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E. W. O. WARD

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TORONTO, DECEMBER 2, 1886.

MR. ROBERTSON'S letter (to be found on page 733) ought, perhaps, to be briefly alluded to.

Mr. Robertson's letter touches upon a variety of topics—the meaning of the word "allegory;" critics; Canadian textbooks; "sticking to the text" in examination papers; the shortness of human life when compared with the mass of details of no value whatever that may be raked together about an author's life; the selection of sub-examiners.

First as to his criticism of "A. M.'s" paper on "The Golden Scales." Mr. Robertson gives no reasons for his criticisms, he merely expresses his opinions as a critic, and he adds:—"I care not a fig for the opinions of any critic, . . . I care for his reasons." Mr. Robertson will

recognize that this is a dangerous weapon for a critic to use.

What grounds Mr. Robertson may have for thinking "The Golden Scales" not an allegory we know not. It would only be some very technical and narrow definition that could exclude it from the general idea of an allegory. Addison certainly introduces not a little non-allegorical and real matter into this paper from the *Spectator*, but is "The Golden Scales" to be on this account considered not an allegory? Mr. Robertson "cannot recall a single piece of Addison's that belongs to this figure"—allegory. Has he forgotten "The Vision of Mirza;" or does this also belong to some other figure? Although Mr. Robertson cares not a fig for the opinions of any critic, yet we may venture to ask him to read the article on Addison in the *Encyclopedia Britannica* where he will find him praised as an allegorical writer.

It is easy, however, to criticize examination papers. We shall merely say that, despite Mr. Robertson's objections, the EDUCATIONAL WEEKLY is glad to be "A. M.'s" staunch defender.

As to the opinions expressed on the other numerous topics, we have nothing to say.

THE *Montreal Witness*, in an article on "Practical Training," says:—As the school system has grown year by year more complex and, instead of the old way of calling up the children class by class, half a dozen teachers are engaged to cram knowledge at high pressure into their fagged and bursting brains, one factor has not been adequately appreciated, namely, that young people are not healthily capable of carrying on the intense mental work which our schools properly demand of them for more than three or four hours in a day. We have all known schools where five or six hours of intense attention were demanded at school and work was given to do at home requiring three or four more. True, there has been some reduction of these hours, but this has only increased

the anxiety to intensify the work of the hours that remain, and the experiments at introducing drawing, gymnastics and military drill into the course have largely failed through there being added as extras. In old times the drawing was given half an hour after the six hours of school drudgery. Nothing whatever is gained by this. Experiment will show that the taking of an hour off the daily school work now in vogue, and the applying of it to some practical operation with the hands, will not diminish at all the amount of intellectual acquirement, but will rather brighten the powers that are required for the mental operations. . . . To our educational system we naturally turn for the roundness of training, which cannot be had in the shop. But we find that this, too, is limited or almost limited to the culture of a single set of faculties, namely, those of the understanding. While the observing and the operative powers are not trained, an intellectual stature is reached which unfits the lad to accept the position of the apprentice fag, or of the *lifelong machine tender*; and so the civilized world is full of half-pay clerks, and what the French paradoxically call knights of industry, men who have to live by their wits. So well is this understood by the parents of children who look forward to mechanical employments that they withdraw them from school before they get too *learned for their calling*. This is all wrong, and is palpably the fault of an educational system which does not adapt itself rapidly enough to the requirements of the age.

THE *Mail*, in the political platform which it submits to the country in view of the approaching provincial elections, advocates "reform of the Education Department; abolition of the political headship; return to government by a permanent General Superintendent wholly unconnected with machine politics; abolition of the Nelson and other publishing monopolies; and free competition in school books."

Contemporary Thought.

THE curiosity regarding the natural world and its wonders, displayed more intensely in youth than by children of a larger growth, is the best evidence of the desire to learn, and its encouragement is the way to ensure a real mental growth.—*Ex.*

FALSTAFF wittily told the chief justice, when taxed with deafness, that it was the disease of not listening, the malady of not marking, that troubled him withal. The habit of inattention, which is generally chargeable in our day and generation, may be accounted for, though not excused, on the same grounds. The faculty of close observation is now praised as a thing rarely existent; the youth showing signs of inquiring and intelligent attentiveness is held up as a prodigy, and as likely to attain to some eminence in life.—*Ex.*

It is a striking fact, the sudden turning of so many first-rate minds to the subject of education; and a great revolution in scholastic affairs, however gradual, will certainly result from it. No subject ought to be so universally interesting. If none seem so tedious to us, it may be because our own education was so bad; or that we have reflected so little about it that new suggestions find in our minds no soil to strike root in; or that the complexity and practical difficulties of it paralyze our faculties: in any case, the more reason for spurring ourselves to the study. There is no subject more beset with popular errors, none in which science is more useful, explanatory, and suggestive. Not only every professional educator, but every father and mother (amateur educators!) ought to have some acquaintance with psychology. However absurd this seems, I defend it on the ground that nothing else enables one to interpret the faint and fragmentary recollections of having been one's self a child: without which how can other children be known, and, if unknown, how trained? At school I often used to wonder whether the masters had ever been to school, they knew so little of what we boys were thinking, feeling, and about to do. I have heard an educated woman say of her baby, squalling of course, at six months old, "I believe he knows he's doing wrong." Heautomorphism, in default of science, is ever the first resource of explanation; *i.e.*, we judge of others by ourselves. Discipline without knowledge, and therefore without sympathy, an outside wooden machinery, hampering and crushing, is the same in schools, in homes, and in prisons.—*Carveth Read, in Popular Science Monthly.*

THE educational system of Quebec, in the first place, is divided into three classes of education, the elementary, the secondary, and the superior, in addition, of course, to the special and normal schools. In the elementary education there is, however, a dual constitution corresponding with the dualism of religions and nationalities which exist in the Province. Roughly speaking, three-quarters of the people of Quebec are Roman Catholics, and the balance Protestants. The schools of both sections alike receive the support of the State, and, indeed, it is essential that some kind of religious teaching shall form part of the instruction in each school receiving State support. Thus, if the inhabitants of any

district are mainly Roman Catholics, the school will be Roman Catholic in its religious teaching, and if Protestants, Protestant. As to the religious minority in any school, whether Roman Catholic or Protestant, it is optional for the children of parents opposed to the religion taught either to remain or withdraw during religious exercises. By this arrangement full and entire liberty is secured, and perfect harmony maintained. The Hon. Gédéon Ouimet, the Superintendent of Public Instruction, is at the head of both the Roman Catholic and Protestant schools, and any visitor to the Court during the course of the Exhibition will have found him as ready to speak on behalf of the one section as the other. "We have not," said Mr. Ouimet, not long since, "advice, still less lessons, to give the foreigner, but we may be allowed to congratulate ourselves upon having learnt to apply so advantageously to ourselves the great principle of liberty in education." And this is one of the features in the Quebec system that will most impress the inquirer.—*Canadian Gazette.*

In outlining Pestalozzi's thought, I note the following points as perhaps best expressing his method:—Education must be determined by the nature of that which is educated. Man is a law unto himself. What he is dictates the mode in which he shall be trained. Man's powers are not the result of accident—they are his own interior, original possessions. They came with him. Education, therefore, which does not base itself upon a right understanding of these integral human powers, and of the nature which they express, is not education—has no right to the name or the claim. Pestalozzi, by stating this truth, and by forcing it, as it were, into the world's consciousness, deserves lasting praise. Here is the first step toward a scientific treatment of education; it is not, in itself, such treatment, does not even prove such treatment possible—it is the point of beginning, the corrective, the safeguard. This truth is fundamental in Pestalozzi's thought. It found expression in "The Evening Hours of a Hermit," and is repeated in every subsequent writing. "Universal upbuilding of the inner powers of human nature is the universal aim of culture." Pestalozzi's system, therefore, when self-consistent, rests upon his interpretation of human nature. Our reformer believed man to have a threefold being. He was body, mind, and conscience. It is a vital part of Pestalozzi's thought that man's welfare depends upon a good and truth-obeying heart. Here is place for the religious element, and we find Pestalozzi speaking as follows: "Belief in God is the source of peace, peace is the source of inward order; inward order the source of undisturbed application of our powers, and this order becomes, in turn, the source of their growth and development to wisdom. Wisdom is the source of all blessing." We have thus far two essential actors in Pestalozzi's thought: education is determined by the nature of the educated—man is threefold, body, mind, and heart. Proceeding a step further we inquire, What precisely is it that this threefold being requires? Do body, mind, and conscience unite in demanding for their education a single method? Pestalozzi answers yes, and affirms that the common, universal law, is *development*. To-day we theoretically recognize this law, and admit its

vital import in all educational endeavour; practically we too often ignore it, and proceed after the old and evil fashion of preparing the mind for market as the animal is prepared for sale.—*From "Some Outlines from the History of Education," by Professor W. R. Benedict, in Popular Science Monthly.*

A LITERARY fracas, which reminds us of a more barbarous age, has been brought on by an article in the *Quarterly* on the teaching of English Literature in the Universities. The article, though general in its title, is really an attack on Mr. Gosse, a Professor of Literature at the University of Cambridge, for some blunders of which he is alleged to have been guilty in a course of lectures delivered before the Lowell Institute at Boston and published under the title, "From Shakespeare to Pope." It seems that Mr. Churton Collins, who avows the authorship of the review, was an unsuccessful candidate for the chair corresponding to that of Mr. Gosse at Oxford. Hence perhaps his eagerness to envelop both the universities in his censures, though only one of them at most is concerned. The savage character both of the original attack and of Mr. Collins's rejoinder in the *Athenæum* to Mr. Gosse's defence of himself, constitutes in the eyes of all right-minded men an offence graver than any literary error; and it is only made more unpleasant by the affectation of a stern and lofty sense of literary duty. Both attack and rejoinder display not only the angry temper of a literary martinet, but a settled desire to ruin Mr. Gosse's reputation; they are not merely peppery but deliberately inhuman. It seems, too, that the two men were old friends. The most serious of the charges against Mr. Gosse is that he has taken Sidney's "Arcadia" and Harrington's "Oceana" for poems, the "Oceana" being, as all the world knows, a prose treatise on politics, and the "Arcadia" being also mainly in prose. But this he denies; and though his language is certainly open to misconstruction, as it is on some other points also, it would be difficult to believe that a man who has undeniably made English literature his study could fall into errors so gross. Of some minor slips, such as saying that Oldham died in 1684, whereas he died in the previous year, Mr. Gosse has certainly been guilty. Accuracy is desirable, especially in a professorial chair. But little slips, paradoxical as the statement may seem, sometimes proceed not from ignorance, but from familiarity with the subject. On a subject with which a writer feels the roughly familiar he is apt to trust his memory, which will now and then fail him. On a subject with which he is not familiar he takes care to work with his books of reference round him. It is not difficult to find slips in Milman, who was unquestionably master of his subject, though it might be difficult to find any in Freeman. It is unlucky for the reputation of English scholarship that lectures in which any inaccuracies can be found should have been delivered by an English professor before a Boston audience. Mr. Swinburne, whose name Mr. Collins dragged into the controversy, has written a letter in which he convicts Mr. Collins himself of a blunder grosser than any of which Mr. Gosse is accused—attributing the "Agamemnon" and the "Persæ" to Sophocles instead of Æskylus.—*The Week.*

Notes and Comments.

A MEMBER of the Stratford Collegiate Institute Board recently addressed a circular to parents asking their views on the efficiency of the teaching staff, and soliciting suggestions as to any changes that would in their opinion seem desirable. A list of suggestive questions was appended for the parent to answer.

"WHAT a dismal picture," says a Tamworth exchange, "is presented by some of our country schoolhouses. Without a tree, decent fence, or anything else to make them look attractive, they stand by the roadside like very dungeons. What ideas of taste and neatness can pupils learn from such surroundings? Teachers and school boards are largely responsible for such a state of affairs."

PLANS are under consideration on the part of the managers of the Montreal Mechanics' Institute, to establish a technical night school, at which young men engaged in trade may be able to get training in those branches of applied science which every mechanic needs, as well as instructions from master workmen in the general principles of their own particular crafts. The *Witness* suggests co-operation with McGill University.

