest morality of which the world has as yet formed any conception, and it is to Christ's life and teachings, then, that we must all look.

SUCH offences as cheating, lying, stealing, profanity, cruelty, gross selfishness, are not then sufficiently dealt with by punishment after nature's methods, simple retribution. The moral sentiment of human beings is capable of cultivation by the direct action upon it of a higher moral sentiment, just as it is capable of deterioration by the direct action upon it of a lower moral sentiment. However, nature's law must not be violated; wrongdoing must be followed by punishment. But the teacher must determine what the punishment is to be, and how it is to be administered. Where the moral sentiment of a school is highly developed, an offence of cheating, or stealing, for example, after restitution has been made, may be well left to the detestation of the school community. But the teacher must never forget that in dealing with a wrongdoer he is not dealing with brute, but with rational being, whose possibilities of moral growth or of moral deterioration are infinite; and that his duty is not alone to preserve his school from contamination but to set in a right

direction the natural faculties of the offender. First offences should be dealt with, then, with much more clemency than subsequent offences, and in many instances the nature of the punishment, as well as its administration, should be known only to himself and the culprit.

WE do not wish to be understood as at all in favor of corporal punishment; we assert simply that in itself it is not reprehensible; that with children whose moral sense is not acute, where the moral sentiment of the school is not sufficiently developed, and especially with younger children who have not yet sufficient maturity of mind to understand or see the value of the higher moral law, and in cases where the law of natural consequences cannot be applied, then the teacher, as the representative of law, may properly enough administer corporal punishment, and so convey to the mind of the wrongdoer a direct and appreciable evidence of the necessary connection of wrongdoing with retribution. Only this must be said: that the administrator of corporal punishment always stands in great danger of being understood by the culprit not as the representative of law, but as the wrecker of his own private vengeance; and so the moral effect of the punishment is not merely thwarted—it is distorted into positive evil. Corporal punishment, then, of all kinds, needs to be most carefully considered; it should never be administered in anger, never in haste, never without a keen sense of responsibility, and always in deficiency rather than in excess. In fact, in nearly every case, the disgrace which attaches to corporal punishment is a more powerful remedial agent than the pain which is inflicted by it; and recourse should be made to it only as a last effort of justice.

WE thus see that whether as the exponent and exemplar of the higher moral law, or as the interpreter of nature in the imposition of punishments which are as nearly as possible natural consequences, or as the representative of Law in the infliction of punishments which are intended to show the necessary connection of sin and retributive consequences, the teacher stands in a position of most awful responsibility. Can, then, too much stress be laid upon the necessity of his mental and moral fitness? upon the sufficiency of his preparation, and the character which he sustains? Should we wonder, then, at the anxiety which all lovers of mankind who have pondered upon the subject—at the anxiety which these feel for the moral character of a school administration? In the hand of the teacher lies the destiny of the nation. The people rise or sink in moral worth as his character rises or sinks.

Contemporary Thought.

NOTWITHSTANDING the caricatures of Nast, and the verbal sneers of better men, I am bold to advocate the cause of the gymnasiums, and the boat and ball clubs, the swimming matches and foot-races of our Eastern colleges. I hail them as evidences of a coming and much needed equilibrium of culture. Man is not all intellect. Man has a body that God intended should be developed and made strong and beautiful, not dwarfed by confinement and "sicklied o'er with the pale cast of thought."—*Professor Trueblood, in the Earhamite.*

NOT all of us can be Liszt, who became the more inspired the larger the concert hall, the brighter the illumination, and the more brilliant the attendance! and how many persons, not usually considered nervous, have felt their hearts sink a storey lower, as they found themselves the focus upon which the many-headed public concentrated its basilisk eyes. Even Chopin, who made his *début* when but nine years of age, confessed that in public concerts he could reproduce but the shadow of what he performed when alone, or in chosen circles; and his glorious polonaises, mazurkas, and waltzes, at one moment incomprehensibly sorrowful unto death, and at the next rejoicing, give evidence of this fact, for he improvised almost all of them, when he was requested to play in his own circles; for then he played what his spirit dictated.—*Musical Items.*

I HAVE it from an eye-witness, and a perfectly reliable man, that, some years ago, when John C. Heenan, the pugilist, was training himself in Cincinnati, wherever he went he attracted the admiring eyes of all classes by the grace and manly beauty of his cultivated person. The performers in our travelling circus—what a wonderful hold they have upon the people! Hundreds crowd into their tents, and sit or stand for hours in the most disagreeable heat and dust to see their muscular feats; and every boy in the country, when he goes home, puts up his bar, hangs his swings, and proceeds to train himself for an acrobat. I know that it is the general opinion that it is a mere idle desire for parade that draws this crowd; but I beg leave to suggest that there is another potent element in the attracting force, viz.: the intense delight which we all take in contemplating the display of power and grace of movement attendant upon the exercise of the cultivated body.—*Professor Trueblood, in the Earhamite.*

THE President of University College, in his address on Convocation Day, affirmed that "the whole tendency of the age is toward the secularization of the universities." The distinguished writer of "Topics of the Week," in *The Week*, says: "There is little doubt that the tendency of the day is toward the secularization of all education." Taking these opinions in the meaning which the respective writers probably intended to convey, that is, as referring to universities and schools supported and controlled by the State, they convey an unquestionable truth. The utter incongruity of any attempt to inculcate the solemn, spiritual

truths of the Christian religion by means of agents and agencies controlled by politicians or statesmen, who are not necessarily Christians at all in the strict sense of the word, and who may be agnostics or atheists, is becoming every day more manifest. The genius of true religion itself forbids the secular authority to put forth its hand to steady the ark of God. The fundamental principles of sound statesmanship forbid taxing the whole people for the teaching of doctrines or dogmas held by only a part of the people. The ever-multiplying diversity of creeds and sects interposes also an insuperable practical difficulty in the way of any such arrangement.—*Canadian Baptist on Religious Instruction in National Schools.*

So far as the schools are concerned the true safeguards must be found in the principle of local option. This is secured by choice of teachers being vested as it is in trustees elected by the people. True, the local majority may not and should not have power to provide for religious instruction as such in the schools. But they have a power of immensely greater value, the power of electing trustees who rightly appreciate the value of character in the teacher. If the teacher is a man or a woman of the highest type, one in whom the principles of morality are based on the only sure foundation; one whose heart and mind and conscience are all responsive to the voice from above, the pupils will be daily and hourly under a moral and religious influence more potent than any that could be the outcome of the most elaborate creed-teaching, from which the life-giving spirit was absent. In a word we hold that the only resource for Christian parents under the circumstances is to cease decrying the secular school as "godless," and to begin seeing to it that the schools as we have them are not handed over to inexperienced, ignorant, superficial or godless teachers, for the sake of saving a few dollars in taxes, but that the tender minds and hearts of their children are entrusted to the moulding hand of none but men and women professing the highest mental and moral qualifications.—*Canadian Baptist on Religious Instruction in National Schools.*

WOMAN recognizes the fact that grace and beauty of person are great elements of power; and some have succeeded in reaching a full and generous culture in this respect. They have brought their bodies up from the low standard of the present age to something of Nature's own perfection—to something of that perfect beauty and symmetry which must have fascinated Eve as she looked at her image in the limpid pools of Eden. But I must say that not many have succeeded; the majority of the attempts in this line, under the adverse influences of the age, have been feeble, hesitating, and unskilful—resulting, for the most part, in the mincing step and affected manner that is so utterly despicable. We need to turn back for lessons in physical development to the broad and generous culture that obtained in the golden days of old Sparta. When the Grecian lady moved there was ease, and dignity, and grace—a rhythm of motion which, I fancy, we are unaccustomed to behold. And when the old Grecian phalanx marched out—every man perfectly trained, beautifully developed, strong as a Hercules, but graceful as a sylph—it was like gods marching out to battle. But how perverse and short-sighted man is! If

we could have the physical culture of that day, and the soul-culture of which I shall presently speak, joined with the intellectual culture of this age, what a wonderful power and perfection of being we should have!—*Professor Trueblood, in the Earhamite.*

MR. F. P. ROE comments in the *Christian Union* upon some provoking aspects of the non-copyright question. "Not very long since," he says, "I had occasion to visit a city in Ontario, Canada. I was scarcely more than across the Suspension Bridge before an effort to sell me my own books was made by the vendor of railroad literature. I soon learned that he had editions in two or three styles of binding, to suit the taste and purse of the purchaser, and that he was having a brisk trade in the stolen wares. On reaching my destination, I strolled into a bookstore, and again had the pleasure of inspecting several editions of my works, published in Canada and England. The books of many other American authors appeared with them, and all had imprints of publishers who probably had never even said, 'By your leave.' Not content with stealing my books, a Canadian house stole my name, and tacked it, as author, to a story of which I had not written a line, or even heard until a friend sent it to me. I tried to get redress for this outrage, and the result was a lawyer's fee. Scores of American writers have no doubt had similar experiences, and I suppose British authors fare as badly with us. What is all this but international petty larceny?—petty, in these days of bank and railroad wrecking, in the value of the property stolen, but serious and sad enough to the hard-working class that is robbed."

It is related of Ferd. David that he once dropped his bow from his trembling hand, although he had just played in his accustomed masterly manner, and that when he was much excited he could never produce a good *staccato*. Adelina Patti asserts that, to this day, she always feels anxious when she is to sing something new for the first time, no matter how well she may have studied it. Another prima donna, it is said, could not be persuaded to sit down even for a moment upon the day of her appearance, but walked the room incessantly, occupied with her needle, or humming her part, but never taking a seat until the performance was over. Jenny Lind once paced the room in this manner with Sims Reeves, with whom she was to sing on the same evening, and they were continually passing and repassing each other, humming their parts the while. Jenny Lind's husband, Herr Goldschmidt, finally remarked: "You have sung this part so often, and you must know it by heart, I should think." But her only reply was, "we are artists, and are to appear to-day; we must know our own requirements, please leave us to ourselves." If Jenny Lind received a visitor on the day on which she was to sing, she would enter the room with her notes in her hand, sit down, and converse in a pleasant manner. In a very short time, however, she would grow uneasy, arise, and hum to herself, sit down again, and take up her notes, become absorbed in them for a moment, and as suddenly take up the thread of the conversation where it had just been interrupted.—*Musical Items.*

Notes and Comments.

AMONG our contributors this week are Rev. G. M. Grant, LL.D., Principal of Queen's University, from whom we shall have a second paper shortly, and Mr. Fairclough, Classical Master of Brockville High School.

AT this time of the year many teachers wish to obtain information concerning books suitable for libraries in Sunday and other schools. To such we recommend the catalogues published by D. Lothrop & Company, Boston, which may be had from the publishers on application.

OUR account of the proceedings of the East Middlesex Association is much longer than any we have yet given; the proceedings were so well reported in the paper from which we have extracted our report we could not well shorten it; and the practical nature of the discussions makes us think that they will be of interest to most of our readers.

TO Correspondents: The Normal Schools open on January 19.—Mr. Spotton's *Botany*, covers the work for Second Class certificates. Some teachers use Thom's *Botany*. In University College Bessey's *Essentials of Botany* is used. Mr. Spotton's book ought to be sufficient to satisfy the examiners, and we believe it will. It is an excellent work, and reflects credit on Canadian scholarship.

WE have ready for publication papers from every part of the Province discussing burning educational questions. The pressure on our columns is so great that we must ask our contributors to be patient. Many very interesting items of educational intelligence are also unavoidably held over, owing to the great number of conventions which have been lately held, whose proceedings we have had to report.

BY every mail we receive the most encouraging letters concerning the favor the EDUCATIONAL WEEKLY is everywhere meeting. For next year we are making arrangements which will much enhance its value to the teachers of the lower classes in public schools. Every department of our paper is approved by some part or other of our very varied constituency; but we are going to give especial attention next year to the department of "Practical Methods."

WE have received from Houghton, Mifflin & Company, of Boston, their new "Illustrated Catalogue." It is the most beautiful thing of the sort ever made. It consists of ninety-six pages of heavy, finely calendered paper, and almost every page has a portrait of some eminent man or woman of letters, engraved with fine skill. We are quite sure the Messrs. Houghton will be glad to send this work of art to any intending book buyer,

and we predict that it will be kept and valued for its intrinsic interest, as well as for the information it contains.

