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TORONTO, AUGUST 26, 1886.

We take the following from the *Canadian Baptist*:—Our readers may not agree with every one of its propositions; but it contains many truths admirably expressed.

Is public school teaching a profession? was one of the questions which came up indirectly at the meeting of the Ontario Teachers' Association, last week. There is a good deal involved in the question. It is not, of course, easy to define exactly what are the marks of a profession as distinct from any other occupation, yet we all know pretty well what we mean by the term.

"Teaching a profession?" we fancy many of our readers exclaiming, "why, certainly, it is one of the very first of the professions in usefulness and dignity." From one point of view the answer is incontrovertible. Teaching ranks among

the very highest professions, if we have regard to the qualifications needful to make a true teacher. The rare qualities of mind and heart; the careful and thorough culture, intellectual, moral, and social, which are indispensable to a teacher of the highest type, are at least equal to those required in any other profession, not excepting even the ministry.

When we think, again, of the important interests entrusted to the teachers of our children; the preciousness and delicacy of the material upon which it is their daily duty to operate; the close relations which these operations bear to the future well-being of society and state, we cannot deny their claims to all the influence and dignity which, by common consent, attach to the foremost of the professions. We, as parents, put into their hands our dearest and most precious possessions, realizing, if we are thoughtful, as we should be, that the future of our loved ones, for this life and the life to come, must be largely affected by the character and influence of those who have the training of their plastic natures. The State, too, in sending forth the great army of teachers to train up those who are to be its future citizens, entrusts them with a commission of the very first importance. They have vastly more to do than any other persons, parents only excepted, and, in very many cases, not even parents excepted, with determining the character of the future citizens, and so of the nation itself.

And, yet notwithstanding all this, there were teachers found to stand up in the Convention and say in effect: "We are not members of a profession. Society does not accord to us either the remuneration or the social consideration it bestows freely upon the members of the other learned professions. It is an unpleasant truth, but it is better to look disagreeable truths fair in the face."

We fear, from their own point of view, those who spoke thus were not far astray. How is it, readers of the *Baptist*, in your communities? Do the men and women whom you entrust with the sacred duty of

moulding the minds and manners and morals of your children, take rank in your estimation and that of your neighbours with your minister, or even with your lawyer or doctor? Do you give them the same social consideration? Are you willing to pay them on as liberal a scale?

Perhaps some one may say, or think, if he does not care to say, that the average public school teacher does not stand on a level intellectually and socially with the average minister, or lawyer, or doctor. If this is so, whose is the fault? Surely in view of the nature of the teacher's work, and the close and constant contact into which they are brought with your children, and we should hope with yourselves, they ought to be the peers in every respect of the members of any profession. But in this democratic country the people have ultimately the management of all such matters in their own hands. You can have just as much talent, just as much culture, just as much refinement, we had almost said—would it be very far astray?—just as much Christian manliness or womanliness in your teacher as you determine to have, are careful to insist upon and willing to pay for.

Thus the blame for any deficiencies must fall primarily upon parents and citizens themselves. Secondly it rests upon the School Trustees, the people's agents. Do your Trustees put up the positions of teachers of your children to be competed for, as has been said, in a kind of Dutch auction, and knocked down to the lowest bidders who can pass muster with the Department? Do they in their advertisements in the papers ask candidates to state salary required, hoping thus to take advantage of some poor fellow's need and save you a few cents apiece in taxes? If so, you and they are clearly those who are doing all in their power to degrade the teacher's calling far below the dignity of the profession, and to fill the school-houses with the uneducated and the incompetent, or with the time-server who is making the work a stepping-stone to what they regard as the professions.

Contemporary Thought.

No sooner has the snow disappeared from the ridges, than the hardy Alpine flowers of the Arctic commence with wonderful vigour their short existence of growth, some of them actually rushing up so near the disappearing snow-banks that with the foot they could be bent over against them. I have read of polar travellers who have seen this flora force its way through a thin layer of soft snow in its eagerness to begin existence.—*Lieut. Schwalbe*.

THERE are many in the schoolroom who are very well content to let things go as they are. One such said the other day: "I guess the kinds of schools that educated Daniel Webster and Henry Clay are good enough for me." We don't believe that the schools educated these men; they did very little for them; nature was strong in them and educated in spite of defective schooling; the tendency of nature is to educate. We claim that man should aid, not obstruct, these tendencies.—*Teachers' Institute*.