MR. HUNTER'S article on "The Overcrowding of the Professions" we recommend to the thoughtful consideration of all our readers. It is, we think, the most sensible, the most clear, the most outspoken utterance which has yet appeared upon this important question; and it is at the same time the most unprejudiced: Mr. Hunter has reviewed the subject from a calm, unbiased standpoint. We hope and trust its influence will be felt far and long.

"RECENTLY," writes "Trustee" to a Kingston paper, "a resident of a school section, which publishes an honour-roll every month and gives a couple of successful concerts every year, was obliged to drive five miles to know how many feet to measure in order to lay out a square plot of ground containing half an acre, he having sold that quantity of land. A farmer not many miles from Kingston, who held a promissory note on which were endorsed several payments, could not find one in the township capable of performing the necessary calculation."

THE apparatus in connexion with the Ottawa Collegiate gymnasium will be complete next week in every respect, says an Ottawa paper. A reporter on being shown through the building observed a long row of about four dozen pairs of swinging clubs, varying in size, for the large boys. The weight was two pounds, and from that down to one pound. A large bridge ladder hung

from the ceiling by long iron rods, also fixed parallel bars for exercising the arms by swinging. They have four dozen dumb-bells varying in size, and barbells, an exercise which is necessary among growing children. There are three trapezes being made, which will be ready by the end of the week, and by the beginning of next week the whole apparatus will be complete. Mr. Jolliffe, who is the instructor and manager of the gymnasium, has exercises in the forenoon at eleven o'clock, and in the afternoon at three o'clock. There are three squads of boys and two of girls, each squad having their turn.

THE *Schoolmaster* (London, Eng.) says of "The Canadian Drawing Course" (Toronto: Canada Publishing Co.): "In a series of five books the children are led through a course of elementary freehand, object, constructive, and perspective drawing of the most thorough character. The plan is excellent, and we envy—and rightly envy—the Canadian teachers if they can get through it with credit to the children, satisfaction to the examiners, and comfort to themselves. The course is eminently practical; but we are perfectly assured that it is impossible of execution in the ordinary elementary schools of England, whilst such a crowd of other subjects are insisted upon. That is to say, if a standard of work is to be reached such as we think should be reached. Those teachers interested in the subject of drawing would do well to procure a set of these inexpensive little works. They will see at once the practical nature of their teaching, and the work at least expected from our little Canadian cousins."

MAYOR HOWLAND, at a recent meeting of the Toronto City Council, pressed his motion for a report from the School Board in reference to concurrent industrial education in the public schools. His charge against the present system was that it was designed entirely to qualify the mental faculties for some non-laborious occupation. The head was trained, but the hands were neglected, and the result was that the mind was biased in the direction of book-keeping or clerking, even though overcrowding forced the remuneration in these callings down to figures below the wages of a labouring man. All the professions were overcrowded. The aldermen knew how many lawyers failed to make a fair living out of their profession. Medical men were scarcely better situated, for a gentleman had just told him that there was great competition among duly qualified physicians for positions on the Allan line steamers at \$35 per month. Manual training in the schools would avoid giving the impulse towards purely intellectual occupations that the present educational system affords. "Above all," said the Mayor, "it would do much to kill that abominable idea that labour is dishonourable. It would give

boys a liking for the use of tools and qualify them better for the work of life. In Austria there are 1,037 industrial schools and technical institutes, with 4,290 teachers and 98,000 pupils. Austria is a country from which there are very few immigrants. In Denmark, an agricultural country, there are 449 farming high schools where boys are taught the principles of agriculture. In Holland there are eleven navigation schools. In Switzerland there are 4,373 females employed in teaching the fine needlework that gives profitable employment to the industrious population of that country. In closing, the Mayor argued that the addition of manual training to our present school system supplied the union of book and tool, and was the ideal of true education.

A CORRESPONDENT asks us what we "consider a full answer to the first question in the paper on composition set by Mr. Hodgson at the last High School Entrance Examination Papers." The question reads thus:—

Change the following from the direct to the indirect form of narration:

"Since our mother died we have not had a single happy hour. Stepmother beats us every day; and if we come near her she sends us off with a kick. We have to eat the stale crusts that remain from meals. Even the little dog under the table is better off than we are. May heaven have pity on us!"

Whether our correspondent perceives in this question some catch which has escaped our eyes we do not know, but the following simple answer would, we think, suffice:—

"[They said that] since their mother died they had not had a single happy hour. Their stepmother beat them every day; and if they went near her she sent them off with a kick. They had to eat the stale crusts that remained from meals. Even the little dog under the table was better off than they were. [They prayed that] heaven would have pity on them."

The same correspondent asks for the answers to Question 10, on page 427, No. 79, July 22nd. We suggest the following:—

(1). "He said that he would rather have been the author of that poem than have taken Quebec on the morrow."

(2). "He replied to his honour that he had nothing further to say; that he had said all that he deemed necessary to establish his innocence."

(3). "He asserted that he impeached him in the name of the House of Commons."

The same correspondent asks us what authors we recommend in Botany, in Physics, and in Grammar, for candidates preparing for Third Class Certificates. We should be inclined to choose Balfour Stewart's "Elementary Physics," and A. P. Gage's "Elements of Physics" (reading those subjects described in the programme for Form II. of high school work. For Botany, Macoun & Spotton's "Elementary Botany." For Grammar we should recommend Mason's "English Grammar," and Whitney's "Essentials of English Grammar."

Literature and Science.

EXTRACTS FROM THE SPEECH

OF JAMES RUSSELL LOWELL, DELIVERED NOVEMBER 8TH, 1886, ON THE 250TH ANNIVERSARY OF THE FOUNDATION OF HARVARD UNIVERSITY.

(Continued from last issue.)

LET us, then, no longer look backwards, but forwards, as our fathers did when they laid our humble foundations in the wilderness. The motto first proposed for the college arms was, as you know, *Veritas*, written across three open books. It was a noble one, and, if the full bearing of it was understood, as daring as it was noble. Perhaps it was discarded because an *open* book seemed hardly the fittest symbol for what is so hard to find, and, if ever we fancy we have found it, so hard to decipher and to translate into our own language and life. Pilate's question still murmurs in the ear of every thoughtful, and Montaigne's in that of every honest man. The motto finally substituted for that, *Christo et Ecclesie*, is, when rightly interpreted, substantially the same, for it means that we are to devote ourselves to the highest conception we have of Truth and to the preaching of it. Fortunately, the Sphinx proposes her conundrums to us one at a time and at intervals proportioned to our wits.

Joseph de Maistre says that "un homme d'esprit est tenu de savoir deux choses : 1°, ce qu'il est ; 2°, où il est." The questions for us are, In what sense are we become a university? And then, if we become so, What and to what end should a university aim to teach now and here in this America of ours whose meaning no man can yet comprehend? And, when we have settled what it is best to teach, comes the further question, How are we to teach it? Whether with an eye to its effect on developing character or personal availability, that is to say, to its effect in the conduct of life, or on the chances of getting a livelihood? Perhaps we shall find that we must have a care for both, and I cannot see why the two need be incompatible; but if they are, I should choose the former term of the alternative.

In a not remote past, society had still certain recognized, authoritative guides and the college trained them as the fashion of the day required. But

Damnosa quid non imminuit dies?

That ancient Close Corporation of official guides has been compelled to surrender its charter. We are pestered with as many volunteers as at Niagara, and, as there, if we follow any of them, may count on paying for it pretty dearly. The office of the higher instruction, nevertheless, continues to be as it always was, the training of such guides:

only it must now try to fit them out with as much more personal accomplishment and authority as may compensate the loss of hierarchical prestige.

When President Walker, it must be now nearly thirty years ago, asked me in common with my colleagues what my notion of a university was, I answered, "A university is a place where nothing useful is taught; but a university is possible only where a man may get his livelihood by digging Sanscrit roots." What I meant was that the highest office of the somewhat complex thing so named, was to distribute the true Bread of Life, the *pane degli angeli*, as Dante called it, and to breed an appetite for it; but that it should also have the means and appliances for teaching everything, as the mediæval universities aimed to do in their *trivium* and *quadrivium*. I had in mind the ideal and the practical sides of the institution, and was thinking also whether such an institution was practicable, and, if so, whether it was desirable, in a country like this. I think it eminently desirable, and, if it be, what should be its chief function? I choose rather to hesitate my opinion than to assert it roundly. But some opinion I am bound to have, either my own or another man's, if I would be in the fashion, though I may not be wholly satisfied with the one or the other. Opinions are "as handy," to borrow our Yankee proverb, "as a pocket in a shirt," and, I may add, as hard to come at. I hope, then, that the day will come when a competent professor may lecture here also for three years on the first three vowels of the Romance alphabet, and find fit audience, though few. I hope the day may never come when the weightier matters of a language, namely, such parts of its literature as have overcome death by reason of their wisdom and of the beauty in which it is incarnated, such parts as are universal by reason of their civilizing properties, their power to elevate and fortify the mind—I hope the day may never come when these are not predominant in the teaching given here. Let the Humanities be maintained undiminished in their ancient right. Leave in their traditional pre-eminence those arts that were rightly called liberal; those studies that kindle the imagination, and through it irradiate the reason; those studies that manumitted the modern mind: those in which the brains of finest temper have found alike their stimulus and their repose, taught by them that the power of intellect is heightened in proportion as it is made gracious by measure and symmetry. Give us science, too, but give first of all, and last of all, the science that ennobles life and makes it generous. I stand here as a man of letters, and as a man of letters I must speak. But I am speaking with no exclusive intension. No one believes more firmly than I in the use-

fulness, I might well say the necessity, of variety in study, and of opening the freest scope possible to the prevailing bent of every mind when that bent shows itself to be so predominating as to warrant it. Many-sidedness of culture makes our vision clearer and keener in particulars. For after all, the noblest definition of Science is that breadth and impartiality of view which liberates the mind from specialties, and enables it to organize whatever we learn, so that it become real Knowledge by being brought into true and helpful relation with the rest.

By far the most important change that has been introduced into the theory and practice of our teaching here by the new position in which we find ourselves has been that of the elective or voluntary system of studies. We have justified ourselves by the familiar proverb that one man may lead a horse to water, but ten can't make him drink. Proverbs are excellent things, but we should not let even proverbs bully us. They are the wisdom of the understanding, not of the higher reason. There is another animal, which even Simonides could compliment only on the spindleside of his pedigree, and which ten men could not lead to water, much less make him drink when they got him thither. Are we not trying to force university forms into college methods too narrow for them? There is some danger that the elective system may be pushed too far and too fast. There are not a few who think that it has gone too far already. And they think so because we are in process of transformation, still in the hobbledehoy period, not having ceased to be college, nor yet having reached the full manhood of a university, so that we speak with that ambiguous voice, half bass, half treble, or mixed of both, which is proper to a certain stage of adolescence. We are trying to do two things with one tool, and that tool not specially adapted to either. Are our students old enough thoroughly to understand the import of the choice they are called on to make, and, if old enough, are they wise enough? Shall their parents make the choice for them? I am not sure that even parents are so wise as the unbroken experience and practice of mankind. We are comforted by being told that in this we are only complying with what is called the Spirit of the Age, which may be, after all, only a finer name for the mischievous goblin known to our forefathers as Puck. I have seen several Spirits of the Age in my time, of very different voices and summoning in very different directions, but unanimous in their propensity to land us in the mire at last. Would it not be safer to make sure first whether the Spirit of the Age, who would be a very insignificant fellow if we docked him of his capitals, be not a lying spirit, since such there are? It is at least curious that while

the more advanced teaching has a strong drift in the voluntary direction, the compulsory system, as respects primary studies, is gaining ground. Is it indeed so self-evident a proposition as it seems to many that "You may" is as wholesome a lesson for youth as "You must"? Is it so good a fore-schooling for Life, which will be a teacher of quite other mood, making us learn, rod in hand, precisely those lessons we should not have chosen? I have, to be sure, heard the late President Quincy (*clarum et venerabile nomen*) say that if a young man came hither and did nothing more than rub his shoulders against the college buildings for four years, he would imbibe some tincture of sound learning by an involuntary process of absorption. The founders of the College also believed in some impulses towards science communicated *à tergo* but of sharper virtue, and accordingly armed their president with that *ductor audentium* which was wielded to such good purpose by the Reverend James Bowyer at Christ's Hospital in the days of Coleridge and Lamb. They believed with the old poet that whipping was "a wild benefit of nature," and, could they have read Wordsworth's exquisite stanza—

One impulse from a vernal wood
Can teach us more of man,
Of moral evil and of good,
Than all the sages can,

they would have struck out "vernal" and inserted "birchen" on the margin.