WE reprint this week two very pretty poems from the pen of Mr. W. W. Campbell, whom our readers will remember as the author of the pretty "Verses" published in our issue of June 25. Mr. Campbell, who is a Canadian, was, two years ago, a student of Wycliffe College in this city, and is now an Episcopalian minister in New Hampshire. His poems appear in the best literary magazines in the States, the *Atlantic*, the *Century*, etc. Mrs. Campbell, also, has written some very pretty tales; and she has been from the first a contributor to the WEEKLY, and from her pen we hope in future to have other contributions.

THE Grip Printing and Publishing Company have just received a magnificent office desk from our old friend, Mr. Stahlschmidt, late principal of Preston School, now engaged in that town in the manufacture of all kinds of school and office furniture. Knowing Mr. Stahlschmidt so well, we can recommend his firm to all trustees needing school furniture. For years we have been personally acquainted with the goods he manufactures and we know what they are. The desk mentioned above is a beautiful piece of work, and the manager, Mr. Moore, is so well pleased with it, that he is ordering another.

WE call the attention of those who desire to do some good reading this winter to the review of Mr. Parkman's *Montcalm and Wolfe*, which appears in other columns. We have inserted this review purposely to interest some of our readers in the series of admirable histories of our country, of which the volumes above mentioned form the conclusion. We have in preparation several articles illustrative of these histories, ten volumes in all; but our readers should obtain the works themselves and make themselves acquainted with them at first hand. Mr. Parkman's writings, while they are as fascinating as any novel, possess all those sterner characteristics of impartiality and accuracy, without which history is worse than valueless. No Canadian can be said to be well-informed as to his own country who has not read Parkman.

A CORRESPONDENT says:—"In the fraction, $\frac{2}{3} \div \frac{1}{2}$ of $\frac{2}{3}$, what is the order of operation? Hamblin Smith says, p. 68, Sec. 85, we should divide $\frac{2}{3}$ by $\frac{1}{2}$ and multiply the quotient by $\frac{2}{3}$; while McLellan's "Examination Papers" expects it to be solved by dividing $\frac{2}{3}$ by the product of the two fractions following. Which is right, and why?" First, we would remark that we cannot find that Hamblin Smith *does* say, in the place referred to, that the operation is as our correspondent says. He says that in $\frac{2}{3} \div \frac{1}{2} \times \frac{2}{3}$, the operation is as above stated, which is in accordance with all other writers. But Hamblin Smith

(in Sec. 71) defines " $\frac{2}{3}$," in the case of fractions, to be the same as "of"; so that when in Sec. 85, he says that $\frac{2}{3} : \frac{1}{2} \times \frac{2}{3}$ is equivalent to $(\frac{2}{3} : \frac{1}{2}) \times \frac{2}{3}$, it is *equivalent* to his saying that $\frac{2}{3} : \frac{1}{2}$ of $\frac{2}{3}$ is the same as $(\frac{2}{3} : \frac{1}{2})$ of $\frac{2}{3}$. In this he departs from the custom of every other text-book writer that we know of; and he so forgets himself in his matter that in some of his problems the answers he gives cannot be obtained by conforming to his own convention. The universal practice, we believe, outside of H. Smith, is to consider the signs " \div " and " \times " as of equal "strength," if we may use such a term; but the sign "of" as "stronger" than either. Therefore, $\frac{2}{3} \div \frac{1}{2}$ of $\frac{2}{3}$ is the same as $\frac{2}{3} \div (\frac{1}{2}$ of $\frac{2}{3})$, and *not* $(\frac{2}{3} \div \frac{1}{2})$ of $\frac{2}{3}$. Our correspondent will note that the whole thing is a matter of agreement among arithmeticians, and not of principle.

WE have received the report for 1885 of the Superintendent for the Protestant Schools of the Province of Manitoba. Showing, as it does, how the knowledge gained from the working of educational systems in communities long since past their incipient stage, is applied to the establishment of a system in a society just in process of formation, the report is exceedingly interesting; and we congratulate the energetic Superintendent, Mr. Somerset, upon the signs of healthful progress which his report everywhere manifests. For the present we must content ourselves with noticing one feature only—the arrangement made for the professional education of the teacher. The Provincial Board of Education and the trustees of the schools of Winnipeg work together in this matter. The appointment of the Normal School Principal rests with the board, but the city trustees must concur in the appointment, while the Province pays the necessary expenses. The city trustees furnish the instruction rooms and the material equipment for teaching, and also make suitable provision for the practice of the teachers-in-training in the classes of the schools. The work of the principal is under the supervision of the inspector of the city schools, and this supervision again is under the direction of the Provincial Superintendent. We suppose it need scarcely be said that such a complicated arrangement as this can only be temporary; and that the utmost tact and mutual consideration on the part of all these officials can alone prevent the scheme from cracking at any time. We are assured, however, that the scheme is working admirably, and that the able Normal School Principal, Mr. D. J. Guggin, well known in Ontario as one of the most successful model school teachers of the Province, is doing most excellent service in the professional training of teachers, not only in Winnipeg, but in some half dozen other local centres. We will speak more particularly of this work again.

Literature and Science.

THE DEWDROP.

WILLIAM WILFRED CAMPBELL.

I FELL from heaven at golden dawn,
Like a tear from the sky's blue deep;
I fell in the cell of a hly's bell,
And woke all the world from sleep.

The cock called out from his drowsy shed,
And the humming-bee woke to his feast,
And sleep blew off from the eyes of men,
As the mists blow out of the east.

Phœbus harnessed his snorting steeds,
And let down his golden bars,
And strewed the fields of heaven with red,
As the night blew out with the stars.

Then Helios rose from his streams in the east
And smote on the doors of day;
And the worker arose from his rest to toil,
And the priest in his cell to pray.

—From the *Youth's Companion*.

A CANADIAN FOLK-SONG.

WILLIAM WILFRED CAMPBELL.

THE doors are shut, the windows fast;
Outside the gust is driving past,
Outside the shivering ivy clings,
While on the hob the kettle sings.
Margery, Margery, make the tea,
Singeth the kettle merrily.

The streams are hushed up where they flowed,
The ponds are frozen along the road,
The cattle are housed in shed and byre,
While singeth the kettle on the fire.
Margery, Margery, make the tea,
Singeth the kettle merrily.

The fisherman on the bay in his boat
Shivers and buttons up his coat;
The traveller stops at the tavern door,
And the kettle answers the chimney's roar.
Margery, Margery, make the tea,
Singeth the kettle merrily.

The firelight dances upon the wall,
Footsteps are heard in the outer hall;
A kiss and a welcome that fill the room,
And the kettle sings in the glimmer and gloom.
Margery, Margery, make the tea,
Singeth the kettle merrily.

—From the *Atlantic*.

MR. PARKMAN'S MONTCALM AND WOLFE.

THERE is a pleasure in taking up one of Mr. Parkman's histories, for the reader knows that he will be invited to a share in the results of the historian's patient labor without being made a partner in the labor itself. There are some historical writers who drag one along with them, and one has to work hard to make the book one's own; but Mr. Parkman's dealings with the reader are of another sort. He assimilates his material

so thoroughly that his narrative reads like the tale of a man who saw all, and if he was not a part of the action was all the better a narrator for being a bystander. The reader listens, and places implicit confidence in the narrator, not merely because the array of public and private authorities shows that Mr. Parkman has had access to material known in its mass to no other student, but because the firm tone of the historian carries conviction of his entire familiarity with his subject.

Mr. Parkman occupies a somewhat peculiar position as an historical writer. He belongs, one would say, by culture and by choice to the older school of narrative historians, but he brings to his task a scholarship which identifies him with the newer school of critical historians. He has the virtues of both schools, the defects of neither. He avoids, on the one hand, the tendency to rhetoric and smoothness which makes one distrust some very agreeable and even fascinating writers, men who are praised for making history as interesting as a novel; and he has none of that contempt for human interest which leads the scientific historian to treat all historical questions as merely unsolved problems. His positive merit lies in the thoroughly scientific method of his knowledge and the fine artistic power of his expression; while he never writes as a partisan, his work is warm with a genuine human sympathy.

His latest book* affords a better opportunity than any of the previous volumes in the series for a judgment on Mr. Parkman's special gifts as an historical writer. The whole subject of France and England in North America, when treated in detail, is so dissipated, and owes its interest so much to detached incidents and half isolated persons, that one is more impressed by Mr. Parkman's mastery of the separate passages and by his clear portraiture than by his dramatic power. The story of the downfall of France, however, as contained in the volumes before us, moves so swiftly to its conclusion, and involves such vast interests, that it might easily tempt one into a theatrical display. It is to the credit of Mr. Parkman's literary judgment that he has not yielded to any such temptation, but has so marshalled his facts as to make the historical development depend for its impressiveness upon the luminous qualities of the narrative. The drama involved in the sequence of events receives no adventitious aid from any manipulation of detail.

Indeed, any mere scenic dramatic effect is forbidden, except in the culminating encounter between Montcalm and Wolfe on the Heights of Abraham. The disputed points in the Seven Years' War, so far as America

was concerned, were not many—Fort Du Quesne, Louisbourg, Ticonderoga, and Crown Point, the western forts, Montreal and Quebec; but the campaigns were so independent, for the most part, so little under the control of one master mind, that the impression created on the reader is of a great deal of straggling warfare—an impression heightened by the remembrance of natural conditions, the dense forests, the trackless ways, the wilderness penetrated only by small parties, and by the frequent glimpses of Indians and bush-rangers, whose mode of warfare emphasizes the unscientific character of the entire struggle.

The real drama lies deeper than this superficial picture, and it is this essential dramatic property which is never lost sight of by Mr. Parkman. Faithful as he is to the delineation of details in this dispersed conflict, he knows that a bystander could not measure the significance of the contest. There is needed that larger historical knowledge, of which prescience can only be dim, and in the light of that knowledge he is able to interpret the isolated fights, to sketch the successive scenes upon the large background of that ethnic struggle for possession of the continent which now stands revealed to the human mind. The brief introduction with which the first volume opens is a vigorous outline of the thought underlying the struggle, and in the first chapter the author has given a rapid, trenchant sketch of the physical, political, and social conditions under which the movements were to be made.

It may be said, without extravagance, that Mr. Parkman's previous volumes in the series have been in the nature of introduction to this; for he appears from the beginning to have kept in mind the real character of the forces to be pitted against each other, and to have given hints occasionally to the reader of what was finally to be expected. All this will undoubtedly appear more clearly when the only missing link has been supplied, and the reader is able to follow the entire series from *Pioneers of France in the New World* down to this work. We cannot forbear now calling attention to a singularly perspicacious passage in his volume, "*Frontenac and New France under Louis XIV.*," because it contains in a nutshell the difference of the two national elements at war with each other. It occurs in the eighteenth chapter, where the capture of Fort Nelson by Iberville leads Mr. Parkman into a sudden consideration of the rival colonies, English and French. "These northern conflicts," he says, "were but episodes. In Hudson Bay, Newfoundland, and Acadia, the issues of the war were unimportant, compared with the momentous question whether France or England should be mistress of the West; that is to say, of the whole interior of the continent. There was

* "Montcalm and Wolfe." By Francis Parkman. In two volumes. Boston: Little, Brown & Co. Toronto: Williamson & Co. 1885. \$3.00.

a strange contrast in the attitude of the rival colonies toward this supreme prize: the one was inert, and seemingly indifferent; the other, intensely active." He then proceeds to analyze the character of the two colonies and their aim, in two or three pages, which are masterly in their clear, profound disclosure of the inherent differences between the French and the English.

It was in 1697 that Iberville took Fort Nelson. The attitude of the two nations was not essentially different in 1759, except that even under the narrow policy of France Canadian self-consciousness had grown more firm, and the community occupying the basin of the St. Lawrence could no longer be described as a mere French camp. Mr. Parkman occasionally hints at, but nowhere that we remember calls special attention to, the fact that in the final struggle Canada counted upon the side of France with something of the force that New England counted on the side of England. With something of the force, we say, for relatively New England was far more an integer in the struggle, and the evolution of the two peoples in America proceeded with greater rapidity in the case of the English settlers, since they were helped, not only as were the others, by physical conditions, but also by the accumulating influence of political and intellectual principles which made for freedom.