AMONG the things which thirty-five years ago went to make up the crime of high treason in Italy was the possession of a Bible, which was in the list of revolutionary and forbidden books, and for a man to own it was to subject him to prison, the galleys, and even to death. Now Bible depots are established in every Italian city, and itinerant vendors circulate the book freely. In a conspicuous store in the Corso, Rome, a whole window is filled with copies of the Italian version of the Scriptures. The New Testament can be purchased for five cents, and a separate gospel for two.—*Chicago Herald*.

THINKERS have done more to turn the world upside down than military heroes. Galileo with his telescope gave the world more lasting gifts than Cæsar; Watts' achievements with the steam engine surpass the trophies of Marlborough at Blenheim, or Wellington at Waterloo; and Edison has more thoroughly impressed himself upon the civilization of the age than Napoleon. It pays to train up a race of thinkers. The time is coming when the world can get along without guns or fortresses, but it will never come when it can get along without teachers and schoolhouses.—*American Journal*.

SUGGARS will find solace in the growing belief in the restorative power of sleep, but they must remember that too much sleep is quite as injurious as too little. Dr. Malins, in a recent lecture at Birmingham, said that the brain required twelve hours of sleep at four years old, gradually diminishing by hours and half hours to ten hours at fourteen, and thence to eight hours when the body is full grown and formed. Goethe, in his most active productive period, needed nine hours, and took them; Kant—the most laborious of students—was strict in never taking less than seven. Nor does it appear that those who have systematically tried to cheat nature of this chief right have been in any sense gainers of time for their work. It may be a paradox, but is not the less a truth that what is given to sleep is gained to labour.

THE advance of the ladies is as marvellous as it is irresistible. Here is Miss Dolores Leonarty-Casanova, M. D., who has just taken her doctor's

degree at Barcelona. She began her university studies at the age of eight, when thirteen she became a B.A., and now, at the ripe age of nineteen, after coming out first in all her examinations, and taking numerous prizes, she is a fully qualified physician and surgeon. Fancy a female B.A. of 13 discoursing on hideous diseases with six-syllabled names, and correctly diagnosing and prescribing for her brothers and sisters! But it is what we have got to expect, and the fair Spaniard is to be congratulated on being the first of her sex to show what can be done in the way of rapid development. Miss Dolores, &c., may be fairly addressed, like her namesake sung of by Mr. Swinburne, as "wise among women and wisest, our Lady of Pain."—*Pull Mall Gazette*.

GOVERNMENT by kings went out of fashion in this country when Charles Stuart lost his head. Government by the House of Lords perished with Gatton and old Sarum. It is possible that government by the House of Commons may equally become out of date? Without venturing into the dim and hazardous region of prophecy, it is enough to note that the trend of events is in that direction. Government tends ever downwards. Nations become more and more impatient of intermediaries between themselves and the exercise of power. The people are converting government by representatives to government by delegates. If a deputy or a member votes against the wishes of his constituents, he is denounced as a usurper, even if he be not cashiered as a traitor. Side by side with this ever-strengthening tendency may be observed a scientific development rendering possible the realization of the popular aspirations.—*W. T. Stead in Contemporary Review*.

THERE is less difficulty in German girls of the middle class finding suitable partners for life than is the case in the same class in England. German girls, as a matter of course, take their share in household work; this does not prevent their being frequently very accomplished, often excellent musicians, but it does prevent a great deal of restlessness and vague discontent. A young man who marries in that class knows that he may reasonably expect his bride to be a good housewife. If he is in the upper middle class, for instance a shopkeeper, his wife often keeps the accounts of the shop. I have wondered at the close attention to business details shown by women who might have expected to be spared such exertions; but I was assured they preferred to be thus occupied, partly in order to save for their children. It seemed to me that the master and mistress in most shops were on friendly terms with their assistants, who were permitted to rest at intervals during the day in a room behind the shop.—*The National Review*.

THE sad recital of deaths from drowning which have occurred at various parts of our coast during this summer may well impress upon us the need, too little regarded, that every capable member of the community should learn to swim. We have gone so far as to advocate the inclusion of swimming as an essential branch of education. Some perhaps, may think that our view is an extreme one; they may tell us that fatalities from drowning do not, after all, greatly swell the registered death rate, unless, indeed, we include those due to shipwreck, and that physical education may be

regarded as an optional form of training, for which taxpayers would object to become responsible. From such a line of argument we feel obliged to differ. When we consider how great a portion of our population live at the coast, how many of these follow a seaman's calling, to what exigencies even the dwellers in inland districts may be exposed, and are often fatally exposed, by the chances of an occasional sea voyage, or by the customary visit to the sea side, it appears to us at least highly expedient that swimming should be included in the compulsory school course. It must be remembered that the time or trouble involved in teaching this art is nothing in comparison with that required for intellectual study. The further steps of practice proceed without tuition. Admission to baths is not costly, the habit acquired is never lost, and the gain is invaluable.—*London Lancet*.