I am not, of course, arguing in favour of a return to those vapulatory methods, but the birch, like many other things that have passed out of the region of the practical, may have another term of usefulness as a symbol after it has ceased to be a reality.

(To be continued.)

CARLYLE'S character, which had been left in such a pickle by his friend and biographer, Mr. Froude, has been in some degree redeemed by the publication of an earlier correspondence between him and his wife, which had remained in the possession of Mr. Charles E. Norton, with whom Carlyle was on intimate, indeed on affectionate terms. A softer hue is thrown over what, under the hands of Mr. Froude, had been made to appear a most unlovely courtship and marriage. Mr. Norton, like everybody else who has occasion to examine any part of Mr. Froude's work, complains of his gross unfairness and inaccuracy. He cannot even transcribe a quotation correctly. As somebody once said of him, he has no notion of the meaning of inverted commas. Mr. Froude replies in his usual style, saying, in effect, that he does not care, and that he will have no more to do with the matter. At the same time he makes a string of fresh assertions, which are contradicted by Mary Carlyle on the spot. He has great literary gifts; but no reliance can be placed in anything he says, and this is a serious weakness in a historian. He always pleads that he undertook Carlyle's biography unwillingly. That might be, though we are rather surprised to hear it; but it does not excuse carelessness or injustice.—*The Week*.

Special Papers.

AGRICULTURAL EDUCATION.

(From the Eleventh Annual Report of the Ontario Agricultural College and Experimental Farm, for the year ending 31st December, 1885. By James Mills, M.A., President.)

(Continued from page 710.)

THE Province of Quebec has three agricultural schools which are maintained in part by public funds, and three private establishments, which give instruction in agriculture, without any assistance from the State. The Provincial schools are at St. Anne Lapocatière, L'Assomption and Richmond; and the private ones are at Oka, Wentworth and Sorel.

For a description of these schools and the work they are doing, I cannot do better than quote from a report which Mr. E. A. Barnard made on the subject in February, 1885, to the Hon. J. J. Ross, Commissioner of Agriculture for Quebec.

"In 1873," says Mr. Barnard, "I examined minutely the schools of agriculture at St. Anne's and L'Assomption. This year (1885) I found that a sensible improvement had taken place in the cultivation of the farm at L'Assomption, though there is much still to be desired. When this school was opened, the land attached to it—a too frequent case in the Province—was covered with weeds, and as poor as possible. To-day, the crops are clear and fairly satisfactory. The live stock, too, is greatly improved since 1873. On the whole, I cannot praise too highly the persevering efforts of Mr. Marsan, the professor of agriculture and director of the farm, in spite of the numerous difficulties which he has had to contend with from the foundation of the school to the present time.

"The school at St. Anne had, in 1873, been established for several years, and in that year I called attention to an evident improvement in the crops grown on the school farm when compared with the crops in the neighbourhood.

"The present manager, Mr. Roy, is a skilful and practical man, who is evidently devoted to agriculture. He seems to be determined to place the farm in the best possible condition. The wheat crop appeared to me excellent, the root crops extensive and well grown; the pastures were good, and the yield of oats, barley, etc., promising. The garden is large and full of produce; the cattle were in good breeding condition, the calves, especially, were wonderfully good, though reared with the strictest economy.

"To say the truth, the practice in both these schools is on the road to excellence. With a little more encouragement the cultivation may become really a model, and the present managers seem to be capable of attaining this point, if means are granted

to them, together with guarantees for the future.

"Unfortunately, during the last eleven years, these schools have made no progress in the number and style of their pupils—they are still fed and taught gratuitously by the State. The present pupils are almost children, and a large proportion seem to have mistaken their vocation, for they do not appear at all suited to a farmer's life. This fact is abnormal, and deserves your attention.

"No one can pretend that our people refuse all agricultural instruction, since, only last year, hundreds of applications were received for admittance into the school farm at Rougemont. The rarity of pupils in the schools at St. Anne's and L'Assomption, then, must be attributed to the little encouragement given to the pupils by the agricultural authorities, and to the fact that these schools have been constantly threatened with abolition from the time of their foundation. It is easy to see that the farming population are not likely to view with favour institutions which are always on the point of being suppressed, to be replaced by others.

"The school at Richmond I saw for the first time last winter; I returned there recently, and visited every part of the establishment: the older fields, the newly cleared fields, and the bush. In spite of all the troubles through which this school has passed, it is the most promising of the three, and for this reason: the farmers of the district now recognize its utility, and send their youths there as pupils in fair numbers. Not only are all the scholarships offered by Government taken up by competent students, but, in addition to these, a good number of temporary students frequent the school during the winter, and attend assiduously the course of agriculture.

"Still, the cultivation at Richmond is not more advanced than in our other two colleges, and the whole system followed is to-day in a transition state. In spite of this, the neighbouring farmers, many of whom I saw at the dairy meeting held at Richmond last winter, seem unanimous in saying that the system followed at the school is deserving of public support. Indeed the progress already made is striking, and the utility of the school will be placed beyond doubt as soon as its promoters shall be convinced that their pains will not be thrown away in the future. The manager informed me that the capital for the permanent improvements necessary to make Richmond an establishment of the first class, will not be wanting, as soon as there is no longer a possibility of our present schools being abolished to make room for others, and as soon as a guarantee to that effect is given by Government. Mr.

Ewing is waiting for this guarantee to begin some important alterations.

"For my part, while pointing out certain important reforms, I do not hesitate to say that our three schools of agriculture ought to be maintained, and I believe it to be very advisable that Government should at once give a guarantee of their maintenance for the future, with conditions acceptable to all parties.

"Few things, comparatively, are wanting to enable the Province to obtain from these schools the best results: they are all three situated at the centres of the three principal districts of the country: they differ, the one from the other, in the nature of their soil, in their climate, in their markets, and even in the customs of their people. All, or almost all, the farmers of the Province are interested in the success of these institutions, and they ought to be able to find, in one or other of these schools of agriculture, information and instruction fitted to their peculiar wants. With this view, the public has a right to expect from each of them: 1. That their system of farming should be veritably a model system; that is, that it should show itself to be really profitable in money-returns, while the soil is kept in a gradually improving state, instead of being harassed to death—the common condition of our farms; 2. That all desirable permanent improvements shall be made gradually, but year by year, bearing always in mind the profitable expenditure of the funds employed therein, as well as the precious lessons to be derived from the proper execution of such works of improvement; 3. That the instruction of the pupils shall be well suited to the circumstances of our farmers, and in agreement with the funds at their disposal; 4. That necessary means be employed to show our farmers how much they are interested in the work carried on in these schools.

"On their side, the schools have a right to demand: 1. A grant of funds in proportion to the expenses they are obliged to defray in order to furnish to the pupils and the farmers of the country the instruction the schools are expected to afford; 2. A guarantee of the permanency of the grants, to recoup, later, the outlay necessitated by the improvements of the farm—expensive work always—which is always an indispensable condition of sound instruction, even if elementary; 3. An understanding and a control, as direct as possible, between the government and these schools and their managers.

"In justice, it must be admitted that none of the above conditions have been fully demanded or granted on either side up to the present time. No surprise then need be felt at the schools not being perfect.

"Some persons, with, doubtless, good intentions, have, from time to time, strongly recommended the abolition of our present schools, for the purpose of replacing them by one single school, conducted on the same principle as the College at Guelph, Ont., and Lansing, Michigan. After much thought, and after having carefully examined these institutions and studied the course of lectures given there, I have come to the conclusion that the project is both unjust and impossible of realization. Unjust, because our present schools have vested interests, and do not deserve to be abolished. Impossible of realization; 1. Because one single school, however good, cannot give to our whole agricultural population, the practices of which are so varied, the instruction which three district schools can give, schools situated in totally different circumstances, following plans based on the respective wants of their particular districts, and offering by their system of cultivation those precious teachings which well managed model-farms are able to present. This latter point is the less to be despised, since our agricultural population does not possess the advantages common in Ontario and in the United States, where the farms of skilled European agriculturists offer models of cultivation to every passer by. For this reason, Ontario especially may well content itself with one institution, based rather on the study of the sciences attaching to agriculture and on new experiments in cultivation, than on sound practice only, such practice as all good farmers are supposed to follow on their respective farms; 2. Still more difficult of realization, because Lansing and Guelph cost at first a sum of money almost inconceivable to us (about \$500,000 and \$350,000 respectively), and still cost for their annual expenses a sum equal to four times as much as our three schools together cost this Province; 3. Not to be realized, since our people do not yet feel the need of, and consequently do not desire an agricultural education, rather scientific than practical, such as is given to the sons of English and Scotch farmers, who are, for the most part, accustomed from their childhood to view daily the best practical cultivation in Europe; and lastly, because of the two distinct peoples of which the population of this Province is composed—different in religion, in language and in habits—differences which would render impossible, or nearly so, the proper direction of such an establishment."

(To be continued.)

If one nation educates her children thoroughly, other nations must become equally thorough or fall behind in material prosperity. In the system of public education is a nation's strength.—*The School Journal.*

Educational Opinion.

THE OVERCROWDING OF THE PROFESSIONS.

EVIDENTLY the discussion of this question is not yet over. It is a question that will not down. The debate goes warmly on in every nook of our province. Account for it as we may there is a strong public feeling on the subject, and the sentiments expressed by "Professional Man," quoted in the EDUCATIONAL WEEKLY of November 11th, are demonstrative of one strong current of that feeling.

It seems to me that no satisfactory result will flow from this discussion until there is a more general agreement on the meaning of the terms used, and until the whole subject is looked at from a broader standpoint than that which is generally assumed. The word "over-education" is one of these loosely used terms. One disputant laughs at the idea of there being too much education;—and as he no doubt means by education the fullest development of which an individual is capable, it is easy to see that from his standpoint there is a lamentable lack of education. Another disputant means by "over-education" that too many persons are seeking to enter the so-called "learned professions"—and probably he is right. The disputants in these cases are really not fighting each other at all. The one is thinking of education as a means of personal culture, the other of education as a means wherewith to obtain bread and butter.

Just at this point the question becomes involved with another question—Which of these two views represents the current theory of education in Ontario? I mean of course the "working theory." There is little doubt what the answer to this question must be. Experience seems to say that whilst we are making great strides toward the wider conception of education, we are largely acting, and must for a long time continue to act on the narrower—the *more practical*, to use a favourite phrase of to-day.

If this be true the immediate remedy for the over-crowding of the professions must lie along the lines suggested by the EDUCATIONAL WEEKLY. Teachers must exercise as much influence as possible to keep back unworthy candidates. Efforts must be made to interest the young in agricultural and mechanical pursuits. But above all a vigorous public sentiment must be awakened that will on the one hand frown down the social sneer at the mechanical and agricultural arts as "low," and that will on the other demand from the so-called labouring classes an effort after a more intelligent fulfilment of their duties as members of the community.

The limits of this paper do not permit an

elaboration of these points. But such elaboration is not needed at this time. The mere statement of the remedies shows that the evils complained of will not soon be removed. Before the first remedy can be brought into operation the position of the teacher must be made more secure. It will take time to develop any general interest in the arts mentioned. Some years will probably elapse before the occupation of the farmer is not voted "low." And still more years will be required to bring up to a fair standard the average intelligence of the hand-toilers of our country.