Mr. Parkman says in his introduction that, "it was the fatuity of Louis XV. and his Pompadour that made the conquest of Canada possible," an epigram like Emerson's, "In the year 1775 we had many enemies and many friends in England, but our one benefactor was King George the Third." If one concentrates one's attention, it is not difficult to sum the matter into such phrases, and Mr. Parkman gives abundant proof of the weakness of Canada through the fatuity of the French court, but his two volumes diminish the force of his epigram. He might with equal truth have said that it was the reinforcement of England by Pitt that made the conquest of Canada possible; and indeed one of the most brilliant passages in the work is to be found in the contrast drawn in the two pictures of Pitt and Pompadour:—

"The Great Commoner was not a man of the people, in the popular sense of that hackneyed phrase. Though himself poor, being a younger son, he came of a rich and influential family; he was patrician at heart; both his faults and his virtues, his proud incorruptibility and passionate, domineering patriotism, bore the patrician stamp. Yet he loved liberty and he loved the people, because they were the English people. The effusive humanitarianism of to-day had no part in him, and the Democracy of to-day would detest him. Yet to the middle-class England of his own time, that unenfranchised

England which had little representation in Parliament, he was a voice, an inspiration, and a tower of strength. He would not flatter the people; but, turning with contempt from the tricks and devices of official politics, he threw himself with a confidence that never wavered on their patriotism and and public spirit. They answered him with a boundless trust, asked but to follow his lead, gave him without stint their money and their blood, loved him for his domestic virtues and his disinterestedness, believed him in his self-contradiction, and idolized him even in his bursts of arrogant passion. It was he who waked England from her lethargy, shook off the spell that Newcastle and his fellow-enchanters had cast over her, and taught her to know herself again. A heart that beat in unison with all that was British found responsive throbs in every corner of the vast empire that through him was to become more vast. With the instinct of his fervid patriotism he would join all its far-extended members into one, not by vain assertions of parliamentary supremacy, but by bonds of sympathy and ties of a common freedom and a common cause. The passion for power and glory subdued in him all the sordid parts of humanity, and he made the power and glory of England one with his own. He could change front through resentment or through policy, but in whatever path he moved his objects were the same: not to curb the power of France in America, but to annihilate it—crush her navy, cripple her foreign trade, ruin her in India, in Africa, and wherever else, east or west, she had found foothold; gain for England the mastery of the seas, open to her the great highways of the globe, make her supreme in commerce and colonization, and while limiting the activities of her rival to the European Continent give to her the whole world for a sphere.

"To this British Roman was opposed the pampered Sardanapalus of Versailles, with the silken favorite who by calculated adultery had bought the power to ruin France. The Marquise de Pompadour, who began life as Jeanne Poisson—Jane Fish—daughter of the head clerk of a banking-house, who then became wife of a rich financier, and then, as mistress of the king, rose to a pinnacle of gilded ignominy, chose this time to turn out of office the two ministers who had shown most ability and force—Argenson, head of the department of war, and Machault, head of the marine and colonies: the one because he was not subservient to her will, and the other because he had unwittingly touched the self-love of her royal paramour. She aspired to a share in the conduct of the war, and not only made and unmade ministers and generals, but discussed campaigns and battles with them, while they listened to her prating with a

show of obsequious respect, since to lose her favor was to risk losing all. A few months later, when blows fell heavy and fast, she turned a deaf ear to representations of financial straits and military disasters, played the heroine, affected a greatness of soul superior to misfortune, and in her perfumed boudoir varied her fulsome graces by posing as a Roman matron. In fact, she never wavered in her spite against Frederick, and her fortitude was perfect in bearing the suffering of others and defying dangers that could not touch her."

In these personal sketches Mr. Parkman is at his best. He loves men. He has drawn Montcalm and Wolfe with equal care and affection, and his sense of honor inspires him to give Vaudreuil his due, when that offensive governor turns his best side to the light. The persons who make history are dearer to him than the forces which the philosopher discovers at work; but this is only another way of saying that Mr. Parkman is an artist in his history, and that is *what we wish to say most emphatically*, for it is the charm of these volumes that the reader sees the action, while he is never deluded into supposing that he is merely watching a game of skill.

The story gains perceptibly from the familiarity which the writer shows with the actual ground of the several scenes. That Mr. Parkman should have taken pains to visit the localities mentioned in his history was to be expected; it was a part of his patient preparation for a faithful report. He has used his local knowledge, however, for other purposes than to identify movements or to fix the position of forces, for he has transferred the scene more than once to his pages with the effect of giving color and richness. Such a picture as he draws of Louisbourg at the beginning of chapter nineteen is more than a pleasant way of introducing to the scenes which are to follow. It is a background upon which one may see the moving figures in the siege; for it is clear that the historian himself was informed in his imagination by the aspect of the place.

We have preferred to direct attention to the artistic side of this admirable work. The material in which Mr. Parkman has dealt is very largely of his own gathering; the results which he reaches commend themselves to the reader's judgment by the clear, impartial tone which pervades the book; one feels that the years which have been given to the entire series have mellowed and ripened the author's power, and that if the subject had been one which the world chose to consider a great subject the historian would by this time be ranked with the great historians.—*Atlantic Monthly*.

Educational Opinion.

PAPER UNIVERSITIES.

SOME one has sent me to-day a copy of the *Varsity* of the 14th inst., and in it I find a summary of remarks made by Mr. William Houston at a public meeting of "The Literary and Scientific Society" of— I suppose— Toronto University, concerning two of the crotchets to which I referred in a recent communication to the EDUCATIONAL WEEKLY—"paper universities" and "written competitive examinations." As I respect men who write over their own names, and entertain a special respect for Mr. Houston, and as the subjects in question are of educational importance, and will bear a good deal of discussion, perhaps a few additional words from me will be permitted. My only regret is that Mr. Houston should have imported a tone into his communication different from what might have been expected, and that is quite uncalled for. Neither of us has any selfish ends to serve, and we are both anxious to set the best ideals attainable before the country. The more independent discussion of educational subjects we can have therefore, the better; but we are likely to get such discussion only if we confine ourselves in the first place to principles, and endeavor courteously to find out wherein we agree and wherein we differ. It will be time enough then, should it be thought necessary to point a moral, to attack or defend particular persons or institutions, or to charge upon single men the responsibility for every feature of a system that has been determined by historical considerations, or to make direct allegations of individual inconsistencies.

Mr. Houston has allowed himself on this occasion to adopt a different method. He cannot even give a single quotation from Professor Chrystal, with every word of which I heartily sympathize, without using language that implies that I had some *mala fides* in not quoting it in your columns. "Principal Grant," he says, "quotes freely from Professor Chrystal's address, when it suits his purpose. Allow me to quote from the same address a passage which he has omitted." What does Mr. Houston mean? "When it suits his purpose"! What was the wicked purpose I had in view? Should I have quoted something that did *not* bear on the particular point to be proved? "A passage which he has omitted"! Did I undertake to give Professor Chrystal's address *in extenso*? I might just as fairly now quote another sentence from the said address, and refer to it with the innuendo that it was a passage Mr. Houston had omitted. I wish the WEEKLY would publish the whole address. There is not a word in it with which I am not in hearty sympathy.

On the subject of "Paper or examining Universities," the gist of my remarks was simply an endorsement of the views of Sir Lyon Playfair and Professor Chrystal. These eminent men believe that self-governing and teaching universities are better than mere examining boards, and I quite agree with them. But, need I point out that these gentlemen did not refer to Toronto University? Need I point out that I held the same views and gave them to the public before I knew anything of Toronto University? Is it not possible to refer to the question of teaching universities *versus* mere examining institutions, without a graduate of Toronto rushing to the conclusion that his university is attacked. He may say, "the cap fitted, and I had a right to think that you meant it for me." I answer, the cap did not fit. Toronto is very far from being simply an examining body. Its soul and substance, that of it which to my mind is the whole that is valuable, is University College. Am I wrong in believing that the vast majority of the graduates of the university have been students in the college? It is notoriously otherwise in the case of London University. Why then does not Mr. Houston discuss the general principle, instead of trying to excite odium against a writer with whom he may or may not agree on the point in question, by the unwarranted assertion that, "it would be mere affectation not to recognize the fact that his remark has reference to the University of Toronto which he does not name, even more than to the University of London, which he does name." I named the University of London, simply because Professor Chrystal named it, and I took care to mention its advantages; but had I gone into the subject and mentioned cases, I should certainly have pointed out that even the University of London is not a mere paper-university, such as, for example, the now defunct University of Halifax was. It has its University College, and its best friends are trying to extend its teaching powers and equipment, or if that is found impossible, to establish a second University of London.

Perhaps it will not be out of place for me now to enter a little more fully into the general subject and explain why I think it is in the interest of true education to develop in a country self-governing teaching universities, rather than a great central examining board. Mr. Houston will admit my full right to entertain such views, and on second thoughts he will admit that they may be held by any one without any special reference to Toronto University.

We educate by the contact of mind with mind. That contact is secured through the media of living men, by these men lecturing, conversing and examining in any way they please, better than by each student reading

and memorizing text-books. It follows that the more able men we can secure as professors in our universities, the better. When secured, let us give them a free hand and not overburden them with hack-work or worry them with censorship or indirectly degrade them by taking the examinations out of their hands. This last is bad enough when the examiners are competent. It is unspeakably bad when a country is not able to supply competent examiners. It is the worst possible state of things when the examiners are not free to examine in the way that seems to them most judicious, as, for instance, in the case of Philosophy or of History, in the University of Toronto or the University of Manitoba. It is wise to trust your professors. It is wise to give them classes not larger than they can manage. It is indispensable that they shall be perfectly free in their teaching and in their examinations. And mark it well, their freedom may be infringed upon indirectly just as successfully as directly. If their success will be judged by the number of their men that pass competitive examinations, then the temptation is strong to square their teaching to suit the examiners. And when the examiners have to conform to regulations that have been drawn up with a view to the necessities real or supposed of this or that particular college that has been induced to affiliate to the university, what will be the effect on the professors? It follows too from this ideal of education that I am now presenting, that students should be encouraged to attend colleges where the best teaching is supplied, rather than to entertain the conceit that they can do as well at home by reading up text-books and then submitting to examinations.

According to these views, a country should have as many well-equipped universities as its history and population warrant. The professors should examine as well as teach. If it is thought well to have associate examiners, I have no objection. But, to rule the professors out of the examination hall seems to me preposterous. If you distrust them so badly, they ought not to be trusted to teach. And if every man is to be distrusted, why not begin with the outside examiner? Universities that do not encourage each of their professors to teach his subject with sole reference to the best possible education of his students, and that do not give him his due place in the examination hall, are false to history and to their own honor. It does not make a farthing's difference whether the university is called provincial or denominational. The name is nothing. It is the reality we want. I have known universities, just at the time when they were most loudly professing their unsectarian character, do things to secure sectarian support that universities popularly known as denominational would scorn to do, and as matter of fact have refused to do.

It does not follow from what I have said, that no one should get a university degree unless he has attended some college for four years. I am altogether in favor of there being sufficient elasticity in the constitution of any university to make room for exceptional cases. Both Toronto and Queen's now admit to their examinations and receive into the list of their graduates "men whose passport is not the hall-mark of a teaching college, but their own ability, industry and perseverance." In the case of Queen's, and I believe in the case of Toronto also, the number so admitted is small in proportion to the total number of graduates, and so I hope it always shall be.

I have given one ideal of a university system, I am strongly in favor of it, and I had some idea that Mr. Houston was also. But it is well known that there is another ideal, based on the "learn where and when you can and we will examine you" theory, not so popular now as it was half or quarter of a century ago, but still strongly entrenched in the departmental mind. Business men and influential officials are apt to favor the paper university system in its simplicity and purity. To them the professor is little, and the examination everything. The product of their system may be meagre, but then it can be tabulated, it is uniform, and it looks business-like. But, is it more important to put labels on reels certifying that each has so many yards of thread than it is to produce good thread? And is not mind of unspeakably greater importance than thread? Even when the men who favor this system establish a college, even when they admit that colleges should be in different local centres, they are jealous of them having any independence. To them colleges are "mere mills to grind out material for examinations and competitions." Professors must not be university examiners, and the examiners must not be free to examine. During the recent discussions that have taken place on university matters, I was astonished to find what a hold this view has upon many men from whom nobler thoughts might have been expected. Hence my reference to it in the columns of the EDUCATIONAL WEEKLY.

Now, it is of very little importance on which side, so far as this question is concerned, Mr. Houston or I stand. But it is of importance that the question should be discussed without either of us being accused of attacking a sister university. For, it is not to be expected that any university corresponds exactly to the ideal that either of us may have in his mind's eye. A university is a very big affair. Its present shape is the resultant of many forces. No one man can expect to model it according to his own wishes, irrespective of the history of the country and surrounding forces, or of the views of other men who are living and the

"modifications" of men and women who have passed over to the majority. All that can be expected of him is that he should do his best to adapt the university with which he is connected to the best views of the time, and in order to be successful—that he should try to win others to adopt his suggestions. If, for instance, there are features in connection with Toronto University that Mr. Houston or Dr. Wilson, or any other senator, professor or lecturer does not like, I should certainly sympathize with him in his efforts to change it if I agreed with his views. If common action were desirable I should offer it, and I may say here that it would be well if there was more of co-operation between universities than there is now. But, there is one thing that I would never think of doing. I would not hold one of these gentlemen responsible for the feature in question, or speak of the system as one which he "so earnestly denounces from the dais and so persistently practises in the examination hall."