"THAT which surprises and perplexes all those who interest themselves in the so-called Nihilists is the incomprehensible contrast between their terrible and sanguinary methods and their humane and enlightened ideas of social progress—a contrast that is suggested most forcibly by their personal qualities." We might remark that the personal quality has nothing to do with assassination. "Be my brother, or I will murder you," was a frequent cry during the French Revolution, and as to that, the sweetness of Robespierre appears in its prettiest light, when, seeing a lady step on her spangle, Robespierre said to her: "Madame, have you no feelings?" It is impossible not to agree with Stepniak that the Government of Russia is one ill suited to the present age, that there is corruption in all its departments, but at the same time the efforts of a corrective character, as employed by the Nihilists, are of the most illogical and horrible nature, and if successful would lead to chaos. If Stepniak is to be credited, we are to put down the Nihilists in Russia as some 15,000,000, and the number "always increasing." He does not attempt to lessen the danger hanging over the head of the Nihilist. The "illegal man"—that is, the conspirator in Russia, who has no status with the police—does not expect to live more than two years. "Man," writes Stepniak, "is altogether a creature of habit. . . . By merely having it every day before his eyes, he may become so used to death that he will not think of it." That the struggle has not ceased in Russia Stepniak insists upon: "As things are at present, nobody but a fool can feel certain as to the tranquillity of a country any more than one can sleep peacefully in a house under which a barrel of dynamite is concealed." To-day, as in their commercial relationship all countries are inter-dependent, so the political conditions of one state have their effects on another. Because great wrongs have been inflicted on Russians, Poles, Bohemians, these men in their desperation have become crazed. Unfortunately for us, unable to understand those relations which exist between the people and the Administration of the United States, whose officers are chosen by the people, these foreigners have brought to this country their mad ideas. A Stepniak will never bring about a happier Russia, but from his teachings he produces such infamous creatures as a Most and a Parsons.—*From "The Russian Storm Closed; or, Russia in her Relation to Neighbouring Countries," by Stepniak.*

Notes and Comments.

La Escuela Elemental bears on its title-page a motto taken from Jules Simon's *L'École*, which is worth recording, and which is here retranslated from the Spanish: "The people that maintain the largest number of schools, and the best organized schools, is the greatest people of the world; if it is not the greatest to-day, it will be the greatest to-morrow."

"DON'T repeat the pupils' mistakes, especially not those in pronunciation and orthography." Such is the advice of an experienced French principal to his teachers. "It looks as if you were making fun of them, and they feel mortified. . . . What good will such repetitions do? They will simply fix in recollection the error which you wish to combat.—*Revue Pédagogique*."

SUPT. W. W. ROSS well says that, it is of prime importance that man should be a healthy animal. Every portion of the school machinery should be regulated so as to secure the best physical condition. Hygienic and sanitary knowledge are so essential to the public health that they demand constant attention, and should have a place in public instruction. Two hundred years ago the death rate in London was twice as large as it is now. It is said that it might be reduced to fifteen in a thousand if regard was paid to health. Public enlightenment is what is needed, and in the schools it should begin, for this and coming generations.

MRS. LUCIA STICKNEY, of Cincinnati, in a paper upon "Moral Instruction," says: "Though the schools are doing a grand, good work in training to habits of industry, promptness, honesty, kindness, and courtesy, still the failure to train the intelligence in regard to the responsibility which conscience imposes toward God and the universe, results in a surprising lack of appreciation of fundamental moral principles, especially among those who have no church nor home training. Hence many go out of our schools with no clear basis of moral judgment, and with very confused ideas of their own obligations. It is time for the discussions of the subject in teachers' conventions to take a more positive form; and for us to begin to desire more and larger ways and means to counteract the demoralizing influences in our great cities. It is time for church and school to stretch out their hands to each other for help in a work which neither can do alone."