For be it remembered that the barriers in the way are neither few nor easily surmounted. Prejudice and passion, love of ease and love of money, class privileges and class influence are all blocking the way. How easy it is to talk about advising young men not to crowd into Law, Medicine, or Teaching! Let us try it for instance on some professional man's son. In nine cases out of ten the said professional man will do his utmost to fit his son for a learned profession, or at all events for a career from which manual labour will be excluded, and he will *not* thank the teacher who suggested a farmer's life as the one for which his boy is best suited. If only the sons of professional men would in appreciable numbers follow non-professional callings, the problem would be half solved.

Nearly every article I have read has overlooked the aspect of the case last mentioned. The burden of them all is: keep back the non-professional classes—keep the farmers' sons on the farm—let the mechanics' sons stick to the work bench—put the merchants' sons behind the counter. But it requires no genius to see that the problem can never be solved on this line. Why should those who are up never come down, and those who are down never be allowed to go up. Whether we like it or not, the country is too democratic for any such doctrine. In Canada the poor man's son is going to rise just as high as he can. And be it remembered, the family pride of the poor is just as influential as that of the rich. There are hundreds of fathers in Canada to-day pinching themselves to give a favourite son an education. They may be making a grievous error, yet they are doing it, and they will never be dissuaded from their course by telling them that the professions are crowded. Their sons are just as clever as the sons of the rich men around them, and they are determined to give their sons an education that will enable them, as they openly say, to earn their bread more easily than they themselves have been able to do. Besides, some nephews or cousins have succeeded, and why shouldn't their boys? Just as when one piano is sold in a neighbourhood a dozen others are sure to be sold, so when one boy succeeds a dozen others are ready to attempt to follow in his

footsteps. And so the difficulty increases. Not a boy's aptitude but the family honour is at stake, and we all know how ready people are to listen to reason in such cases. I am, I know, stating unpleasant facts, but to present the problem they have to be stated.

It will thus be seen that the whole problem is an extremely complex one. I believe we are far from any satisfactory solution of it. It is quite probable that competition will become much more keen than it is at present. In the meantime the press has an urgent work to perform in awakening a healthy public sentiment on the whole question.

J. M. HUNTER, M.A., LL.B.

A WORD TO THE GIRLS.*

WITH woman's natural love of beauty and colour, added to the astonishing premium placed upon "good clothes" by society and the press, we are not surprised that the horizon of so many women's lives are bounded by dry goods establishments, and the dictionary of their language contained in the bazaars of fashion. We have just tossed aside a recent number of one of the most influential journals of the East, twelve pages of which are filled with what purports to be a record of Canadian society, past and present, and a list of names is given of women in the leading cities who are to be handed down to posterity as famous for what? For their helpfulness to the age they lived in? For earnest work for the future? For an unselfish hospitality? For having developed and consecrated to friends their best gifts of song or conversation? No! but for the quality of the dry goods they wore. Twelve pages and not a hint that one of these ladies gave utterance to a brilliant thought, a suggestive repartee, but that like a procession of wax figures they passed before the admiring world, habited as follows: Mrs. — appeared in many elegant robes; her evening toilets were as follows, etc. In the name of womanhood we protest, and for the sake of Canadian girlhood we beg the editors of our representative journals to put a premium upon something in the world besides dry goods. In every city, the homes which have become true literary centres—the rare places where genuine manhood and womanhood are recognized, despite the awkward setting of plain attire—are passed by in contempt, in making a social record to show the progress of the last century. So long as women are content to be judged only by the amount of expensive dry goods they wear, so long will they be subjected to much criticism. In a girl, however pretty, what is there to interest one if they read nothing in her face from time to time but that she is getting daily more and more worn and jaded in the search for a rich husband? But

give her one genuine, one disinterested taste, and all is changed. Girls entering upon the world, determined to run the worldly course, I would say this to you:—Try to win for yourselves one taste of a truer and deeper sort. Study Wordsworth and some parts of Shelley; open your sympathies by their aid in one direction. Learn to love the woods, the wild flowers with all their infinite changes of scent and colour and sound; the rippling stream, the rolling mists. Let these things grow to haunt you like a passion, and then by-and-by go look into the looking-glass and study your own face. Hasn't some new look come into your eyes, and given them expression—a something they wanted before! Aye, more and more dear girls, to-day intoxicated, enervated by the strange passion for dress, begin to study humanity; determine to do something toward making life brighter for other people, and get into the habit of sometimes studying the gold and crimson, the lovely rose, and dreamy blue, or pearl-tinted gray of God's sunset clouds; lift your eyes just above the shop windows, and honour the woman whose conversation is filled with pearls of thought, and rubies of wit, and diamonds of suggestions, and then shall you have filled one claim to a place in the record of Canadian true women.

THE following is from the *Acadia Athleteum* (Wolfville, N. S.):—"A statement made by 'Neander,' who is understood to be a professor at the [McMaster] Hall, made in the *N. Y. Examiner*, is worthy of consideration. He says: 'The number of students entering the college in Toronto this year might have been nearly double what it is, if we had been in a position to offer such financial inducements as some other institutions are offering. Our president persistently refuses to enter the student market and bid against others. We have an excellent system of self-support which young men who are not afraid of hard work greatly prefer to the gratuity system, etc.' It may be questioned if that policy be a wise one which so greatly limits the number of students, and sends so many out of the reach of our provincial churches. Shall we entirely ignore the system of gratuitous aid to worthy students, hoping for more than equal returns in their future work, or shall we adopt what must appear to the student, much like a subterfuge, and add to the amount which a student is able to earn and which is *his real salary* a sum from the gratuity fund, and call this augmented amount his salary? Another alternative would be to do as older institutions are doing and to adopt the plans which experience has pronounced wise if not the wisest. We wish our sister institutions well, and expect that the unfolding future will reveal rapid development in every department of their work."

*We regret that we are ignorant of the source of this excellent article.

TORONTO:

THURSDAY, DECEMBER 2, 1886.

*THE RECENT ACTION OF THE
TORONTO PUBLIC SCHOOL
BOARD IN THE MATTER OF
INSPECTOR HUGHES.*

PERHAPS one of the strangest motions ever submitted to a school board was one moved, seconded, discussed, and actually carried on Wednesday, November 24th, at a special meeting of the Toronto School Board. We give it in full:—

Mr. Meredith, after having obtained a suspension of the rules, moved the following resolution, seconded by Mr. Westman:—“That owing to the great necessity which exists at the present time for more thorough knowledge of the working of the Public and Separate School Law in Ontario, this board feels it to be its duty to permit Inspector J. L. Hughes to accept invitations to speak on the subject in any part of the province should he be requested to do so, believing that such a course would be conducive to the best interests of education in this country.”

The strangest part of this strange motion is to be found in the words “believing that such a course would be conducive to the best interests of education in this country.” The mover, to explain more fully what was meant by these words, volunteered the information that “he did not present the resolution for the sake of politics, but in the interest of morality, education, and religion,” and the seconder added that “Mr. Hughes had been belied by a portion of the press, and he should be given an opportunity to vindicate his character.” This was greeted with “Hear, hear.”

The motion was carried by thirteen to five.

Let us put before our readers what is the precise scope and aim of this resolution.

Inspector Hughes holds strong views on the subject of the Public and Separate School Law—whether they are right or wrong does not at all concern us here. Inspector Hughes has made public these views in the columns of a daily newspaper. Certain members—thirteen to wit—of the Toronto Public School Board are desirous of having these views promulgated. These thirteen members have forced the Toronto Public School Board into allowing an Inspector to devote a portion of his time to enlightening the public, in the way these thirteen members wish the

public to be enlightened, upon the vexed question of the Public and Separate School Law.

For what does Inspector Hughes receive a salary? For inspecting schools in the city of Toronto, or for expounding laws to the country at large? That is a question to which we should be very glad to receive a plain answer. If it is for inspecting schools, what right has any body of men, or any portion of any body of men, to resolve that Inspector Hughes shall leave the duties for which he is paid undone? To argue that Inspector Hughes has much spare time on his hands, is to argue nothing. A public body, containing members of different political views, has no right to decree that a municipal official shall occupy his spare time in expounding in a particular manner school law to the country at large.

The Toronto Public School Board came to the conclusion some time ago that politics were to be excluded in their discussions—and a highly significant conclusion to come to it was; but the resolution passed last Wednesday week, it seems to us, contains in it the quintessence of politics; it is tantamount to declaring that the Toronto Public School Board authorizes the promulgation of particular political views for particular political purposes.

It is true that by Section 188 of “The Public Schools Act, 1885,” “every city or town Inspector . . . may discharge such other duties as the Board may require;” but it is also enacted by Section 189 of the same Act that “No Inspector of schools shall during his term of office engage in or hold any other employment office or calling which would interfere with the full discharge of his duties as inspector as required by law.” And we think, that we interpret the spirit, if not the letter, of the law, when we assert that any school board which authorized an inspector, who had publicly proclaimed his political views, to “speak on the subject of the Public and Separate School Law in Ontario,” would by that very action stigmatize itself as ignorant of the functions of a school board. And we further assert that it would be doing no violence to the spirit of the law to consider that such inspector would, by engaging in such employment, be taking upon himself in an official capacity duties which belong only to Her Majesty’s Judges, and would by such act

disqualify himself from the post of inspector by showing himself to be, and by being recognized as, the adherent of one particular political party.

Officials receiving pay from the public are not supposed to give vent in public to their political views. Inspector Hughes receives his pay from the public. He has questions of a very delicate nature to decide—questions in the decision of which political bias may have much influence. And we say again a school board which passes a resolution permitting an inspector to air his political views, stigmatizes itself by that action as ignorant of the functions of a school board.

THE LATE DR. TASSIE.

IN the death of the late Doctor Tassie, secondary education in Ontario has lost one, who, by his high scholastic attainments, his length of service, and his distinguished success, richly, and by general consent, was recognized as at the head of his profession. Doctor Tassie’s career in Galt was of no ordinary kind. The school, which at his acceptance of it, was of mere local reputation and character, rapidly rose, by virtue of its principal’s worth as an educator, until it was not only in the front rank, but at the very head of the front rank of all its fellows. For a long time it shared with Upper Canada College the esteem of the public as a feeder for the University, and as a great training school for boys. Its reputation grew until it was of far more than merely provincial character; from all the lower provinces of Canada, from nearly all the states of the Union, from the Bermudas, from Jamaica, and from Ireland, boys were in almost constant attendance at “Doctor Tassie’s School.” His students, many of them now more than of middle-age, are to be met with everywhere, and in every branch of business, and in every profession; and there is not one among them all, we venture to say, who will not willingly testify that the sterling worth of Doctor Tassie’s character, and the vigour and thoroughness of his scholastic discipline, have had the most potent, the most valuable influence upon his life and conduct.

Galt High School was, if we mistake not, the first to receive the honour of being made a collegiate institute; and the standing and condition of the Galt school

were, in some sense, taken to be the standard to which other schools were required to attain, before a similar honour could be conferred upon them. We need not remind our readers that this standard has long since been changed for others. New theories of education, which in the proud and palmy days of Upper Canada College and Galt Collegiate Institute, their most courageous advocates could scarcely dare to broach, are now enjoying the fullest recognition. Doctor Tassie himself belonged to a school of educators whose opinions and methods have had to succumb to newer educational ideals. Moreover, since those days, the educational system of the province has wonderfully developed. Boys are now-a-days rarely sent away from the vicinity of their own residences; there is no need; every locality has its own good school, and no particular one can hope to obtain that pre-eminence which Doctor Tassie's school so long held. But none the less is it right that the industry, the talent, and the character which accomplished so much should be fully recognized, now that the conditions amid which they were so fruitful for good have passed away forever.

Doctor Tassie left Galt in 1881 to establish a private academy in Toronto. This he subsequently gave up, and two years ago accepted the post of head master of the Collegiate Institute at Peterborough. Of his career in that school we have already spoken.

OUR EXCHANGES.

Chautauqua Young Folks' Journal for November contains among other matter an interesting account of the celebrated Indian Princess Pocahontas.