This brings me to the second subject to which reference is made in Mr. Houston's article, but as I must have regard to space, I shall reserve my remarks on it for another issue.

GEORGE M. GRANT.

THE SCIENCE OF EDUCATION.

(Concluded from last week.)

A FEW reasons have already been given to show that a good method of teaching must be in accordance with nature. Nature teaches the child by means of object lessons. She presents to his gaze some object, apparently simple, really complex. The child first learns to recognize it as a whole. After a time his curiosity is aroused, he investigates the object or objects, analysing, "observing resemblances and differences, comparing, contrasting, and to some extent, generalizing."

Take, for example, an equilateral triangular prism: Out of pity for his weakness she does not say: "My child, each of these three sides are alike, and each is a rectangle. Notice these ends; do you not observe that each is a triangle? and more than that, an equilateral triangle?"

Again, Nature places a bright object before the child—she whispers to the child, who wonders what it is to touch it. He does so. His fingers are burnt. Thinking this to be an exceptional case of bad luck, he touches another flame; again the child is burnt. Taught by repeated experiments, he reflects, he generalizes, and concludes that all flame will burn him.

Nature teaches the child to walk by imitation. She wisely lays down no rules to confuse him, gives him no abstract principles. She does not say: "My child, stand straight, head erect, shoulders back, lift up the right foot, move it slowly forward, etc., etc." Nature

merely shows him persons walking; the child, with more or less success, endeavors to imitate what he sees. If the child falls over, he must pick himself up, he receives no advice from nature. She does not say: "My child, you must be careful to maintain a position of stable equilibrium." The child falls over, tries again, falls over again, at last learns to walk.

From a careful examination of these necessarily brief and imperfect observations may be obtained the requisites of a good method of teaching.

- 1st. "A good method of teaching is in accordance with nature."
- 2nd. "It proceeds from the concrete to the abstract."
- 3rd. "It favors investigation or self-teaching as far as possible."
- 4th. "It first uses analysis, then synthesis."
- 5th. "It is practical and comparative."
- 6th. "It allows the pupil to correct his own errors."

It follows from the foregoing that "the teacher's part in the process of instruction is that of guide, director, superintendent of the operations by which the pupil teaches himself. The great end of school work is then to teach boys and girls how to instruct themselves." One aim of the teacher should be, as a great French teacher said, to become *useless* to the pupil. If one, who has been a student in my classes, feels on leaving them that he cannot pursue a course of mathematics in advance of his class-work without my constant help, then I am sure he has paid me a poor compliment as a teacher. If, however, he feels competent to pursue this new work, trusting to himself alone, well and good, he has paid me the highest compliment in his power.

In deducing the principles that govern a good method of teaching from Nature I have closely followed Prof. Payne in his "Lectures on the Science and Art of Education," occasionally quoting from that work.

I am painfully impressed with the fact that we as teachers talk far too much. If we could but realize that a fundamental principle of good teaching urges us to talk as little as possible, how it would save our energy and voices!

Lastly, the sure and final test of good teaching is this:—does it create pleasurable excitement in the pupil? If so, the teaching is good; otherwise, bad.

It now remains for me to illustrate the principles which have been advanced by applying them to the subjects of Algebra, Euclid and Composition for senior pupils.

A. J. Ames

[Mr. Ames has kindly promised to contribute to the EDUCATIONAL WEEKLY a series of papers, continuing his excellent and practical discussion of the theory and art of teaching.—EDITOR.]

TORONTO:

THURSDAY, DECEMBER 3, 1885.

SCHOLARSHIPS.

THE giving of large money prizes simply emphasizes all the viciousness of the competitive examination system. Whatever evil features there are in this system—the development and fostering of wrong motives for study; the misdirection of effort from wise and natural methods to mischievous and artificial ones; the subjection of young minds to the baneful, stimulating influences which competition engenders; the exciting not merely of emulation but of jealous rivalry, of envy, and it may be of hatred in the breasts of some, and of pride, self-conceit, and a disposition to look with contempt upon the merits of their supposed inferiors in the breasts of others, and of selfishness in all; the setting up of false and purely arbitrary and utterly misleading standards of worth and value; the needless and unjustifiable registering and public advertisement of a so-called inferiority, arbitrarily determined, oftentimes wrongly and falsely determined even supposing the system for determination to be correct, oftentimes, too, the result of mere accident; the needless infliction of pain and heart-burning; the needless causing of anxieties and disappointments, all the more grievous because they cannot be borne alone, but must needs be shared by others; all this at the most susceptible and sensitive period of life, when passions are all too easily aroused, when the judgment is not matured either by reflection or experience, and so unable to lend its correcting influence and reckon the artificial standards which are set up at their true and paltry worth—these, and all the other evil features of the competitive examination system, the giving of large money prizes, or scholarships, incalculably intensifies.

The indictment against the competitive examination system, accented in its influences by prizes and scholarships, is thus both moral and educational; or, more truly, both moral and intellectual; since it obstructs and renders largely nugatory the natural processes by which morals and intellect are developed; that is, it obstructs true education. We do not know of a single writer, eminent for the study of educational processes whether moral or intellectual, who for a moment justifies the retention of the competitive exam-

ination and prize system—or gives to it even a subsidiary part in the work of education.

With examinations simply there need be no quarrel. They are not perfect, and never can be made so. With the utmost wisdom in the framing of the questions, and the utmost judgment in the reading of the answers, it may happen that at any examination some worthy candidate will be rejected, and some less worthy passed. But in a large public service, like the school system of our Province, where licenses are to be given for special purposes, e.g., the teaching of public schools, of model schools, and of high schools, in the public interest it must be seen to that those who obtain licenses are worthy to have them. A general written examination is a poor test, but it is, perhaps, the best available; and it must always form a part, at least, of whatever test is used.

And so, too, in a university or college, where there are students of every sort of ability and disposition, and where the going through the course entitles the student to a public recognition of the fact, and gives him a legal status of pecuniary value, it is necessary that standards of scholarship and attainments shall be set up for various stages of this process; and with all objections to it the written examination system is perhaps the best. A defect, like that mentioned above, where a candidate who is barely worthy, may fail to pass through imperfect judgment of the examiner, though lamentable, is to some extent remediable, since he may present himself at a subsequent examination; but a candidate who has been misjudged in an examination for a prize has no remedy, either whole or partial. There is no doubt, however, that too much value has been attached to the written examination system, even when necessarily used to determine such qualifications as we have specified; and too little attention is wont to be paid to the work of students during terms, and to the estimate which the teacher forms of their attainments and progress; but in the large classes which obtain so generally in both school and college the work of the pupils during term cannot be accurately judged by the teacher for lack of time, even if he were always competent to judge of it; nor can he become sufficiently acquainted with his pupils to estimate fairly their attainments and progress and their appreciation of his work, without an

examination of some sort. Written examinations then, on some plan or other, form an essential feature of our educational system, especially in its academic stages.

But an examination which attempts more than the determination of acquirement of scholarship absolutely, goes beyond its capacity, and necessarily fails; and failing to do that which it pretends to do, it is injurious and wrongful. No examination can possibly tell the relative rank of scholarship which a class of students of average ability severally have attained. It may be said, if it will, that in the large number of cases the best man comes out at the top of the list. If the system fails *once* it inflicts an irreparable injury which all its assumed benefits cannot atone for. Mental ability is something that cannot be measured by a yard-stick; and it is no function of a school, or college, or university, or education system, to attempt to measure it. What an educational institution has to do, and to do alone, is to develop in an equable way, as far as it can, the mental and moral faculties of those passing through it. Examinations may be necessary for the best disposition of this work, for the keeping in proper co-ordination and sequence the different parts of this work; but any further use of it is illegitimate. The examination for entrance to a college has but one function—to determine whether the candidates are of sufficient maturity of mind, and have sufficient attainment to go on with the work of the college with benefit to themselves and without detriment to other students. If to this examination be assigned any other office it can have reference only to the work of preparation. The preparatory schools in sending up candidates have no legitimate demand to make of this examination except that it shall be such that in preparing candidates for it the necessary work shall comport with such true ideals of education as are applicable to the age and development of the pupils who are being prepared.

A similar remark applies to all the intermediate examinations of a university course. As the university degree is recognized both by society and by the State as indicating the possession of a certain quantity of scholarship, or, to speak more rationally, as evidencing the attainment of a certain stage in mental development, the entire function of examination for a degree

is simply the sufficient determination of this fact. If it does this, and does not interfere with the working of the educative processes which lead up to the degree, then it has discharged its whole function; and the assigning to it of any other duty is an illegitimate intrusion into the province of education which, as we have said above, is concerned simply with the best and most equable development of the moral and intellectual faculties of the student and his preparation for life and citizenship.

Nothing that we have said is in any way opposed to the system of ranking students in classes, called honors, with respect to the work that they have done, and the advancement they have attained. These classes may be as high and difficultly obtainable as may be thought desirable; but when a student has been placed in his class, a further adjustment of his position is both impossible and absurd. There will be difficulty enough for wise and conscientious examiners in truly determining his class.

We must repeat here that the giving of money prizes intensifies immeasurably all the evils of the competitive system. Humanity is always sufficiently sordid to attach to its recognition of a position which has money conjoined with it, an importance which it would never recognize were the money not so conjoined. And especially is this true with those who have not given to the processes upon which development of intellect and morality depend, serious consideration, unfortunately a far too large proportion of our community. And hence the winner of a scholarship receives a public and private consideration to which he is by no means entitled, and those that miss it are accorded a neglect which is very unfair; and the maleficent influences upon character of this miscarriage of true justice are very serious.

The subject is too large to be dealt with in one paper. But we will conclude next week what we have at present to say upon it.

OUR EXCHANGES.

The Pansy (Boston: D. Lothrop & Company. \$1.00 per annum) for November contains its usual repertoire of elevating and instructive literature for children, illustrated with numerous engravings. "Pansy," herself, contributes numerous articles.

Education (Bi-monthly. Boston: New England Publishing Company. \$4.00 per annum) for November-December contains the following excel-

lent list: "The Personal Element in Education," John E. Bradley, Ph.D. "Essentials of Linguistic Training," John Greene, Ph.D., Principal of Peddie Institute, New Jersey. "A Treatise on Psychology," Mrs. L. P. Hopkins. "Industrial Training of Destitute Children," Samuel Smith. "General Outlines of Education" (concluded), S. Tegima. "Psychological Inquiry," Wm. T. Harris, LL.D. "Infantile Pedagogy from the Physiological Standpoint," Dan Milliken, M.D. "The International Congress at Le Havre," Margaret K. Smith. "Reports on Education at the World's Cotton Centennial Exposition at New Orleans." "Foreign Notes."

The Magazine of Art (Cassell & Company; London and New York. \$3.50 per annum) for December has for its frontispiece an exquisite photogravure reproduction of Van Ruysdale's "Cascade with the Watch Tower." One excellent feature of this magazine is the presentation, in succession, of pictures which may be taken as *examples* of the several processes employed to reproduce the works of great masters; and of these the photogravure, which is one of the newest, represents as no other can, the exact brush-work of the artist, as in the engraving here mentioned, in which the intense lights and shadows of the original are most accurately brought out. The landscapes illustrative of the Medway, drawn by Henley, and "Old Venice," from a picture by Bodenmüller, are excellent specimens of line engraving. We have not space even to enumerate the contents of this number, but the student of art will infallibly be both interested and instructed by those entitled "Art in Egypt," and a "Chapter on Chairs."