ONE of the cleverest papers read before the New York State Teachers' Association at Niagara Falls was by Supt. W. J. Ballard of Jamaica. Mr. Ballard took with him a class of his girls, and they showed the association what sensible gymnastic exercises

are. There was no straining for exact time and taking movements. Their exercises were original and thoroughly scientific. No association or institute could have a better object lesson or a more convincing exposition of physical movements and how to teach them than by seeing Mr. Ballard's girls go through their physical exercises. We are not at all certain but it would pay for the state to hire him and his girls to visit all the institutes of this state, during the coming school year, and show by actual exhibition how perfectly possible practical and practicable physical drills in schools are, and how easily they may be introduced by any teacher possessed of a modicum of energy and common sense.—*New England Journal of Education*.

THE degree of B.A. and M.D. usually represent an appreciable amount of real attainment; but an M.A. in most colleges signifies, merely, that the recipient has managed to live one or three years after his graduation, and that he is able to invest five or ten dollars in the diploma. . . . A doctorate in divinity is frequently given to persons who do not pretend to be learned men in any proper sense of the word. To be rich, or eloquent, or influential; to be the pastor of a rich church, or even to be the favoured pastor of some single rich parishioner, often furnishes a sufficient motive to induce our college board to admit a man to the degree who has no other title to it. The doctorate in laws is somewhat more rarely conferred, but with hardly more regard for appropriateness. Any knowledge of law has long ceased to be essential. As a sign of literary attainment in general, it is by no means infallible. A successful politician, a good military officer, or a prominent civilian, often becomes the recipient, for reasons wholly aside from any literary merit. If some of our larger colleges would establish a rule rigidly demanding evidence of real merit as a condition for honorary degrees, the evil complained of would be abolished.—*New England Journal of Education*.

THE undue attention paid to classical education at the schools for the middle and higher classes will have, sooner or later, to be abandoned. Latin and Greek are entitled to an important and honourable place in a literary education, but they should not, as at present, virtually exclude the acquirement of a good knowledge of French and German. Boys, who are not going to continue their studies for a lengthened period, should not take up Latin and Greek; to gain anything like a good knowledge of classical literature requires many years' patient and diligent work, and the practical value of the result is by no means great. Boys brought up under the present system, and leaving school at the age of fifteen or sixteen know next to nothing; they are usually ignorant even of the Latin

and Greek to which they have devoted so much misapplied labour. During the same period, with proper instruction, they might have become fair French and German scholars. Our present head masters probably desire to perpetuate the present system, that under which they themselves were brought up, and which is most suited to their own acquirements, and they will not be likely to alter the existing curriculum, except under great pressure from public opinion. The literary work of an English school should consist mainly of English, French, and German. Boys whose parents intend to send them to a university may take up the noble literatures of ancient Greece and Rome in addition; but a large percentage will, even then, as at present, fail to become anything but the merest smatterers in Latin and Greek. Only boys exceptionally intelligent and industrious will ever, under any circumstances, become really good classical scholars.—*From Scribner's Magazine*.

How to Read and What to Read are questions which should be carefully considered. To read, simply to pass away the time, or only in order to be able to say, "I have read" this or that, is not only a waste of time, but is also a ruinous habit. First, then, reading should be done carefully, thoughtfully, critically, and with a definite and worthy object in view, to secure that which will be of most practical use. But, with access to thousands of volumes of excellent brain food on the shelves of our college libraries, how can the student, whose spare time is very limited, determine which books will give him the best returns for his perusal? What student has not begun a school-year with the determination to make the best of his library privileges, and yet, his mind, finding so much to feed on, became bewildered, and famished in the midst of abundance? This is too often the case. Others, rather than seek for something substantial, content themselves with the latest popular novel. To be sure, there are many novels worth reading, and that give the mind a wholesome recreation, but to resort to second-class, sensational novels alone, abnormally develops the emotional powers, and prevents the mind from exercising that control over its own thoughts, which is one of the primary aims of education. This being the case, would it not be wise for college faculties to mark out courses of reading in the various departments of learning? One student has a taste for Natural Science, another for Literature, another for History, still another for Philosophy, and so on. These natural tastes should be satisfied. With a little thought, mature minds could easily arrange such courses of reading, which would both help to form a proper habit of reading, and be a valuable supplement to the work laid down in the college curriculum.

Literature and Science.

SCHOOL STATISTICS.

"TWAS Saturday night, and a teacher sat
Alone, her task pursuing ;
She averaged this and she averaged that,
Of all that her class were doing,
She reckoned percentage, so many boys,
And so many girls all counted,
And marked all the tardy and absentees,
And to what all the absence amounted.