Pansy for November has reached us. It is perhaps not generally known that *Pansy* is both a Sunday and a week-day paper. Many of its serial contributions have become permanent Sunday-school literature. We notice in this month's number, besides a host of pretty engravings, contributions from "Pansy" herself, Faye Huntingdon, Margaret Sidney, and other well-known writers or young people.

THE Table of Contents of the *Library Magazine* New York: John B. Alden) for November 25th as follows: "Historical Sketch of the Jews since the Destruction of Jerusalem. Part I," by Pick, Ph.D.; "Falling in Love," by Grant Allen; "Hawthorne's Romances," by W. L. Courtney; "Education in the Empire of the Yncas," by Prof. E. C. White; "The Argentine Pass, Colorado;" "Joel Barlow," by Charles Burr Todd; "Art Criticism," by Andrew Lang; "The Constitution of the Earth," by Gen. M. C. Meigs.

REVIEWS AND NOTICES OF BOOKS.

Exercises in False Syntax and other Forms of Bad English, for the Use of Teachers and Candidates Preparing for Departmental and Matriculation Examinations. By H. I. Strang, B.A., Head Master Corderich High School. Fifth edition. Toronto: The Copp, Clark Co. 1886.

The fact that this little work has reached its fifth edition in the short space of three years is sufficient evidence that it is well known. In the Preface to the first edition the author explains what it was that led him to compile this collection of exercises.

"I had not been long engaged in High School work," he says, "before I discovered that in many cases pupils who had a ready command of grammatical rules and definitions, and who were fairly proficient in analysis and parsing, were, yet, seemingly unable to detect common and undoubted errors in sentences in every-day use. Further experience showed me that even after they had learned to notice and correct mistakes in sentences given them for that purpose, many of them would continue to make the same or similar mistakes in their ordinary speaking and writing. I was led to conclude, therefore, that, accustomed as the majority of our pupils are, from childhood, to hearing incorrect forms of speech used by those around them, special and systematic drill is necessary to teach them to notice and guard against these wrong forms; and that this drill should be oral as well as written, in order that both the ear and the eye may be enlisted in the cause of good English, and trained to assist the student."

The work is divided into three parts—first, Accident; second, Syntax; third, Style.

Teachers are divided on the question whether or not it is good practice to put before pupils incorrect sentences and misspelled words for correction. It is not easy to answer, especially as regards correction of accident and syntax. The value of Mr. Strang's book will be judged according of the answer we give to this question. But granting that it is a legitimate and good way of teaching children how to speak and write correctly, the author must be congratulated on the pains he has evidently taken in his compilation. His examples are full and varied, and cover a large area. We hope in a future issue to cull from its pages such extracts as may be of use to our readers.

German Psychology of To-Day, by Th. Ribot, Director of the *Revue Philosophique*, and translated by J. M. Baldwin, late Fellow of Princeton College. New York: Scribner's Sons. 1886.

The preface to this work, by James McCosh LL.D., is at once a guarantee to the reader that the translator has done his part satisfactorily, and that the work itself is a valuable addition to our philosophic literature. Although not agreeing entirely with the author, Dr. McCosh illustrates with clearness the position which, according to his views, the new psychology should occupy as a branch of the subject proper, and as an assistance in the study of psychology according to modern tendencies and systems of thought, as distinguished from the old and purely metaphysical theories.

It is not a History of German psychology, nor is it a description of the state of psychological science in Germany at the present time, but it is essentially a history of the development of the experimental psychology which is occupying so much attention in Germany at present. This branch of the science owes its development to German workers, and the work is chiefly devoted to their speculations, but when necessary the opinions and influence of the English and Scottish schools are shewn. We have here, then, a history of the rise of the experimental school, involving the statement and discussion of the various points of difference between the Old School and the New, and the growth of the latter from the former; and this growth is characterized at times, as all changes of thought have been, by a wild, reckless grasping after some fancied reality, of which the pursuer could never see more than the shadow.

The author in his introduction shews himself an adherent of the New School, and apparently looks forward with confidence in its ultimate success, to the time when psychology will rank in precision and experimental research with any of the physical or natural sciences, when the psychologist will have his laboratory, and the principles of his science will be determined by experiment, these again be combined to explain phenomena of greater complexity, until the science of the succeeding age stands entirely apart from its parent of the past, and presents an appearance so totally different that one can scarcely be recognized as the descendant of the other. He gives in concise form the methods of investigation adopted by different workers, the results of their latest investigations, and their efforts to explain some of the more complex problems of psychology on a purely psychological basis. It is interesting to trace the growth of these principles from the confused and hazy doctrines of Herbart, where the first attempts are made to reduce psychological phenomena to mathematical laws and calculations, and to establish a static and dynamic of mind in which the states of consciousness represent the forces.

Tracing the changes from Herbart through the ethnographic school, and the influence of Lotze with his combined metaphysical and physical theories, we get a full discussion on the "Origin of the Notion of Space," as represented by the different schools, in which the author either favours improperly the empirical school or is not quite careful enough to distinguish between his own views and those of others. Frechner's attempts to establish mathematical formulæ for the relations between excitation and sensation, leads naturally to the chapter on Wundt, which contains a summary of the latest experiments, collected from papers and books not accessible to the general reader, and which could be obtained only with considerable difficulty in any other form.

With the exception of a few unimportant typographical errors the publisher's work is well done, and the work will be interesting to any who care for careful scientific reading.

BOOKS RECEIVED.

Hints Toward a Select and Descriptive Bibliography of Education. Arranged by topics, and indexed by authors. By G. Stanley Hall and John M. Mansfield. Boston: D. C. Heath & Company. 1886.

Mathematics.

ANSWERS TO THE PROBLEMS IN ARITHMETIC FOR CANDIDATES PREPARING FOR THE ENTRANCE EXAMINATIONS.

(See issue of Nov. 18, No. 96, page 699.)

86. 165 men.
87. 3,000 men.
88. \$600.
89. 15 days.
90. Gain $3\frac{1}{2}$ per cent.
91. $13\frac{1}{2}$ inches.
92. 4 horses.
93. 208 A.
94. 0.008.
95. 1.
96. 1.
97. \$5.25.
98. 40.2175.
99. 0.000999.
100. 685 $\frac{1}{2}$.
101. 0.080020.
102. \$551.25.
103. \$2,000.
104. 55296.
105. 48 cents.
106. 7 hours.
107. 74 cents.
108. \$47.76.
109. 3 days.
110. 120000.
111. 2340 lbs.
112. 3 ft., 9 in.
113. 3 years, 6 months.
114. 5 men.
115. $18\frac{1}{4}$ per cent. gain.
116. 26 acres, 126 square rods, 29 square yards, square feet.
117. 45 men.
118. $\frac{1}{3}$.

SOMETHING NEW, PERHAPS.

At intervals during some years, I directed my efforts to the finding of a triangle whose area is a squared number, and the three sides rational quantities. During my sleepless hours I revolved the equation; would examine it in the dark; would rise in hope, but in hope to be spoiled by the pencil. On the 18th inst., however, I worked the problem. I used three unknowns, two of them to fourth and lower powers in the Diophantine equation. The three sides as well as the area came out in fractions, but on removing the denominators, I obtained positive integers. The triangle is an obtuse one: it gives a new vista in oblique parallelograms.

JOHN IRELAND.

Fergus, Nov. 1886.

ARITHMETIC.

USEFUL PROBLEMS.

FIND total cost in the following cases:—

1. $3\frac{1}{2}$ cwt. of coal at 21 cts a cwt.; 13 lbs. of cheese at $15\frac{1}{2}$ cents per lb.; $2\frac{1}{4}$ lbs. of tea at 50 cents, 17 lbs. of sugar at 11 cents; $3\frac{1}{2}$ yards of flannel at 47 cents; 29 yards of gingham at 21 $\frac{1}{2}$ cents.

2. 23 yards cotton at 11 cents; 13 yards gingham at 23 cents; 25 yards flannel at 37 cents; $18\frac{1}{2}$ yards tweed at \$1.50; $12\frac{1}{2}$ yards serge at \$1.75; $6\frac{1}{2}$ yards broadcloth at \$4.50.

3. $12\frac{1}{2}$ yards cassimere at \$2.75; $18\frac{1}{2}$ yards silk at \$1.17; $23\frac{1}{2}$ yards flannel at 37 $\frac{1}{2}$ cents; 112 yards print at 9 $\frac{1}{2}$ cents; 55 yards shirting at 17 $\frac{1}{2}$ cents; $37\frac{1}{2}$ yards tweed at \$1.12.

4. 36 lbs. 8 oz. beef at 16 cents; 16 lbs. 10 oz. mutton at 14 cents; 7 lbs. 12 oz. pork chops at 12 cents; 15 lbs. 6 oz. turkey at 18 cents; 4 lbs. 10 oz. suet at 16 cents.

5. 448 lbs. butter at 23 cents; 436 lbs. cheese at 9 $\frac{1}{4}$ cents; 240 $\frac{3}{4}$ lbs. lard at 11 $\frac{3}{8}$ cents; 254 $\frac{1}{4}$ lbs. tallow at 13 $\frac{1}{2}$ cents; 40 $\frac{1}{2}$ doz eggs at 16 $\frac{1}{2}$ cents; 15 bbls. salt at \$1.40, and 481 $\frac{1}{4}$ lbs. ham at 12 $\frac{1}{2}$ cents.

6. 450 lbs. sugar at 12 $\frac{1}{2}$ cents; 240 lbs. do. at 11 $\frac{3}{4}$ cents; 320 lbs. rice at 10 $\frac{1}{2}$ cents; 220 lbs. coffee at 22 $\frac{1}{2}$ cents; 30 boxes oranges at \$3.75; 16 boxes lemons at \$3.37 $\frac{1}{2}$; 15 boxes raisins at \$4.12 $\frac{1}{2}$.

7. 10 yards cassimere at \$2.85; 16 yards silk at \$1.12 $\frac{1}{2}$; 727 yards ticking at 14 cents; 42 yards shirting at 16 $\frac{1}{2}$ cents; 12 yards flannel at 40 cents; $24\frac{1}{2}$ yards print at 56 cents.

8. 34 lbs. 14 oz. beef at 17 cents; 14 lbs. 10 oz. mutton at 19 cents; 7 lbs. 6 oz. pork chops at 21 cents; 15 lbs. 7 oz. lamb at 29 cents; 8 lbs. 9 oz. suet at 16 cents.

9. 12 yards Scotch tweed at \$2.85; 16 yards silk at \$2.12 $\frac{1}{2}$; 50 yards ticking at 14 $\frac{1}{4}$ cents; 42 yards shirting at 16 $\frac{1}{2}$ cents; $12\frac{1}{2}$ yards flannel at 50 cents; 20 $\frac{1}{4}$ Scotch plaid at 60 cents.

10. 1914 feet of boards at \$20.25 per M; 3150 feet of scantling at \$2.87 $\frac{1}{2}$ per C, and 17512 feet of siding at \$7.50 per M.

11. 14 $\frac{1}{2}$ lbs. beef at 10 cents, 12 $\frac{1}{2}$ lbs. pork at 9 $\frac{1}{2}$ cents; 3 turkeys, weighing in all 35 $\frac{1}{2}$ lbs., at 12 $\frac{1}{2}$ cents a lb.; 12 lbs. 10 oz. lard at 15 cents; 5 geese, weighing in all 45 lbs. 12 oz., at 10 cents.

12. 2745 lbs. of wheat at \$1.20 per bush.; 867 lbs. oats at 35 cents per bush.; 1936 lbs. barley at 60 cents per lb.; 1650 lbs. hay at \$8 a ton; 2675 feet of lumber at \$10 per 1000 feet.

13. (Answer in Canadian currency.) 13 $\frac{1}{2}$ cwt. steel at £1 os. 6d. per cwt.; 53 $\frac{1}{2}$ yards cotton at 7 $\frac{1}{2}$ d. per yard; 65 yards broadcloth at 4s. 8 $\frac{1}{2}$ d. per yard; 15 yards silk at 5s. 0 $\frac{1}{2}$ d. per yard.