The Atlantic Monthly (Boston: Houghton, Mifflin & Company. \$4.00 per annum) for December contains very interesting instalments of Mrs. Oliphant's serial, "A Country Gentleman," and Henry James' new story, "The Princess Casamassima." Dr. Holmes concludes "The New Portfolio," which has been so very acceptable to the readers of the *Atlantic* with some "After-Glimpses." Horace E. Scudder completes an excellent series of papers with one on "Childhood in Modern Literature and Art." Prof. Charles F. Smith, of Vanderbilt University, contributes an important article on "Southern Colleges and Schools." John Fiske concludes his very significant essay on "The Idea of God as Affected by Modern Knowledge." Edmund Noble, author of "The Russian Revolt," writes of "Life in St. Petersburg." There are poems by William H. Hayne, Edith M. Thomas, Charlotte Fiske Bates, and others. *The Atlantic* for 1886 promises to be of special interest. It will have serial stories by Charles Egbert Craddock, whom *Atlantic* readers know so well by "The Prophet of the Great Smoky Mountains"; and Henry James, whose story, "The Princess Casamassima," will continue until August. No more appetizing announcement could be made than that James Russell Lowell will write, both in prose and poetry, for the *Atlantic* for the coming year. Mr. Hamerton, the eminent English writer, promises a series of papers comparing the English and French in their characters, customs, and opinions; and Mr. Aldrich, who has written some of the best short stories in American literature, will furnish some more for next year.

BOOK REVIEW.

The German Verb-Drill: presenting the mechanism of the colloquial and written language; adapted to schools or home instruction. By Adolphe Dreyspring, author of the *Cumulative Method*. New York: D. Appleton & Company. 1885. 276 pp.

At first sight this title is somewhat misleading. The work is not merely a series of dry exercises on the German verb, but takes its name from the fact that throughout the exercises the verb is kept constantly in the foreground as *the word* of prime importance in mastering a language. Hence the author is careful in the course of the book to develop the mechanism of the verb in all its voices, moods, tenses, numbers and persons, introducing, when needed, all the other constituent parts of the sentence. It is in fact German grammar in its concrete and practical form. A single example of one of its lessons (an elementary one) will give a better idea of the scope and aim of the method than pages of description. The lesson is thrown into dialogue form, thus: *Teacher*.—Ich spiele jetzt, was thue ich? *Pupil*.—Sie spielen jetzt. *T*.—Ich spielte gestern: was that ich gestern? *P*.—Sie spielten gestern. *T*.—Ich werde morgen spielen; was werde ich morgen thun? *P*.—Sie werden morgen spielen. And so it proceeds from simple to complex, in form as in construction, until a climax is reached in such sentences, as: "Wir hätten den unartigen Knaben mit seinem Messer in den Baum schneiden sehen, wenn wir dabei gewesen wären." It will thus be seen that the method of the author is mainly practical, but yet not wholly without theory. He does not wish, nor does he intend his book to supersede the ordinary grammars in use in the schools, but rather to supplement them, to enliven the recitation by ten or fifteen minutes of lively question and answer in German without the intervention of English at all, and thus to train the pupil in facility of utterance, as well as in a dexterous use of the grammatical forms.

Books like the present one are the outcome of a revolt against theory and analysis, and we have here another variety of the so-called "natural method." But we are glad to say that it is the "natural method" coming to reason again, for this "natural method" has been most extravagant in its claims. To teach language *solely* by practice is foolish upon the face of it, and a very short time will suffice to demonstrate the futility of such a method. The subtle fallacy of that now famous half-truth that, "we learn to do by doing," is by no other means rendered so quickly evident as by the adoption of the "natural method," pure and simple. It is the intention of Mr. Dreyspring that theory and practice should go hand in hand. Unless they do so there may be any amount of Sprachfertigkeit on the one hand, or gerundgrinding upon the other, but the results will be neither satisfactory nor abiding. The *Verb-Drill* contains a vast mass of the very best sort of exercises, ingeniously arranged from words of everyday occurrence, and having a definite aim. If the teacher, in using the book, will see that his pupil recites the lessons with the understanding as well as with the lips, we predict for it a useful career in rendering to many a schoolboy the acquisition of German much more pleasant and interesting.

Special Papers.

For the EDUCATIONAL WEEKLY.

THE ALLEGORICAL ELEMENT IN THE ANCIENT MARINER.

PART VI.

(Continued from page 764.)

IN the midst of his fears, but "like a welcoming," there breathes on him a gentle wind,

"Like a meadow-gale of spring"

—God's assurance of His blessing—which attends him until, in a perfect ecstasy of joy, he is carried into the haven where he would be. Again he sees with joy the old landmarks—the light-house, the hill, the kirk—the guides which he left behind when he so rashly sailed away into those unknown seas of trials, doubt and sin.

Cleansed from sin as he now is, refined in the furnace of affliction, spiritualized and brought near to God, he can now, his eyes piercing the veil, even catch a glimpse of the Divine glory.

"A man all light, a seraph-man
On every corse there stood.
This seraph-band, each waved his hand;
It was a heavenly sight!"

Surely in the rapture, the bliss of that moment, his heart may be full to overflowing—no voice is heard in that heavenly vision,

"but oh! the silence sunk
Like music on my heart!"

PART VII.

But Death claimed the ship and crew—all save the Ancient Mariner—and now that his salvation is effected, the work of destruction is continued. The ship suddenly sinks, but the angels of God have provided means for the mariner's rescue.

Ah, how sin mars this fair human form! how awful its effects! how blighting its trace! The sailor had been in the very depths of Hell, and the Devil had left on him his mark.

"I moved my lips—the Pilot shrieked,
And fell down in a fit;
The holy hermit raised his eyes,
And prayed where he did sit.
I took the oars; the Pilot's boy,
Who now doth crazy go,
Laughed loud and long, and all the while
His eyes went to and fro.
'Ha! ha!' quoth he, 'full plain I see
The Devil knows how to row.'"

It is well that the sailor should receive the token of God's forgiveness at the hands of one of His ministers on earth. He is moved by a "woful agony" to confession, and confession obtains absolution. Most fitting is it that, to absolve sins so dark, one of the holiest of priests should be chosen—a hermit—one who by his peculiar sanctity is free from all earthly taint.

And now the poor mariner, who has been

"Alone on the wide, wide sea,
So lonely 'twas, that God himself
Scarce seemed there to be!"

who has been brought out of a state of sin to one so close to God, feels that he is called of God to preach His word. Like the inspired apostles, he has "strange power of speech," and like them in his zeal, he "passes from land to land," preaching the Truth, which, by bitter experience, he has learnt.

Suddenly in the midst of the joyous hymeneal festivities—the delights of the world—is heard the call to prayer, "the little vesper-bell," reminding us never to forget our highest of all duties. Well for us, if, when Pleasure and Duty conflict, we can choose the latter. But the true Christian has no difficulty—his greatest pleasure is identical with his duty:—

"O sweeter than the marriage feast,
'Tis sweeter far to me,
To walk together to the kirk
With a goodly company!—
To walk together to the kirk,
And all together pray,
While each to his great Father bends,
Old men, and babes, and loving friends,
And youths and maidens gay!"

And then follows the most important lesson of all—that the mainspring of all true religion, without which no prayer can be acceptable in God's sight—is charity, the highest Christian virtue; and he, whose charity is all-embracing, he it is whose will is most conformed to the will of God.

"He prayeth well, who loveth well
Both man and bird and beast.
He prayeth best who loveth best
All things, both great and small;
For the dear God who loveth us,
He made and loveth all."

H. R. Fairclough.

For the EDUCATIONAL WEEKLY.

"MODERN INSTANCES."

(Continued from page 700.)

14. "For this reason, too, I would suggest that it would be a good thing if the Rugby and Association clubs would come to some kind of an understanding and the whole college play either one or the other. If this were done and the work was led on by active, energetic men, the probability is that each year we would be able to defeat not only every Canadian club, but would arrange matches with United States colleges, and that in time our college would have a world-wide fame for that game, whatever it might be, to which the students had determined to devote their whole attention."—*The 'Varsity.*

"If this were done and the work were led on by active, energetic men, the probability is that each year we would be able not only to defeat every other Canadian club, but to arrange matches," etc. A couple of other changes would further improve the style.

15. "We understand that a more than usually large number of graduates and friends of the University will be with us from a distance on that occasion, making it more imperative than ever that some efficient step be taken that, since we are not

able to accommodate all who would like to witness the proceedings of that day and whom we would like to see, those admitted may be so without imperilling their lives in a repetition of last year's crush. It is not an easy question to deal with so as to give satisfaction to all, but we have no doubt but that the Senate will devise some plan that will meet the wants of the occasion."—*Queen's College Journal.*

"More than usually large"—"unusually large," or "larger number than usual." "But that,"—"but" should be omitted.

16. "The caller should not only be admonished as to his costume but his conduct. He should be apprised that if he carries his overshoes into the drawing-room he is to do it with the left hand, so as to leave his right free to shake that of his hostess."—*Detroit Free Press.*

"The caller should be advised not only as to his costume, but as to his conduct." "Admonish mostly regards the past, advise respects the future." See Crabb's *English Synonyms.*

17. "Can it be possible that a good cause can need to use such questionable methods?"—*Christian Guardian.*

"Is it able to be possible that a good cause is able to need to use such questionable methods?" No, decidedly no!

18. "The landes of the north of Europe enjoy a colder climate than those of Gascony, therefore their vegetation is less developed and not so diversified."—*The Earth, p. 35.*

A strange enjoyment in our opinion.

19. "On the question of the cost of the new school books as compared with the old series, the *Mail* has impaled the Minister of Education in a tight place. True, the total cost presents only five cents difference; yet when it is remembered that there is five cents difference in the First Primer—the flimsiest bound of all the series, and which must be frequently duplicated by children using them, we fully endorse the statement that when making a total comparison between the old and new series, that only half the truth is told."—*Newmarket Era.*

We can impale a person in a tight place, but we generally impale him upon something. "Frequently duplicated by children,"—"frequently renewed for children."

20. "We only pass through life once. We have only one chance of getting an education, that is in our youth. Money was no object as compared with the advantage or disadvantage of losing or securing a good education."—*Kincardine Standard.*

"What is true at all times should be expressed by using the verb in the present tense."—*Verbalist, p. 215.* "Money is no object," etc.

21. "If a board, as a whole, has confidence in a head master's ability, then their best course is to trouble themselves as little as possible with the internal economy of the school."—*Educational Weekly.*

22. "If new milk does not agree with the child, boil it."—*A doctor's order.*

OUTS.

Practical Art.

For the EDUCATIONAL WEEKLY.

ELEMENTARY DRAWING.—IX.

IN this article, besides giving several useful forms, suitable for drawing lessons, I intend to deal still further with the ellipse and its variations, more with the idea of helping the teacher to understand clearly the principles upon which its representation depends, than treating it as it should be treated before a class of junior pupils. It will be noticed that my last paper contained matter which may be beyond the comprehension of many school children, inasmuch as technical terms are used, about which they know nothing. No attempt has been made to avoid their use, because these papers are intended for the teacher, and he is supposed to use his own judgment as to the extent to which each lesson is to be simplified so as to adapt it to the capacity of the children. It might be deemed wise to omit altogether technicalities. If so, instead of saying that "the axis of a cone, cylinder or other similar object is always perpendicular to the long diameters of the ellipses which represent the circular ends," he might have suitable models by him, and show the children that this principle is a correct one, simply saying that such a line will be drawn in this way, another line, thus, and a third one, so, accompanying his words by blackboard illustrations. The children would soon learn to draw the lines in the proper directions, perhaps without knowing why, except that that is how they appear.

By means of the models mentioned the teacher can show still further that when a cylinder or similar object is placed below the level of the eye, its front and top will be seen; that when above the level of the eye, its front and bottom; that when placed to the right, with its axis horizontal, its front and left hand end will be seen; and when placed in a similar position, to the left, its front and right hand end. It can also be shown that the farther a circle or other surface is removed, upward or downward, when its plane is horizontal, or to the right or left, when its plane is vertical, the wider it will appear to become, so long as it remains within the field of vision. Carrying this important truth into practice, we must remember in drawing a cylinder, always to make the ellipse at one end wider than that at the other end, the narrower one being the nearer, except when the eye is opposite to the centre of the axis, when both ellipses will be represented of the same width.

This rule is applicable only when the axis of the object is perpendicular to the direction in which the eye is looking, or, in other words, is parallel to an imaginary plane

supposed to be erected directly in front of the spectator, perpendicular to the direction in which he is looking. At present, objects will be supposed to occupy only such a position as this, because, when the axis forms an angle other than one of ninety degrees with this imaginary plane, difficulties of perspective are introduced which it would be unwise to touch upon, at least until the pupils have had some instruction in the principles of perspective. If objects are set up for the children to draw, all those that contain straight lines and square corners, such as cubes, parallelepipeds, etc., should be avoided until later on, unless the teacher has a sufficient number of them to enable him to place one in front of every row of desks, and then they should be placed so that the front side directly faces the children. Such objects as have been or could be turned in a lathe will be found most useful, as they will appear almost the same to every one in the room, when they are placed with the axis vertical.