" Names and residences wrote in full,
Over many columns and pages ;
Vankee, Teutonic, African, Celt,
And averaged all their ages,
The date of admission of every one,
And cases of flagellation,
And prepared a list of all the graduates
For the coming examination.

" Her weary head sank low on her book,
And her weary heart still lower,
For some of her pupils had little brain,
And she could not furnish more.
She slept, she dreamed, it seemed she died,
And her spirit went to hades,
And they met her there with a question fair,
' State what the per cent. of your grade is.'

" Ages had slowly rolled away,
Leaving but partial traces,
And the teacher's spirit walked one day
In the old familiar places ;
A mound of fossilized school reports
Attracted her observation,
As high as the State House dome and as wide
As Boston since annexation.

" She came to the spot where they buried her bones,
And the ground was well built over,
But labourers digging threw out a skull
Once planted beneath the clover.
A disciple of Galen wandering by,
Paused to look at the diggers,
And picking the skull up looked through the eye
And saw it was lined with figures.

" ' Just as I thought,' said the young M.D.
' How easy it is to kill 'em'
Statistics ossified every fold
Of cerebrum and cerebellum.
' It's a great curiosity, sure', says Pat,
' By the bones you can tell the creature?'
' Oh, nothing strange,' said the doctor, ' that
Was a nineteenth century teacher.' "

TURNER AS AN ARTIST.

AS an artist Turner may be said to have blossomed in 1800. Up to that time he had been making acquaintance with his tools and training his hand to their use. He had been a pupil of Sir Joshua's for a time and had acquired enough facility in the use of oil to paint his own portrait, and he had been steadily drawing English landscapes and English architecture and doing it with a care in which much restraint of hand and fancy

is traceable. Suddenly, in 1800, he seems to have lifted his eyes from his paper and fixed them finally on the shifting beauty of the world. Up to this time his thought has been given to the balance and truth of his results, but from henceforth he seems to live in the nature at which he gazes. In the process of digestion and selection he is now, and for the rest of his life, governed by a notion diametrically opposed to that of all great painters before him. He selects, rejects, and simplifies, as every painter must, but he does it on a principle that was new to art. He does it, not to enhance the unity of his picture, but to increase its comprehensiveness. His method is not to remember the material limits of his instrument, and so to bring nature within its easy reach, but so to stretch and expand the powers of paint as to give hints, at least, of beauties which had never been put on canvas or paper before. When he sets up his easel before Kilchurn Castle for instance, he sets his mind to work, not to select from the scene before him those characteristics which tend toward a single expression, but rather to introduce foreign elements ; to take features from a distance, to bring in forms which had caught his fancy the day before or the day before that. In short, his " Kilchurn " is not an impression from the scene, in which some one effect is forced to its highest power by selection and simplification, but a short epitome of the Highlands, into which genius has put as much of its encyclopedic knowledge as the space would hold. Here we have the principle which Turner followed for thirty years of his life. It is one upon which none but a phenomenal mind could work with success. It requires the eye of a hawk, a limitless memory, and a sensibility so deep as to be dangerous to its owner. All these it found in Turner, and it found besides a material environment which allowed a long life to be wholly devoted to its illustration. All these conditions came together to give to the man who enjoyed them a position apart from all other painters and to earn for him the quasi-worship he enjoys in his native country. But we cannot blind ourselves to the facts that it finds but a slight echo in the Latin mind, and that this worship comes mainly from those whose artistic training has been considerable rather than severe. The cause of this will be discussed in a moment. To put Turner's achievements, then, as shortly as I can, it was, I think, the gift to civilization of a new world to master. He opened the gates and explored what was beyond them, but he did not finally conquer, organize, and administer. He led the way from the gray fields, the solemn seas and woods, of the old art to the jeweled colour, the teeming distances and palpitating sunshine of the new, but he left the conquest to be completed in a future which may never come. — *The National Review*.

FRENCH AND ENGLISH SAWS.