14. 7 $\frac{1}{2}$ yards print at 19 cents; 8 $\frac{1}{2}$ yards cotton at 9 $\frac{1}{4}$ cents; 13 $\frac{1}{2}$ yards tweed at \$1.15; 13 yards silk at \$2.37 $\frac{1}{2}$; $\frac{1}{4}$ yard velvet at \$8.25; 57 buttons at 25 cents per dozen.

15. 15 yards tweed at 5s. 6 $\frac{1}{2}$ d.; 45 yards silk at 6s. 3 $\frac{1}{2}$ d.; 1 $\frac{1}{2}$ doz. gloves at £2 os. 2 $\frac{1}{2}$ d. a doz.; 2 pieces cotton, 50 yards and 45 yards, at 3 $\frac{1}{4}$ d. a yard.

16. 1460 feet of lumber at \$11 per M.; 17 $\frac{1}{2}$ cords hardwood at \$4.50 per cord; 8 $\frac{1}{2}$ cords cedar at \$2.25 per cord; 7 tons coal at \$6.55 a ton.

17. 26 lbs. 7 oz. beef at 8 $\frac{1}{2}$ cents; 33 lbs. 6 oz. pork at 11 $\frac{1}{4}$ cents; 15 lbs. 9 oz. suet at 14 cents; 40 lbs. 15 oz. mutton chops at 15 cents; 11 lbs. 3 oz. lard at 13 $\frac{1}{2}$ cents.

18. 1860 lbs. hay at \$14.50 a ton; 3560 lbs. wheat at 75 cents a bush.; 1520 lbs. peas at 40 cents a bush.; 7360 ft. lumber at \$7.50 a M.; 10752 ft. scantling at \$10 a M.

19. A merchant bought 14 car-loads of lumber, each containing 15620 ft., at \$1.27 a hundred feet, and sells it at \$14 per M. Find his gain.

20. 20 $\frac{1}{4}$ yard Scotch tweed at \$1.35; 14 doz. silk handkerchiefs at \$14.70 a doz.; 46 pairs kid gloves at \$1.25 a pair; 25 $\frac{1}{4}$ yards lining at 14 $\frac{1}{2}$ cents a yard; 7 $\frac{1}{2}$ yards embroidery at 36 cents a yard.

21. 17 lbs. biscuit at 12 cents; 56 lbs. dried apples at 6 $\frac{1}{4}$ cents; 41 lbs. cheese at 12 $\frac{1}{2}$ cents; 22 lbs. sugar at 12 cents; 58 lbs. sugar at 8 $\frac{1}{2}$ cents; 7 lbs. 6 oz. butter at 21 cents.

22. 896 lbs. butter at 23 cents; 872 lbs. cheese at 9 $\frac{1}{4}$ cents; 481 $\frac{1}{2}$ lbs lard at 11 $\frac{3}{8}$ cents; 509 $\frac{1}{4}$ lbs. tallow at 13 $\frac{1}{2}$ cents; 81 doz. eggs at 16 $\frac{1}{2}$ cents; 15 bbls. salt at \$1.40; 41 hams, 963 $\frac{1}{2}$ lbs., at 12 $\frac{1}{2}$ cent.

23. 150 bbls. flour at \$6.25; 275 bbls. flour at \$7.16; 170 bbls. flour at 587 $\frac{1}{2}$; 326 bush. wheat at \$1.62 $\frac{1}{2}$; 214 bush. corn at 82 cents; 300 bush. barley at 91 cents; 500 bush. rye at \$1.06.

ANSWERS.

1. \$14.70.
2. \$93.39 $\frac{1}{2}$.
3. \$126.50 $\frac{1}{2}$.
4. \$12.60 $\frac{1}{2}$.
5. \$293.12 $\frac{1}{2}$.
6. \$395.92 $\frac{1}{2}$.
7. \$173.73.
8. \$16.03 $\frac{1}{2}$.
9. \$100.78.
10. \$261.26 $\frac{1}{2}$.
11. \$13.56 $\frac{1}{2}$.
12. \$121.37 $\frac{1}{2}$.
13. \$167.90.
15. \$109.91.
16. \$158.87 $\frac{1}{2}$.
17. \$12.09 $\frac{1}{2}$.
20. \$297.07 $\frac{1}{2}$.
21. \$20.65 $\frac{1}{2}$.
22. \$565.25.
23. \$5,413.48.

THE Lindsay *Warder* says:—"It affords us pleasure to announce that the Board of Education, under the determined direction of Adam Hudspeth, Esq., have secured for the headmastership here the services of Mr. Harstone, formerly of Port Hope and Whitby, but now headmaster in Seaforth. We personally know Mr. Harstone to be a good man. The choice was hard to make there being several splendid applicants, notably Messrs. Tanner, of Omamee; A. Weir, of Essex Centre; A. Stevenson, of Upper Canada College; Carruthers, of Kingston, who applied only conditionally; and Patterson, of Simcoe. Mr. Patterson withdrew his application, and the final decision was arrived at only by a visit of Chairman Hudspeth, and Messrs. McNeillie and Taylor, to Toronto, where the Inspectors were at a loss to say too much in favour of the persons whose names were submitted. Mr. Harstone being an older teacher than the others was finally selected; but Messrs. Tanner, Weir and Stevenson, were recommended in the highest terms by the department. Mr. Patterson was also, but of course he had withdrawn his application. So was Mr. Carruthers, but his application was conditional, and the conditions were not such as would admit of his pressing the application. We congratulate Mr. Harstone and the board."

Methods and Illustrations

LITERATURE FOR ENTRANCE INTO HIGH SCHOOLS.

III. NATIONAL MORALITY.

*The Fourth Reader, p. 295.**

"JOHN BRIGHT." For an interesting and instructive account of this celebrated man, see the EDUCATIONAL WEEKLY for November 19th and November 26th, 1885, pages 742 and 759.

SUGGESTIVE QUESTIONS. (*For the use of Teachers.*)

PARAGRAPH I. "I do not care for military greatness and military renown." Why does not Mr. Bright care for these? Is his view a right one?

"I care for the condition of the people among whom I live." What is meant by the "condition of the people"? What are the things that go towards making an individual, a community, a people, happy?

"... to speak irreverently of the Crown..." Mr. Bright *disclaims* any disloyalty to the Crown, thinking, perhaps, that his well known advocacy of the rights of the people might lead some to believe that he is an opponent of monarchism.

"Crowns, coronets, mitres." What are these, and what are they here used symbolically for?

"The pomp of war, wide colonies, and a huge empire." Are these not usually thought indicative of greatness in a nation? Why does Mr. Bright think that they may be of no more worth than the vainest trifles?

"Among the great body of the people." Who constitute the "great body of the people"? Who, besides these, are found in a nation?

"Palaces, baronial castles, great halls." What or whom are these used symbolically for? What is the exact meaning of "hall" here?

"The nation in every country dwells in the cottage." Explain this statement. Express the same truth in other words.

"Constitution." What does this mean?

"Unless the light of your constitution shine there." Put this phrase into simpler words.

"Legislation," "statesmanship." What do these words mean? What is the difference between a *legislator* and a *statesman*?

"You have got to learn the duties of government." Write a composition on what you consider to be the real and important

*The pupils are supposed to have a copy of the Reader with the lesson before them. All the answers should be written, as the piece is difficult to understand. The pupils should be given sufficient time—they should not be hurried.

duties of those who govern a people? Who are they who govern us in Ontario?

PARAGRAPH II. "I have not pleaded." Explain.

"Scientific means of defence." What are these? Explain. How could means of defence be *unscientific*?

"Statesmen." Mention some of our Canadian statesmen.

"... the known principles of ninety-nine out of every hundred persons in the country." What principles does Mr. Bright refer to? What are the principles of the remaining one per cent? To which does Mr. Bright belong—the ninety-nine per cent.. or the one per cent?

"On the confines of your kingdom." What does Mr. Bright mean here? Would he justify going to war outside of the confines of the kingdom?

"But I shall repudiate... yet attained." Give the meanings of "repudiate" and "denounce." What is meant by the "engagement of men," "the employment of ships?" What "Empire" is referred to? What are its "boundaries"? In what way may this empire be "too large for the highest statesmanship"?

PARAGRAPH III. "The most ancient of profane historians." Who is meant? [Herodotus.]

"The Scythians." What is the modern name for Scythia?

"A symbol of Mars." What is meant by a symbol? Give some modern examples of the use of symbols. How, for example, is *justice* symbolized? How is *British authority* symbolized?

"Mars." Who was Mars? Did he have a real existence? Give some modern words derived from his name. Show how their meanings are derived from his character.

"Sacrifices." What is the original meaning of this word? What is a common meaning of it now-a-days?

"The main wealth of the country." What is the "main wealth" of *our* country?

"What are our contributions... scimitar?" Explain what the orator means in this sentence. Give some idea of how much the British people do spend in war.

PARAGRAPH IV. "A vast assembly composed of your countrymen, who have no political power." How do people possess political power? How do they wield it? Who could these people be that had no political power? [This speech was delivered in Birmingham in 1858. The people referred to were in all probability artisans, who at that time had not the right of voting. They did not obtain the right until the passing of the second great Reform Bill in 1867. The agricultural classes did not obtain a similar right until last year—1885.]

"... in whose hands resides the power and influence of the district." Why?

"In the hearing of those whose gentle nature, etc." Who were these?

"Have suffered in the turmoil and strife of life." How do the minds of people "suffer in the turmoil and strife of life"? Explain fully.

"You can mould opinion." How?

"You cannot think a good thought on this subject"... In what does thinking "good thoughts" on political subjects consist?

"Without affecting the course which the government of your country will pursue." In what way would the government of a country be affected by the thoughts and opinions of people?

"... that the moral law was written for nations." What is the "moral law"? Give the substance of it in as few words as you can. How can nations violate this moral law? How can they suffer or be punished if they do violate it?

"If nations reject and deride that moral law." What is the meaning of "deride"? Can you give an instance of a nation rejecting or deriding the moral law?

"The great Italian." [Probably Dante.]

PARAGRAPH V. "We have experience, we have beacons, we have landmarks enough." Express fully the meaning of this sentence.

"Urim and Thummim." A mysterious compound fixture on the high priest's breastplate, of which the material, the shape, and the meaning are alike all unknown, although many conjectures have been made respecting each. They seem, however, to have been consulted as oracles. See Exodus, xxviii., 30; Lev., viii., 8; Numbers, xxvii., 2; Deut., xxxiii., 8.

SUBJECT FOR COMPOSITION. "We have the unchangeable and eternal principles of the moral law to guide us, and only so far as we walk by that guidance can we be permanently a great nation, or our people a happy people." H. K.

INDUSTRY is defined as vital, circumspect, persistent activity. Its opposite is laziness, which deserves *corrective* punishment. Man by nature is lazy. Since mind develops into existence only through self-activity, industry is a fundamental virtue, because through it alone can spiritual growth take place. Spiritual growth produces freedom, *i.e.*, emancipation from the limitations of time and space, giving man possession of the past and present within himself and in his environment, however distant. The savage loves intervals of absolute inaction; the civilized man hates torpidity, but rests himself by change of work. He supplements his vocation by avocations. Industry has besides its negative opposite a positive opposite, which is over-haste and over-exertion. —Prof. Rosenkranz.

Educational Intelligence.

PARKHILL NEWS.

At a recent meeting of the Parkhill school board the following business was transacted:—

Moved by Mr. Bishop, seconded by Dr. Caw, that Mr. Bigg be re-engaged as principal of the high school for another year at the same salary as formerly, \$850—carried.

Moved by Dr. Caw, seconded by Dr. Macalpine, that Mr. May be engaged for another year at the salary, \$650—carried.

Moved by Mr. John Shoults, seconded by Dr. Caw, that Mr. Rogers be engaged for another year at a salary of \$600—carried.

Moved by Dr. Caw, seconded by Mr. Bishop, that Mr. Gilbert be re-engaged as principal of the public school, at a salary of \$550.

Moved by Mr. Bishop, seconded by Mr. Shoults, that Miss Cluness be re-engaged at a salary of \$400.