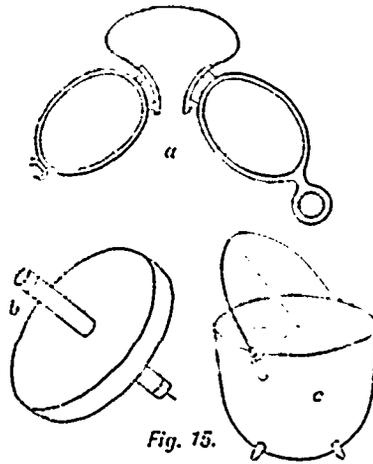


Fig. 15.

In fig. 15, the ellipse is treated in different ways:—*a* shows how two ellipses can be converted into a pair of eyeglasses, *b* how such a form as *b* fig. 14, may be converted into a wheelbarrow wheel, and *c* how to draw the handle of a vessel, such as a pot or pail.

In drawing the eyeglasses, first draw the long diameters of the ellipse and produce them to meet, forming an angle. On each of these lines construct an ellipse the same distance from the angle, so as to have the figure symmetrical, join the ellipses by the curved line of the spring and add the other details.

In the wheel, the axis of the hub should be drawn first, in its proper position, then the long diameters of the two ellipses, which should be converted into such a form as *b* in fig. 14. The appearance of solidity is given by crasing a portion of one of the ellipses. In the centre of each ellipse draw a much smaller one to show the hole through which the hub is to pass, and from each of these set off to the right and left on the axis, an

equal distance to ensure getting the wheel in the centre of the hub. Through the extremities of these smaller ellipses draw lines parallel with the axis and at the ends of the hub show the small ellipses and the pins upon which the wheel is to revolve.

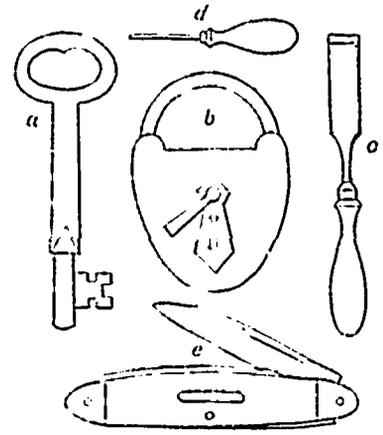


Fig. 16.

In drawing the pot *c*, fig. 15, commence with the axis and elliptical top and add the curves of the sides and bottom. To show the handle, we must apply the principle already laid down, and our common sense. We know that the handle is attached at opposite sides of the pot; that a line joining the ends of it will pass through the centre of the top. Draw a line in any direction through the centre of the ellipse and where it cuts the ellipse will give the ends of the handle. Next, from the centre of the ellipse draw a line in the direction in which it is desired to represent the handle, and of the proper length, and use this as one half of the long diameter of an ellipse to pass through the points already obtained in the top of the pot.

The forms shown in fig. 16 are simple and do not need much explanation. The key *a* introduces the ellipse and some straight lines. Commence it with the central line of the stem. The padlock *b* is based on an oval. Care should be taken that the drop of the escutcheon plate is long enough and wide enough to cover the key-hole. Ask the children what it is for and tell them, if they do not know. The chisel *c* and brad-awl *d* are both symmetrical about the central line. In the knife *e* see that the open blade is not too long for the handle. Show the children that, when it is partially open as represented, the spring in the back will be forced out beyond the line of the handle. This must be shown. The knife may be drawn, first with both blades closed, then with one of them open at different angles, and then with both blades open.

Arthur Reading

I will be glad to reply to any questions that may be asked, concerning this subject.

A. J. R.

The Public School.

For the EDUCATIONAL WEEKLY.

LITERATURE FOR ENTRANCE INTO HIGH SCHOOLS.

XIII.—THE CAPTURE OF QUEBEC.

Ontario Readers—New Series. Page 233.

SUGGESTIVE NOTES AND QUESTIONS.

"The closing scene." Origin of the expression? What is here referred to?

"French dominion in Canada." When did French dominion begin? Has dominion same meaning in the Dominion of Canada?

"Was marked." Was any real mark made?

"Pages of romance." What?

"Striking episode." Meaning of each word?

"Battle of Quebec." What is the name given by historians to the war in which this battle took place? What great statesman directed English affairs at this time? Name any battles won in other countries about this time by the English?

"The skill of honorable fame." These are the "circumstances of deep and peculiar interest."

"Montcalm." See History for account of his career in Canada.

"Young and heroic Wolfe." Wolfe was at this time only 33 years old. By merit and energy he had rapidly risen in the ranks, although at this time the English army was noted for favoritism and corruption. He succeeded in every work entrusted to him, but unfortunately lost his life in his first really important task.

"Magnificent stronghold." Name? It is sometimes called the "American Gibraltar."

"Was staked upon the issue of the strife." Explain fully the meaning of italicized words.

"Rejoiced the sight of man." Does our sight ever rejoice? In what way?

"Ideal beauty." Almost unreal; such as might be rather imagined than discovered.

"Lofly eminence." Distinguish from *imminente*?

"Left bank of St. Lawrence." Which is the left bank of a river? Rivers flowing into St. Lawrence? Its lake expansions? Islands?

"Plans were kept secret." Why?

"Embarked in flat-bottomed boats." Why not disembarked?

"In high spirits." Meaning?

"Flotilla." A fleet of small ships.

"Ebb-tide." Another kind of tide?

"Midshipman." A naval officer half-way between common seamen and the superior officers.

"Gray's Elegy." See Reader, page 331. What stanza seems especially appropriate to Wolfe's fate?

"Qui vive?" "Who goes there?"

"Sentry shouldered his musket." Synonym for sentry?

"Pursued his round." Went on his beat.

"They hastily turned out." From the guard-house.

"Monckton and Murray." Wolfe's subordinates.

"Each boat was cleared." Emptied.

"Plied busily," "ready alacrity," "steep ascent," "whole disposable force," "firm array," "above the cove." Meaning?

"Only one gun." Other meanings of *gun*?

"Worsted as a general." Outwitted and surpassed.

"Order of battle." Arrangement of troops.

"With endurance they sustained the trial? What trial? Compare conduct of English archers at Crecy.

"Ghastly gaps." Meaning?

"Shivering like pennons." Explain.

"In the fatal storm." What is meant?

"Aided by a small redoubt." A central or retired work to afford the garrison a last retreat.

"Paying back with deadly interest." Explain origin of the expression.

"Grenadier officer." The first company of every battalion of foot is called the Grenadier Company.

"They wavered under the carnage." "which death had disordered," "that rose above the wreck of hope," "stubborn veterans," "made head," "a mortal wound." Explain these expressions.

"Then the sounds wildly rose." Who wrote these words?

"One of the most momentous political questions." What was it?

XIV.—AUTUMN WOODS.

Ontario Readers—Old Series. Page 73.

AUTHOR'S LIFE.

William Cullen Bryant was born in Hampshire, Mass., 1794. Like another great poet, he "lisp'd the numbers for the numbers came" at a very early age. At ten he translated passages from the Latin poets; at thirteen he wrote "The Embargo," a political poem, and at eighteen he composed "Thanatopsis," the poem by which he is best known. At the age of twenty-one he was admitted to the bar. After practising in his profession ten years, he established *The New York Review*, and in 1826 he became principal editor of *The Evening Post*, which he conducted till the time of his death. In 1832 he published the first collected edition of his poems; in 1842 was published "The Fountain and Other Poems." He visited Europe several times and published "Letters of a Traveller in Europe and America." His translation of the "Iliad" appeared in 1869, and his "Odyssey" in 1871.

Bryant is by many considered the greatest American poet, though he is not the most popular. He is often called the American Wordsworth because of his strong love for nature and nature's God. A writer in a late review speaks as follows:—

"His poetry is as free as the woods. He is a true son of the forest. No tree or shrub or bit of clay escapes him. In liquid numbers that roll trippingly from the tongue, or in that deep sounding blank verse which he has almost made his own, he tells of the marvellous works of nature. Where shall

we find a more rounded and perfect poem than the inscription for the entrance to a wood? You leave behind you care and sorrow and misery, and in this calm retreat find a panacea for all your trouble."

SUGGESTIVE NOTES AND QUESTIONS.

"In the northern gale." Effect of wind from the north?

"The summer tresser." Meaning? In what sense may they be called *summer*?

"Have put their glory on." What is meant? What is a woman's glory? See 1 Cor. xi., 15.

"Mountains that unfold." Some editions have *infol*. Which is better? Why?

"In their wide sweep." Give any other example of this use of *sweep*.

"Colored landscape." Explain. What colors would be seen?

"The enchanted ground." Meaning of *enchanted*? What would the *enchanted ground* be?

"That crown the upland." An appropriate word? Meaning?

"Mingled splendors." Explain. What is the force of *glow*?

"Gay company of trees." Appropriate word?

"My steps are not alone." What companions has the poet?

"Sweet south-west." What is alluded to? *Sweet* in what sense?

"Painted leaves." "winding way." Explain.

"Far in Heaven." What sort of phrase?

"The sun that sends the gale." To what extent is this true?

"The while." Put into your own words.

"Pours out his smile." Express meaning in other words.

"The sweetest of the year." What is referred to?

"O autumn wild and sad." Perhaps the most poetical stanza of the poem.

"Colored shades." In what sense could the *shades* be colored?

"Amidst the *kisses*." Meaning? A good word?

"For *aye*." Pronunciation? Meaning?

"The vain low strife." What is meant?

"That makes men mad." Notice alliteration; and compare "Far from the madding crowd's ignoble strife."

"That wither life." To what is life here compared?

"Its little hour." Its short span.

PHILETUS.

SPELLING.

LIZZIE H. MORSE.

It is settled that we teachers need a spelling-book, or rather, that our scholars need one: but where can we find one exactly to our minds? We all know the old proverb, "If you want a thing well done, do it yourself"; so I think every teacher who desires a good spelling-book should make it herself, and make a new one every year.

It is so tiresome and dull to use the old one, and there is a certain excitement about the new one. Keep the old ones for reference, but make new ones. I believe that we should have a spelling-book which should be especially for children—reading-books won't answer the purpose; language-books do not accomplish what we wish. Each spelling-lesson should contain sentences and words.

We have just begun another year of labor, and I have begun my spelling-book. Wouldn't you like a sample of it? I prepare it each morning for the day on which it is to be used. Each day I teach a proverb, which is also learned as part of the spelling-lesson.

Monday, the seventh of September.—Have you had a nice vacation? How glad we were to come to school!

"Haste makes waste."

pleasant	beautiful	lovely
fair	splendid	charming
sunny	chilly	delightful
cool		

Tuesday, the eighth of September. Did you see the pictures of the two yachts? The English boat is the "Genesta," and ours the "Puritan."

"Many hands make light work."

sloop	canoe	skiff
schooner	cutter	yawl
sail-boat	frigate	gondola
steamer		

Wednesday, the ninth of September. Did you hear about the accident? Was the carriage much damaged?

"All is not gold that glitters."

muggy	misty	moist
sultry	unpleasant	sticky
rainy	cloudy	dull
foggy		

Thursday, the tenth of September. Several new lamp-posts have been erected. Is the library open in the forenoon?

"A bird in hand is worth two in the bush."

handsome	apron	break
cousin	couple	dropped
aunt	stepped	writing
mamma		

Friday, the eleventh of September. You mustn't eat too many pears. Did you go nutting in Mr. Brown's woods?

"A rolling stone gathers no moss."

double	ruler	naughty
stopped	crayon	knuckles
chalk	laughing	wrists
recite		

I dictate the sentences, put them upon the board, requiring the children to follow me and write them on their slates. I then describe each word of my list and get some one to tell me what it is, then put it on the board.

For Monday's lesson I simply asked them for words descriptive of the day, and they finally gave the ten that I had prepared; *fine, nice, full*, were also given; but I explained that those words were too easy to study, and accepted only the others. The same for Wednesday's lesson. (I wonder if you remember the day when you could scarcely write upon the boards, for moisture.)

The lesson is put upon the board soon after school begins in the morning; a time is given to study it—that is, each class copies it twice while the other class is reciting some other lesson; then at the close of school it is recited.

I have each word spelled orally, and then used in a sentence, to be sure that the right meaning is in the child's mind. Then the lesson is covered (by a spring curtain or cloth blackboard), and I dictate it exactly as it was upon the board.