A letter was received from Miss Hamilton resigning her position owing to her certificate expiring.

Moved by Mr. Hastings, seconded by Dr. Macalpine, that Miss McLeod's and Miss B. Shoults' salaries be raised to \$300 each, and that they be promoted to the position of second book teachers—carried.

Miss Magladery informed the board that she intended to resign her position at the end of the present term, to attend the Normal School.

There were several applications sent in for the positions of teachers of primary classes. The board decided to take no action in filling these positions for one month.

Miss Teenie Rose has been re-engaged as teacher in S. S. No. 1. Mr. M. W. Althouse, S. S. No. 2., is leaving this year to attend Normal School, and his place will be supplied by Miss J. H. Williams, of London Township. S. S. No. 5 retains its teacher of the past year and a half, Mr. C. B. McKenzie. S. S. No. 6 will be taught during 1887 by Miss Lizzie Anderson, who has so ably taught it since last midsummer. Her sister, Miss Bella Anderson, has been engaged to teach Morton's school, McGillivray, next year.

Mr. J. H. ALLIN has been re-engaged at Mt. Carswell school for 1887.

Mr. THOMPSON, school teacher at Copetown, is not going to remain next year.

Two Uxbridge school teachers, Messrs Douglas and Black, are intending to leave this term.

For the ensuing year the trustees of the Clayton school have engaged Mr. H. James as teacher.

Mr. A. A. GILROY, the *Whitby Chronicle* learns, is to teach the Manchester school next year.

Mr. GEORGE PEARCE, head teacher of the Lindsay Public School, is re-engaged for next year.

Miss L. NOAN, we see by a Chatham paper, has been re-engaged to teach No. 1, Dover, for 1887.

Mr. T. ROBINSON has resigned his situation as head teacher in the Warsaw (Peterborough Co.) school.

DR. WADSWORTH, Public School Inspector, paid an official visit to the Watersford school recently.

Mr. W. N. TILLEY has been engaged to teach in S. S. No. 4, Courtoice, during the coming year.

Mr. ADAM MORTON, who has long held the position of principal of Brampton Public School, has resigned.

Miss GORDON leaves the Westbrook school at the end of the year. Miss Ely is engaged as teacher in her stead.

THE Public School Trustees of Wycombe have re-engaged Mr. F. M. Hicks as principal for 1887 at an increased salary.

Miss LATHAM, who has been teaching school in S.S. No. 2, Brockville, for the past year, has been re-engaged for 1887.

THE trustees of Salem (Victoria County) have engaged Mr. Sam Moore as teacher for the coming year, at a salary of \$300.

WE understand that the trustees of S. S. No. 3, Perm, have selected Miss Kate Timney as teacher for the ensuing year.

Mr. DRUMMOND, at present attending Perth Model School, has been engaged as teacher for S. S. No. 5, Elm, for the year.

Miss LILY GILCHRIST, of Islay, teacher at Grant's, has received the appointment of first assistant in Beaverton Public School.

Mr. WM. LEIGH, who has taught school at Kirkton for the past two years, has been re-engaged for another year at the salary of \$500.

Mr. J. W. BRIEN, who has been teaching for the past two years in S. S. No. 3, Mariposa, is engaged again at a salary of \$425 per annum.

It is said that Mr. Ross, assistant master in Dundas High School, intends resigning the position and retiring at the end of the present term.

Mr. J. R. BALFOUR, who has taught in S.S. No. 4, Howick, for two years, is engaged to teach the Lakelet school next year at a salary of \$450.

Mr. W. A. HACKETT leaves Crew at the end of the year to attend the Normal, and Mr. W. Struthers, of Goderich, has been engaged for 1887.

Miss S. E. GREGORY, assistant teacher in the Winchelsea school, has been engaged to teach a school near Clinton, for the year 1887 at a salary of \$300.

Mr. D. E. SHEPHERD, formerly of Brockville, has been re-engaged as assistant teacher in the Carleton Place High School for next year at a salary of \$800.

Mr. BARTON EARLE, of the Collegiate Institute, Peterborough, who has been laid up for the last eight weeks with a broken leg, resumed his duties on the 24th ult.

It is understood that Miss Stork, the lady teacher in the Brampton High School, intends resigning at Christmas to pursue her studies at the University of Toronto.

THE trustees of S.S. No. 3, Trafalgar, have re-engaged Miss Brown to teach their school for the coming year, which will make the fourth term for her in that section.

INSPECTOR KELLY, of Brantford, paid an official visit to Paris High School lately, and expressed himself as highly satisfied with the progress of affairs at that institution.

THE trustees of S.S. No. 6, Amabel, the *Warton Echo* informs us, have re-engaged, at an increased salary, the services of Miss Floody as teacher for the ensuing year.

THE Georgetown School Board have unanimously chosen Mr. M. S. Clark, M.A., of Strathroy Collegiate Institute, for principal, and Mr. E. Longman of the Madoc Model School, as assistant.

AT a meeting of the Ayr School Board the applications for the principalship were read and considered. The result of the meeting was that Mr. G. D. Lewis was re-engaged at his former salary—\$700.

Mr. A. J. HEWSON has received the appointment as head master of the Ancaster Public School, at a salary of \$480 per annum. The school employs three teachers—one male and two females.

AT the last meeting of the Springfield Board of Public School Trustees, it was moved by Mr. J. B. Lucas, seconded by Mr. P. Babcock, that Mr. Forester be re-engaged as principal of the Springfield Public School.

Mr. WM. SHAW has been re-engaged to teach the St. Mary's school for 1887 at the same salary, \$500. His assistant, Miss Armstrong's, term expires at the end of the year. Several have applied for her situation.

Miss S. FORD, teacher of the junior department of the public school, Oakwood, for the last two years, has been engaged to teach in S. S. No. 19, Mariposa Station, for the year 1887. Her place will be filled by Miss Mary Thomas.

Mr. JOHN MCCOOL has been re-engaged as principal of the Hanover Public School. The assistant teachers, Misses Holden and McKenny, have also been re-engaged. The school board has decided to add a fourth teacher to the staff.

AT the close of the school examination held at Cape John, N.S., on Thursday, October 28th, the pupils presented their teacher, Miss Tena Ross (whom we learn is to leave shortly for California) with a handsome gold pencil and hand-glass.

AT a meeting of the Aurora School Board communications were received from Miss Dixon and Miss Yule asking a re-engagement at an increase of salary. A resolution was introduced and passed granting the requests, and that the applicants be each paid \$275 per annum.

Mr. H. V. DIEHL has been engaged for Hayfield school for next year at a salary of \$300; Mr. McEachern, of Hayfield school, so it is said, being about to enter the ministry. Mr. Diehl's place will be supplied by Miss Johnston, who is engaged at a salary of \$250.

THE Lucknow School Board have engaged their principal, Mr. D. D. Yule, for next year with an increase of salary of \$50, making his salary \$650. The Board agreed to advance the salaries of the lady teachers \$15 each in the event of their re-engaging for next year.

MISS MACKENZIE, teacher in S.S. No. 8, Clinton, will give up the school at the end of the present year, and the trustees have engaged Miss Barr, of Seaforth, to fill the vacancy. Mr. John E. Anderson has been re-engaged in his present school. Mr. George A. Newton has been re-engaged to teach in Harlock school.

MR. WM. SHAW introduced the subject College of Preceptors at the Perth Teachers' Association meeting. The president spoke of the impossibility of forming the said College of Preceptors, and appealed to the teachers of the county to rather try to raise their social status by literary culture and true superior worth.

MR. G. H. ALEXANDER, formerly assistant principal of the New Glasgow, N. S., High School, was presented with an elegant writing desk and gold pen and holder, as a token of respect and esteem, by the pupils of his school previous to his leaving to fill the position of principal of the County Academy at Port Hawkesbury, C.B.

THE Teeswater School Board advertised for a head master and a teacher for the third department, and received fifty-two applications for the former position and twenty for the latter. John Ritchie was engaged as head master at a salary of \$500, and Miss Minnie Brown was engaged as teacher of the third department at \$250. They are to be paid quarterly fifty per cent. of the salary earned.

VICTORIA COLLEGE, Cobourg, opened the present term with full classes in all ranks. The number of freshmen who entered the college this term is far in advance of any previous year. The Cobourg *World* finds in this a strong argument against the college's removal to Toronto. About the only things the Toronto fellows don't hanker after are the county jails and professional tramps.—*Whitby Chronicle*.

A SPECIAL meeting of the Whitby School Board to was held consider applications for the position of classical master in the Collegiate Institute, rendered vacant by the resignation of Mr. J. T. Fotheringham, who has been appointed to an advanced position in the Brockville Collegiate Institute. There were several applicants. It was finally decided to cast the lot in favor of Mr. W. J. Greenwood, B.A., who is a graduate of Victoria University, having been awarded Prince of Wales gold medal as well as being silver medalist in classics.

AT the last meeting of the Ottawa Public School Board the Managing Committee submitted their report, which recommended the appointment of the following new teachers, viz.: Misses McKeever, E. G. Taylor and A. G. Smith, their duties to commence on the 1st of December, and their salaries to be \$200 each, and Mr. W. W. Ireland at a salary of \$750, his work to begin on January the 1st. The report was adopted. Mr. Baldwin submitted the tenders, of which there were seventeen, for the construction of the St. George's Ward Primary School.

AT the last meeting of the Paisley school board, a communication was received from Miss White resigning her position at the end of the year. Communications were received from Miss Chisholm, Miss Nellie Duncan, and Miss Charlotte

Boles, applying for vacancies. Miss Annie Duncan offered re-engagement. Moved by Dr. McLaren and R. Dewar, that Miss Annie Duncan be re-engaged for 1887 as third assistant at \$275 per annum—carried. Moved by Dr. McLaren and H. J. Smith that Miss Boles be engaged as second assistant at a salary of \$300 per annum.

AT the last meeting of the Petrolia School Board a resolution was carried to increase the salaries of third class teachers from \$240 to \$250, and that teachers holding second class Normal School professional certificates who have been receiving \$340 per annum shall have their salaries reduced to \$275. The teachers who at present hold these certificates are Miss Mattie McDougal and Miss Annie Dibb. The change comes into effect with the first of the year. Miss Ruth Dibb, Miss Selena McWhorter, and Miss Jennie Sinclair have been added to the staff of public school teachers, but their departments have not yet been allotted to them. Their duties will commence with the new year.

AT the Goderich School Board's last meeting communications from Misses Henderson and Wilson were received, stating that they would not accept their present positions unless their salaries were increased, the former by \$50, the latter by \$25. Moved by Crabb, seconded by Ball, that the resignations be accepted. Moved in amendment by Morton, seconded by Acheson, that Miss Henderson's salary be increased by \$50; lost. The motion then carried. Moved by Ball, sec. by Nicholson, that Miss Sharman be appointed to the position vacated by Miss Henderson—carried. That Miss Watson be appointed in the place of Miss Sharman—carried. That Miss Burritt be appointed in place of Miss Watson—carried.

A NUMBER of the friends of Mr. E. H. Carpenter, head master of the Watersford Public School, entertained him at a supper, prior to his departure for the purpose of entering the matrimonial state. About fifty or sixty guests were present. Rev. A. Slight was called to and ably filled the chair, and toasts and speeches, and a song or two, were the order of the evening, at the close of which Mr. W. McWhinney presented Mr. Carpenter with a purse, to which the latter made a fitting reply. In addition to the purse of twenty-five dollars presented by the guests of the supper, Mr. Carpenter is the happy recipient of a beautifully designed silver syrup pitcher mounted in a massive holder of silver. This is the gift of the pupils of his division.

THE half-yearly meeting of the Algoma Teachers' Convention was held at Sault Ste. Marie on Friday and Saturday, 15th and 16th October. The convention opened at ten o'clock, with Mr. J. F. B. Vayne, the president, in the chair, and Mr. L. N. Thibaudeau acting as secretary. Its sessions lasted two days, with between twenty to thirty teachers in attendance, besides others, making fifty in all. Among others who took part in the discussions were Rev. J. S. Cole, B.A., Messrs Dr. Berry, L. N. Thibaudeau, J. S. Wright, D. N. Kee, Bassingthwaighte Flesher, George McQueen, Munro Dawson, Potts, Phillips, Miss Mary Wagg, Revs. W. McArthur, Campbell, Nixon and Charles B. Savage. Next convention is to be held in March next at Little Current.

Correspondence.

"THE GOLDEN SCALES:" A ORITICISM.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—I observe that a writer under the signature, "A. M.," refers to the piece entitled, "The Golden Scales," as an allegory.

Now, as "A. M." is presumably a teacher, as a teacher ought to be able to give a reason for any opinion expressed on literary questions, it cannot be deemed impertinent to request "A. M." (1) to define allegory, and (2) to shew from his definition that the application of this figurative designation to such pieces as the "Golden Scales" is justifiable.

I will frankly state that I do not consider "The Golden Scales" an allegory; nor can I recall a single piece of Addison's that belongs to this figure. Not only do I think so, but I have taught my classes that this is so. And I think I have good reason for teaching them so. To be sure, the opinions of certain second-rate compilers of rhetoric, and of persons of that description, may be quoted against me; but, surely, it is a sufficient answer to say that I care not a fig for the *opinions* of any critic, but that I do care for his reasons.

Speaking of the ready adoption of the mistakes of so-called critics, I must avow my belief that Canadian authorship—as far, at least, as the manufacture of text-books is concerned—is the opprobrium of our profession. Text-books could be specified in which the only originality is original absurdity, and others there are in which the inaccuracies and, indeed, the blunders, of the original editor are held forth for our admiration and imitation. There are many unsound opinions, for instance, in "Hodgson's Errors in the Use of English." Any person possessing the critical faculty would, in editing Hodgson, have signalized what is untenable.

Another exception may be taken to the questions proposed by "A. M." He seems to me not to stick to his text. Teachers as well as preachers should stick to their text. What use is there in asking a pupil to compare Addison with this, that, and the other writer, whom the pupil may never have read? Besides, if literature is to be "handled" in this way, pupils will be encouraged to take the teacher's views on trust. And what if these views should be unsound? Do not critics—men recognized as such—differ in their estimates of particular authors? How, then, can a mere tyro in literature be expected to adopt a made-up set of opinions from his master, when the masters differ? Of course, if he has read the books himself, he can, and indeed he must, have formed some opinion as to their merits. Therefore I think that an examiner should confine himself, as Mr. Seath did last summer, almost exclusively to the prescribed authors. It is literature, and not gossipy details about the public or private life of the authors, that ought to be taught in our schools. Human life is too short to be spent in raking together a mere mass of details of no value whatever.

Though somewhat foreign to the immediate subject of my letter, yet as bearing on it, the selection of sub-examiners is very important. There in reason to suppose that, last summer at least, the examination for the Second and the Third Class candidates was not entrusted to gentlemen whose forte was English. Let no one be appointed examiner in any department unless he is a specialist in that department. I am sure that the Hon. the Minister of Education will recognize the justice of this. There can be no difficulty in getting competent examiners. Such men as J. C. MacGregor, M.A., of Stratford, Mr. Ballard, Dr. Thorburn, and J. E. Wells, would inspire confidence.

N. ROBERTSON.

Examination Papers.

EXAMINATIONS FOR THE GRADUATING CLASS

Of the West Pennsylvania Institution for Deaf and Dumb, set at Midsummer, 1886, by J. W. Brown, Principal.

NATURAL HISTORY.

1. DEFINE: Mastication, Hibernating, Ruinant, Migration.
2. Upon what circumstances does the distribution of animals depend?
3. What parts of an animal in a measure determine the character of its food?
4. Into how many grand divisions or branches are animals divided? Name them.
5. What animals chiefly migrate? What is a state of torpidity? What quadrupeds hibernate?
6. State where the sense of touch is sharpest in the horse, lion, insects, man.
7. Select any one of the domestic animals, and write what you know about it.

UNITED STATES HISTORY.

1. State what you know of the early history of our country.
2. Who was Columbus? Give an account of his first voyage, and the result of it.
3. Who was Cabot, Ponce de Leon, Balboa, Cortez, Pizarro, and Walter Raleigh?
4. What two companies established themselves in this country in King James' time, and what happened to each?
5. Give an account of the Pilgrims. Why so called; why they removed from England, from Holland? Their object in coming to America.
6. Who was William Penn. Why was he given land in this country? Who were the Quakers?
7. Give the names of the Old Thirteen Colonies, with dates of admission.
8. What was the cause of the late civil war? How long did it last? What debt was incurred? What good results followed?

LANGUAGE.

1. What is language? Of what is it composed? What is a word? What are parts of speech?
2. Write four of the most common punctuation marks, with sentences giving an example of the use of each.
3. Supply the correct pronouns in the following:
I know — book you have.
The boy to — you spoke is sick.
The girl, — book I have, is gone.
I saw the man — spoke to you.
The desk at — you are sitting was made by the man — died yesterday.
4. Change the following conversation into the narrative form:—
John, do you think it will rain?
I think it may.
How can you tell?
I know by the appearance of the clouds.
Oh! I see. Is your father recovering?

Yes, slowly. The doctor has hopes now. Well, I'm glad to hear it. Good morning.

5. Change the construction:—

Seeing the bear, the man ran.
John shot a squirrel climbing a tree.
When he heard the news he fell dead.

6. Combine into one sentence, using pronouns where you can:—

{ The rat ran under the house.
{ The house was made of wood.

{ The water is deep.
{ The dog jumped into it.

{ The man had an ulster on.
{ I spoke to him.

{ The boy was sent on an errand.
{ I was walking with him.

{ The glass is transparent.
{ We see through it.

{ The boy goes to school.
{ I have his book.

7. Change the following, supplying different words when marked:—

A dreadful accident happened on the railroad about sunrise. The troops were being transported to the scene of action, when the train was derailed by an open switch.

8. Give equivalent phrases for: At daybreak; at sunset; in the silence of the night; at midday; to and fro; daily.

9. Write sentences giving the correct use of: Hungry, hunger; honest, honour; pure, purity; wide, width; deep, depth; long, length; since, therefore, certainly; unless, pleased, pleasing; pleasant, pleasure.

PHILOSOPHY.

1. Define: Science, matter, physics, molecule, solid and liquid.

2. Illustrate physical and chemical change.

3. (a) What do you mean by properties of matter, and state the difference between general and characteristic properties.

(b) Define inertia.

4. (a) How does a solid differ from a liquid? (b) from a gas? (c) How does a gas differ from a vapour.

5. (a) In treating forces what three things do we consider? (b) Illustrate the parallelogram of forces.

6. A man rows a boat directly across a stream at the rate of four miles an hour. If the stream flows at the rate of three miles an hour, determine the direction and velocity of the boat.

7. Give the law of weight; apply it in finding how far above the surface of the earth a pound (Avoirdupois) would only weigh one ounce.

8. (a) What three forces act on projectiles? (b) A body falls for several seconds, during one of which it passes over 530.64 ft. Which second was it?

9. Name and illustrate by diagram the different kind of lenses.

10. A and B carry a weight of 300 pounds on a pole of 8 ft. long. If A's strength is $1\frac{1}{4}$ times B's, where should the weight be placed?

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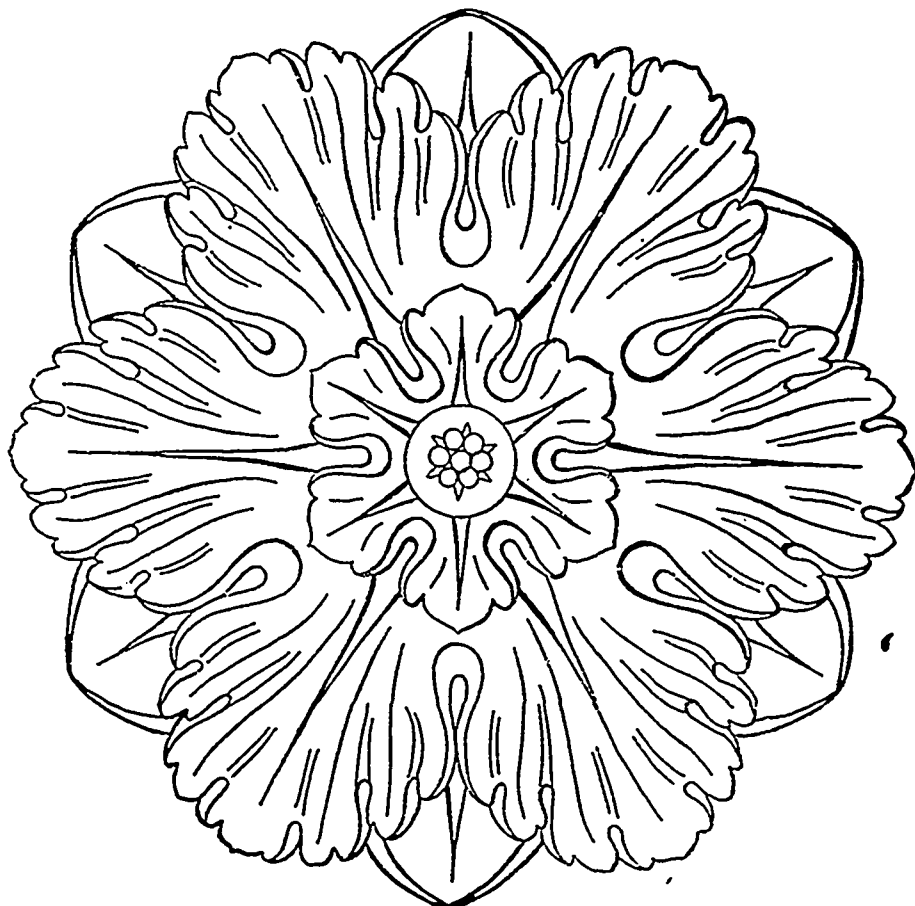
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Tuesday, December 7th.—Methods in English, The History of Education, Methods in Classics and Moderns, School Law and Hygiene.

II.—PRACTICAL EXAMINATION.

The examination in Practical Teaching will be held on Wednesday, December 8th, and the succeeding days. Each candidate will be expected to have one lesson prepared in each department covered by his Non-Professional Certificate. The examination of each candidate will last at least one hour and a half. For further details see regulations Nos. 241, 242, 246 and 247.

Second Class—At the Normal Schools, Toronto and Ottawa.

Thursday, December 9th.—Arithmetic, Principles of Education, Hygiene, Practical English.

Friday, December 10th.—Language Lessons, Grammar, etc., History of Education, School Organization and School Management, Science of Education.

Saturday, December 11th.—English Literature, Algebra, Physics, Chemistry, Botany. Drill Calisthenics and Oral Reading to be taken on such days as may best suit the convenience of the Examiners.

December 13th-17th.—Practical Teaching. December 17th.—Closing Exercises, etc.

Third Class—At the County Model Schools.

The closing examinations of the County Model Schools will begin on Monday, 13th December, and continue as many days as the Board of Examiners may deem necessary:—

Monday, 13th December.—Education (Theory), Education (Methods).

Tuesday, 14th December.—Physiology and Hygiene, School Law.

Optional subjects on Tuesday afternoon. Practical Teaching to follow Written Examinations.

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Tuesday, December 21st.—Composition, Drawing, Arithmetic, Orthography.

Wednesday, December 22nd.—Grammar, Geography, History.

Thursday, December 23rd.—Literature, Writing.

Reading to be taken on the above days at such hours as may suit the convenience of the Examiners.

There will be no formal paper in Orthography, but the Examiner in Oral Reading is instructed to consider the pronunciation of the candidates, in awarding their standing.

Candidates are required to submit Drawing Book No. 4 or No. 5, not Books Nos. 4 and 5.

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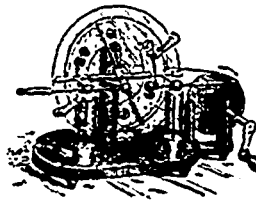
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