My way of correction is different from anything I have ever seen, and it seems to be good. I examine a slate, and if it is correct allow the owner to be dismissed; if incorrect I simply say, "Mistake," and require him to find it himself. I am very particular, and call an *i* not dotted or a *t* not crossed a mistake. Children must be taught to be careful. After looking at all the slates in school I wait a few minutes, and many children will find their errors, which are more from carelessness than want of knowledge. There are always a few who have not learned the lesson, and for them I uncover it and permit them to find the mistakes by looking at the board.

One of my teachers came to me, the first day of the term, and asked if I would get her a book with sentences in it for spelling. My reply was, that sentences were *happening all the time*.

What child was not interested in the race? When was there ever a better chance to teach the word *yacht*? Not only yacht, but nearly every other kind of boat, was mentioned in the papers at that time, and the children's interest was excited as it won't be again at present.

Since then there has been the death of "Jumbo"; there is the chance to teach *elephant, accident, collision*, and other words. But one doesn't have to wait for such chances; they are coming all the time; one should utilize them as they come.

Of course I do not keep up that date business through the whole year. When every child in school can spell the days of the week, the number of the day and the month, I stop and put something else in its place. Very soon I shall begin the use of quotation-marks; then shall try each day to give a sentence requiring them. I gradually give longer lessons—each day try to give

one sentence requiring a question-mark. I crowd in as many abbreviations as possible, as *doesn't, haven't, isn't, didn't, Mr., Mrs. Dr.* I give a great deal of practice on *too, two, which, sure, until, whether, weather*, etc. Every teacher knows the words that are the plague of her life; I needn't name them.

I have tried to give a sample of my daily spelling lessons. The greater part of the words which I shall give the rest of the term will be those which I have found *misspelled on their slates* when they write their daily language lesson. I get quite a list every day. Don't growl about correcting. I correct their slates several times a day.

There are sixty-six scholars in my room. Come and see them.—*N. E. Journal of Education.*

TWENTY RULES FOR KEEPING SCHOOL.

1. Don't scold.
2. Advance regularly.
3. Keep your pupils busy.
4. Treat your pupils politely.
5. No teacher can afford to be idle.
6. Say little about your plans and aims.
7. Thought should be the aim of all our work.
8. Allow five minutes of each hour for conversation.
9. Do not assign a lesson without knowing what is in it.
10. Commend when you can; censure only when you must.
11. Attempt no more than you think you can carry through.
12. The most unpromising pupil should receive the most careful attention.
13. Education should be modified by the different tastes and talents, of the pupil.
14. Every teacher can do something to improve the educational climate about him.
15. The ideal of education is the development of the human being, mind and soul.
16. There is no more necessary work than the teaching of hygiene in the public schools.
17. The natural tone of voice is the only one that should ever be used in the school-room.
18. Don't forget that your pupils are rational beings, and that they have a code of rights that should be respected.
19. The true way to instruct a child—the only way to develop and train his mind—is to find out what the child wants.
20. The quickest and best way for teachers to reach commanding and paying positions in their professions is to qualify themselves by every means in their power.—*Eclectic Journal of Education.*

Educational Intelligence.

EAST MIDDLESEX TEACHERS' ASSOCIATION.

THIS association met in the County Council Chamber, London, on Thursday and Friday, Oct. 29th and 30th. In the absence of Mr. W. Jarvis, the president, Mr. A. Hayes, was moved to the chair, *pro tem*.

On Thursday morning Mr. A. T. Hobbs read the Librarian's Report. Mr. Dearness then distributed some spare sets of high school entrance examination papers and pamphlets containing the outlines of the lectures to model school students. A discussion of some of the lectures on arithmetic, etc., outlined in the above-mentioned pamphlet was opened by Mr. Dearness, after this, "Dictation; How Taught in Each of the Four Classes," was taken up by Mr. A. Hayes. Mr. Hayes discussed the teaching of dictation in each of the four public school classes under the heads (1) assigning the lesson, (2) preparation by the class, (3) reading for writing, (4) writing by class, (5) checking errors, and (6) correction of errors. In junior classes pupils should prepare for the lesson by ruling the slates into spaces. Punctuation marks should be invariably dictated in junior classes. The extract should be read in phrases, each once only. No question should be allowed until the dictating is finished. The errors made by junior pupils should always be checked by the teacher; in higher classes the same plan saves time unless the class contains eight or more pupils, when each may check his own errors or the slates may be exchanged. The dictation is useless unless the errors are thoroughly corrected by the children. Advanced pupils should keep a book of the words they have missed in their dictation, and still more particularly in their composition lessons. The dictation lesson should occasionally consist of lists of words or phrases containing terms in grammar and arithmetic used in school, in the garden, kitchen, farm, market, etc. Dictation should not be commenced until the pupils can write fairly, which in most schools now-a-days is in the second part of the first book. Until the pupils can write the capitals they may be allowed to draw the printed form in outline.

On Thursday afternoon Miss Peacocke delivered a practical address on teaching composition to junior classes. Mr. McQueen discussed some of the methods of teaching history. He laid down the principle that the chief objects of the teaching should be to develop a taste for historical reading, and to train in drawing ethical and moral lessons from the accounts of national and individual life read. He gave reasons for beginning with Canadian history. He would not assign a lesson by page nor even with reference to

any particular text-book, but would assign topics which the pupils could read in any or all of the histories within their reach. He then proceeded to show by detail how he teaches Canadian and British history. He dwells particularly with the social condition of the people. A great event is one which is far-reaching in its results; only such should be dwelt upon. Mr. Dearness emphasized the importance of the topical method of assigning and teaching history, and gave several examples to show how the history lesson may be made interesting by starting from a point that may keenly interest the pupils.

At this stage the Hon. Geo. W. Ross, Minister of Education, entered and was greeted by an ovation of applause. At the conclusion of the discussion on history, Mr. Ross was called upon and delivered an interesting address.

At the conclusion of the lecture Mr. Ross answered a number of questions bearing on a variety of subjects, and was tendered a hearty vote of thanks.

On Friday morning Mr. J. M. Johnson read a paper on "Drawing." He was followed by Mr. A. T. Hobbs in a lesson in Perspective. Mr. C. B. Edwards then read a paper on "The New Ontario Readers." The literature contained in the new readers is greatly superior to that found in the old ones. The selections are better adapted to teach reading. They are on subjects congenial to the children's taste, and are better fitted to create a taste for reading. I have failed to find a single lesson which could be objected to as being flippant or savouring of slang. Most of the stories told in the Third and Fourth readers convey a moral, not in the copy-book way—virtue is its own reward—but in every idea of the lesson. He criticised the introduction of botany and natural science into the reading books. The main object of a reading book is to teach reading. The new readers aim at combining the excellence of all their predecessors. A comparison shows that their best features are copied from the Royal Canadian Readers. He regretted that the exercises, such as are found in the last-named series, are omitted from the new readers. The paper and type are of the best kind. The binding at first was not satisfactory, but now no fault can be found with it. In speaking of how to teach the books, Mr. Edwards proceeded to show the principles to be kept in view in teaching the First and Second books. These are very different from the objects in teaching the higher books. In the junior book the main object is to train the pupils to recognize familiar thought in the printed sentence, in the advanced books to seek new thought in the printed page. He discussed the plans of beginning the first part at the first *versus* the seventh lesson, as advocated by some teachers. He preferred

the former. He took up each book in turn and rapidly outlined the chief points he would keep in mind in teaching each.

Miss Maggie Thomson followed with an able and well-read paper on "The Teaching of Reading." She laid down the paramount importance of the subject, and discussed the reasons why it is somewhat neglected. Reviewing rapidly the differences between the two now most approved methods of teaching reading she showed how the best features of the two—the phonic and the look-and-say—may be combined. The words should be indelibly printed on the child's mind before he is allowed to attempt the reading of the sentence. The articles "a" and "the" give trouble. These are best taught in constant combination with their depending words. Phrasing—*i. e.*, reading the preposition with its object—should be insisted on from the first lesson. Articulation is the basis of all good and pleasing reading. Technical terms should be introduced very slowly in the teaching of reading. Imitation is the most effective means of teaching reading well, but if not cautiously used it may do much harm, *e. g.*, when the sentence is repeated for junior pupils before they have examined and learned the words, then they repeat the words and inflections parrot-like. Miss Thomson showed how she conducted the Friday afternoon exercises. Diplomas were then presented to successful candidates in high school entrance examinations.

On Friday afternoon Miss Green opened the discussion on reading, and pointed out the need for a suitable text-book on the principles of elocution. The question of the advisability of having the promotion examination papers read by a central committee was re-opened, but no decision arrived at. Mr. Dearness took up "How to Begin in a New School," a practical question, seeing that in any year fully one half the schools in the Province have a change of teachers. Cases were instanced where imprudent speech or action at the outset had prejudiced the children against the teacher and created dislike that took months to overcome. First or instinctive impressions take a strong hold on some adult minds; children judge swiftly and decisively, they exercise no restraint on their affection or dislike. The first question asked a child when he comes home is: "How do you like the new teacher?" The answer to a large extent makes or mars the teacher's reputation in the section, since so many parents accept at par their children's estimate. The teacher should spare no pains to secure a favorable verdict from his little critics. He can visit the school the day before the opening to "lay his plans" on the spot. There is a good deal in having the school-room seem to welcome the new teacher. He should be the first at the school on the opening day. It was shown how the hour

before 9 o'clock can be busily employed in winning the good will and making the acquaintance of some of the pupils. The address to the school after the formal opening is the golden opportunity. Everyone listens with eager interest as you propose the plans for the conduct of the school—hard work, lots of play, no threats, few rules—show that the teacher is not the governor but the helper of the scholars; that they do not work for him but with him—not “my” school but “our” school. Artifices to learn the children's names were proposed, by which the speaker claimed a teacher could, in the first half day, call any one of 50 children by name. The first roll-call, seating, organization, the prevention of self-promotion to a higher class, and the best subjects for the first day's work, were taken up in detail. Specimens of penmanship may be taken and preserved until examination day, then to be compared with recent specimens. On taking charge of a new school it is wise to try to discover, and require immediate conformity to, the organization of your predecessor and gradually alter that to suit your own preferences. Do not rapidly make radical changes; say nothing, if not favorable, of your predecessor and his work. Whether any teaching is done or not on the first day, good order must be maintained, but it is best and most easily secured by keeping the pupils busy.

After this the question drawer was opened. Miss Davidson answered a question regarding the teaching of orthoëpy. The question as to whether it is compulsory to pay teachers' salaries quarterly, was handed to Mr. Dearness. He read section 40 (4) of the school law: “It shall be the duty of the trustees * * * to arrange for the quarterly payment of teachers' salaries, and, if necessary, to borrow the money on their promissory note at a limited rate of interest.” Mr. W. H. Liddicoat next clearly explained a knotty point in grammar. Miss Langford handled a question bearing on remedies for tardiness and whispering.

Miss Geeson answered the question, “How to deal with irregularity of attendance and lack of interest on the part of the parents.”

It was resolved that no change be made in the promotion examination this year.—*Condensed from London Advertiser.*

WARTON teachers have all been re-engaged.—*Paisley Advocate.*

THE kindergarten system has been introduced into the Dundas Schools.

MISS JENNIE C. WODDEN has been re-engaged teacher of the Middleville School.

THE female public school teachers in New York City have organized themselves into a society.

THE salary of Mr. McKee, head master of the Uxbridge Public School, is to be increased by \$50.

R. J. NIDDERY has been re-engaged as head master of Hampton Public School at \$500 a year.

THE teachers of the Mitchell High School have been re-engaged for 1886 at the same salaries as for 1885.

THE principal of the Acton Public School has been re-engaged. Three of the teachers have resigned.

THE Walker's Public School will be in charge of Mr. J. F. Rogers for 1886 at a salary of \$500.—*St. Thomas Times.*

MR. M. PARKINSON, head teacher of the public school at Ailsa Craig, has obtained a position in the Parkhill High School.

YOUR schools compare favorably with those of any of the other towns of the county.—*Inspector Alexander on St. Mary's Schools.*

THE present teachers of the Stratford Collegiate Institute have all been re-engaged for 1886.—*St. Mary's Argus.*

THE teachers of the public schools in Chatham have been re-engaged for the coming year, three of them with increased salaries.—*Chatham Planet.*

IN the highest class of “Seconds” Brantford leads the Province, and in “A's” and “B's” together Toronto is the only place ahead of it.—*Brantford Telegram.*

A PETITION from 85 of the pupils of the Perth Collegiate Institute, was presented to the Board of Education, asking for the re-engagement of Mr. Rothwell the principal.

KNOX COLLEGE has affiliated with Toronto University, the statute bringing the affiliation into force receiving its first reading before the senate on Friday evening, Nov. 6th.

MR. W. H. HARTON, teacher of the Beamsville Model School, has been engaged for 1886 as teacher of the Renfrew Model School, at a salary of \$650.—*Almonte Times.*

THE Ottawa Model School held their annual games on Oct. 30th. The prizes were distributed by Principal McCabe who congratulated the pupils upon the success attending the games.

MISS DYMOND, and other ladies of Brantford, have secured a room in the North Ward School, where they will teach gratuitously, in the evenings, a number of children who cannot attend school in the day-time.

THE average cost annually for each pupil attending the public schools of Ontario is \$6.69. The number of schools is 5,000; teachers, 7,198. The number attending public schools is 270,000; high schools, 12,000.

ON Tuesday, Nov. 10th, Mr. T. A. Owen, late assistant teacher in the high school, Trenton, took his departure for his home in England. On Monday evening a number of friends entertained him at an oyster supper.—*Trenton Advocate.*

THE Smithville High School is now in a flourishing condition. There are fifty-one scholars on the roll for this half year, which is the largest attendance for years. Twenty of these are preparing for second and third class examinations.—*Smithville Advertiser.*

TWO of the great English public schools, Eton and Harrow, have changed their head masters recently. In the former Dr. Warre succeeded Dr. Hornby, and the Rev. J. E. C. Weldon, late head master of Dulwich College, near London, has succeeded Dr. Butler at Harrow.

MR. LLEWELLYN RESS, late of England, but now of Port Perry, has been engaged to fill the place of Mr. Jas. Edwards, the assistant teacher of Brooklin School. Mr. Ress is a specialist in music and drawing. Mr. Spence retains the principalship for another year.—*Whitby Chronicle.*

THE following teachers are engaged, in St. Mary's schools, for 1886 at the salaries opposite their respective names: J. W. Laird, \$700; Miss M. Barbour, \$300; Miss A. Verth, \$275; Miss R. F. Barbour, \$275; Miss M. B. Miller, \$250; Miss E. Cruttenden, \$275; Miss S. Wright, \$225.—*St. Mary's Argus.*

AN interesting procession was noticed passing along the street. It consisted of about forty scholars from Victoria School, with the veteran chairman, Col. Wylie, leading, on their way to the office of the health officer to be vaccinated. The children in the other schools will also be taken in their turn.—*Breckville Recorder.*

THE Carleton Place Board of Education have engaged the following teachers for 1886: Mr. J. A. Goth, as head master of the public schools, at a salary of \$600; Mr. McDonald as senior teacher in the Town Hall School, at a salary of \$300; Miss Girouard, Miss Graham, Miss McCullum, Miss Burke and Miss Suter.—*Perth Courier.*

IN Hamilton more than \$23,000 has been spent in school improvements. The building committee in its report to the Board of Education says: “That the public school buildings of that city are now in a better position, sanitary and otherwise, than they ever were before. And that they are, if not the best, as good as any school buildings in the Province.”

MR. H. KAY COLEMAN, Principal of the Peterborough Public Schools, has handed in his resignation to the secretary of the Board of Education. Mr. Coleman tendered his resignation on receiving an offer of \$1,000 a year from the Board of Education at Port Arthur, which position, if the board accept the resignation, he will accept.—*Peterborough Review.*

AT their last meeting the Waterdown High School Board decided to advertise for two new teachers, since the new regulations will decrease the Government grant and the present teachers refuse to accept a reduction of salary. No fault was found with them, and the monthly report showed the school to be in a highly satisfactory state.—*Wilton Reformer.*

SENATOR GOWAN, LL.D., of Barrie, who a short time ago sent his extra sessional indemnity to Dr. Williamson, for a scholarship in natural science, has now sent the principal a cheque for \$400 for the endowment fund of the university. This second donation is to be applied in founding a scholarship to be held by a student who intends to study law.

THE teacher of the Parkdale School spends five minutes each morning before commencing regular work in hearing his class repeat some such verse as:

“Hearts, like doors, will open with ease
With very, very little keys,
And don't forget that they are these,
'I thank you, sir,' and 'If you please.'”

Short and effective lessons are thus given in honesty, benevolence, etc.

Correspondence.

"OUTIS" IN REPLY.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—“Teacher” last week condemned hypercriticism, and then, thinking my criticisms were not faulty enough in this respect, proceeded to give us a column of excellent hypercriticism. I (not we) take it all in the best of spirit, for my selections, it seems, are having the desired effect. I shall not plead carelessness, but shall look over my work more carefully next time. A couple of the criticisms of “J. W. S.” were just; several of “Teacher’s,” far-fetched, bearing the mark of hypercriticism on their face. He overlooked a mistake in No. 3. Why did he not find it? His criticism on No. 7 is far astray, showing that he has not consulted the *Verbalist*, p. 140. A comma was omitted before “using.” Further, he is astray on the use of “who” (see Mason, sec. 152, 163). Does he not know Worcester’s definition of “man”? There is another “modern instance” in “Teacher’s” letter. I cannot see the force of “Teacher’s” criticisms, but I cheerfully acknowledge those of “J. W. S.” to be to the point. As to the use of “hope,” however, what has he to say as to its use on p. 725 of the WEEKLY, fourth note? “Outis” does not profess to be an infallible critic; he is simply “A chiel amang ye takin’ notes”—“an’ faith he’ll prent it.” “Outis,” however, sometimes is out. Yours, in a critical condition,

OUTIS.

"OUR EXAMINING BOARDS."

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—In the issue of the WEEKLY of Nov. 19th, is an article under the above heading by Mr. J. C. Harstone, M.A., which possesses the merit, often wanting in such articles, of being definite. He not only points out defects in the existing state of things, but proposes something better. With the general principle laid down that a change is needed I think all will agree; as to the nature of the change there may be a difference of opinion. There is no doubt that the present mode of conducting the Entrance Examinations is open to serious objection. There should be greater uniformity. It is quite evident to anyone who has considered the results, that the standard at some schools is much higher than at others. This leads to the conclusion that Mr. Harstone is right in thinking the central supervision of no use. I have known at least two cases in which, the head master and inspector being the only examiners, the one interested in getting a supply of raw material for the high schools, and the other getting rid of that material in the public school, circumstances tended strongly to produce the conviction that a great many more candidates were passed than would have got through under an entirely disinterested board. With Mr. Harstone’s plan this would not be so apt to take place. If I mistake not, however, it would be necessary in some cases to make unions of counties in order to secure a board different from the present.

In reference to the examination of second and third class papers, though I think the present plan far from satisfactory, I am not convinced that the proposed plan would be an improvement. I agree with him that only teachers should examine; but

I would go further, and say that no person who has not within a short time taught a subject, is competent to examine in that subject. Hence I would have the inspectors excluded. As a matter of fact, the present board is composed largely of them. Without any disrespect to the inspectors, I say they are not suitable examiners for the non-professional papers. Most of them have never taught some of the subjects to be examined, at least not to the extent required. Besides, they are engaged in an entirely different kind of work, and their minds necessarily run in that direction. They are not by any means so well qualified to estimate the value of answers in any of the subjects of examination, as those who are teaching the subjects. I would just say here that I think they should be well qualified to examine in the professional subjects, and that the head masters are to some extent out of place there. Now, as to the head masters being non-professional examiners, I have no objection, but most of them are specialists, and I question if a selection could be made from them to cover all the work, and give each a subject in his special department. For my part, I see no objection to the assistant masters. True, many of them are without a very extensive experience, but if masters were chosen to examine in a subject that they have taught for, say, three years, I believe they would make just as efficient examiners as could be found. Q.

Nov. 23rd, 1885.

"AGAIN."

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—In a recent issue of your valuable publication I notice an article over the signature of M. L. Rouse, in which the writer thereof attacks the authorized pronunciation of the word at the head of this article.

While I do not aspire to be considered a walking dictionary, nor even a travelled orthoëpist, I yet hope I am not rushing in “where angels fear to tread,” when I ask to be allowed to call the attention of your many readers to the arguments advanced by the author of the remarks to which I refer.

In the first place, he gives as a reason for rejecting the authorized orthoëpy of the word, the fact that it is not thus pronounced by the inhabitants of the Old Countries. If this be accepted as argument, why should we not call “am” *ham*, and “hand” *and*, and “wall” *wa*, and “good” *guid*? While I admit that prevalent custom often regulates the sound of a word, I can see no good reason why we of Canada should accept as authoritative the pronunciation of those persons whose rendering of the sounds of commonly-known-to-be-correct words is so far from proper. As a Canadian teacher, I am proud to find upon the testimony of an outsider that my fellow-countrymen are more correct in their pronunciation than are the teachers of the mother-lands.

Mr. Rouse speaks of the general sound of “ain” in our language, as if to call it anything other than “ān” is a remarkable thing; I ask, What about “bargain,” “mountain,” “fountain,” and even a word which he uses himself, viz., “certain”?

Then comes the argument which appears to my mind to be the weakest of all, and which he sets forth as a perfect clincher. He says, “One of

the very best tests of the way in which a syllable should be pronounced is the sound that it is made by poets to rhyme with.” Let us apply his “very best test.” He refers to Coleridge; permit me to do the same. He found “again” rhyming with “pain”; I find also the following, which require no great comment to convince the most incredulous as to the reliability of his orthoëpical test:—

Part I., ll. 45, 46, 47, ‘prow’ rhymes with ‘blow’ and ‘foe.’ Part I., ll. 52, 54, ‘cold’ rhymes with ‘emerald.’ Part III., ll. 75, 77, ‘groan’ rhymes with ‘one.’ Part V., ll. 37, 39, ‘groan’ rhymes with ‘on.’ Part VI., ll. 77, 79, ‘were’ rhymes with ‘there.’ Part VI., ll. 102, 104, ‘wood’ rhymes with ‘blood.’ Part VII., ll. 17, 19, ‘sere’ rhymes with ‘were.’ Part VII., ll. 21, 24, ‘along’ rhymes with ‘young.’ Part VII., ll. 98, 100, ‘guest’ rhymes with ‘beast.’

In Cowper’s “John Gilpin,” from which he quotes, we find in stanzas 2nd and 31st, ‘seen’ and ‘been’ given as rhymes. It is almost an oversight that Mr. Rouse did not say that Cowper’s “after we” is a grammatical guide-board.

I then look a moment or two in Pope’s works, and find the following:—

1. “Submit.—In this or any other sphere
Secure to be as blest as thou canst bear.”
2. “Lo! thy dread empire, Chaos! is restored.—
Light dies before thy uncreating word.”
3. “There in the rich, the honored, famed,
and great,
See the false scale of happiness complete.”
4. “The broadest mirth unfeeling Folly wears,
Less pleasing far than Virtue’s very tears.”
5. “Worth makes the man, the want of it, the fellow,—
The rest is all but leather or prunella.”

[Wherefore the Western s-m “fellah” or “feller” is fairly near so correctness.]

In Goldsmith’s description of the “Village Preacher,” and in Byron’s “Christian and his Comrades at Otaheite,” we find ‘heaven’ rhyming with ‘driven’ and ‘given’, respectively; which appears to me to give our common word a pronunciation neither English nor Scottish, yet still quite of the Old Country style.

In Mrs. Browning’s “Bertha in the Lane” we find the following triplets, which may further prove the infallible (?) nature of this new test for pronunciation:—

1. “’Tis a fair, fair face, in sooth,—
Larger eyes and redder mouth
Than mine were in my youth.”
2. “Though the clock stands at the noon,
I am weary. I have sewn,
Sweet, for thee a wedding gown.”
3. “And the silence, as it stood
In the glory’s golden flood,
Audibly did bud, and bud.”
4. “And the stars, each in its place,
And the May-blooms on the grass,
Seemed to wonder what I was.”
5. “Nay? So best!—so angels would
Stand off clear from deathly road,
No to cross the sight of God.”

In Coleman’s “Newcastle Apothecary” we find ‘opera-singers’ made to rhyme with ‘fingers.’ But why give more to prove what must now be manifest to any fair-minded thinker? Call it “poetical license,” or call it “printers’ rhyme,” one fact is very evident—if poets’ use of a word be “one of the best tests” for orthoëpy, then are we surely badly off. With thanks for your kind indulgence, Mr. Editor, I remain, yours truly,

M. W. ALTHOUSE.

Strathroy, Nov. 21, 1885.

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