WE English seem to have selected the mouse as an emblem in our " As dumb as a mouse ; " the French have preferred a glass, for they say " As dumb as a glass." We say " As deaf as a post ; " the French " As deaf as a pot." " As dull as ditch water " Gallicized becomes " As sad as a nightcap." " Don't count your chickens before they are hatched " is changed into " Don't sell the skin of a bear before having killed it." Instead of " Biting off one's nose to spite one's face," a similarly useless experiment is illustrated by " Spitting in the air that it may fall on one's nose." The self-evident impossibility in the words " You can't get blood out of a stone " is represented by " One could not comb a thing that has no hair." (This last also " goes without saying," which, as literally translated from the French, now forms a proverb in our own language.) In the proverb, " One man may lead a horse to the water, but a hundred can't make him drink," our neighbours have not inappropriately selected an " ass " as the illustrative animal. " When you're in Rome, you must do as Rome does," every Englishman will tell you ; though few, perhaps, could say why Rome was chosen as an example, and whether it is more necessary, when in Rome, to follow the general lead, than in anywhere else, is to us a matter of doubt. To the Frenchman the idea is sufficiently well expressed, however, by impressing upon you the necessity of " howling with the wolves." " Easy come, easy go," though terse and to the point, is in itself scarcely so intelligible as the somewhat longer sentence, " That which comes with the flood returns with the ebb." That " a burned child dreads the fire," is perfectly true, as every one will admit ; our neighbours go further than this, and in choosing a " scalded cat " as the object of consideration, speak of it as being in fear of " cold " water even, thus expressing the natural distrust of the cat, after having once been scalded, as extending even to " cold " water. " Money makes the mare to go," and " For money, dogs dance." — *Chambers's Journal*.

SIR HENRY TAYLOR gives this example of Carlyle's vigorous and reckless speech. Carlyle being ill one day Lady Ashburton insisted that a certain Dr. Wilson should visit him. The doctor went into his room, and presently came flying out again. His account was that Carlyle had received him with a volley of invectives against himself and his profession, saying that " of all the sons of Adam they were the most eminently unprofitable, and that a man might as well pour his sorrows into the long hairy ear of a jackass." Such good stories of the Chelsea Sage are well worth reading. They give us some insight into the character of the great man.

Special Papers.

INCREASED LEGISLATIVE AID TO HIGH SCHOOLS.

(Read before the Ontario Teachers' Association.)

BEFORE giving any reasons why I think the Legislative grant to high schools should be increased, it will be in order for me to refer briefly to the efforts made to place the high school grant on an equitable basis of distribution. I need not go back farther than the year 1876, when the system of "payment by results" came in force, with a fixed grant of four hundred dollars, and a variable grant depending upon the average attendance, the Inspector's report, and the results of the intermediate examination. After a few years' experience of this mode of distribution, certain inequalities were found to exist which operated greatly to the disadvantage of many schools, especially of the larger high schools that were doing work quite equal to that done by many of the collegiate institutes. The system of payment by results, or "payment for one result," as one of the inspectors expressed it, was then abandoned, and after various suggestions from inspectors and masters, and consideration by the Department, we have at length evolved a scheme of payments, the equity of which remains to be proved.

It is not my intention to propose any new scheme or modification of the present one, for I have not made comparisons to discover if it possesses inequalities; and if, after a year's experience, it is found to work injustice, we shall then be able to enjoy our undeniable privilege of making complaints and suggestions. My present object is to complain, not of the basis of apportionment, but of the amount to be apportioned, and to "ask for more," in the hope that my request, or perhaps I should say, our request, will not produce the same effect upon the dispensers of the public funds as that of Oliver Twist did upon Mr. Bumble and the workhouse board.

Let me in the first place anticipate an objection. Comparisons are sometimes made to show that the cost per pupil of the education given in the high school far exceeds the cost per pupil of our public school education, and the inference is drawn that the former class of schools is fostered at the expense of the latter class. Those who make this contention must remember that the two classes of schools stand upon a different footing. In adopting the free school system we have practically declared that the advantages of a free public school education shall be placed within the reach of every boy and girl in the community, and we have further enacted that all of suitable age must avail themselves of the privilege thus afforded. Every one in the community has therefore a

personal interest of greater or less degree in our public schools, and although the support of these schools depends chiefly upon the direct money contributions of the people, the burden is accepted loyally, for it is a well-understood principle that every person in the state shall have the right to receive a public school education. On the other hand, only a small number of public school pupils are in a position to avail themselves of a high school training, and it cannot therefore be expected that the great mass of ratepayers who do not send children to the high schools should, for the benefit of the few, be willing to have their school taxes largely increased. The question as to the necessity of keeping up the public schools has long since ceased to be discussed, but it is not a very long time since some of our high schools, now in a flourishing condition, were voted down by the people, and only saved from extinction by the earnest efforts of a few men; and even now "the winter of discontent" is not wholly past, for it is not an uncommon thing to hear the high schools wrongfully blamed for any increase in taxation, and inconsiderately accused of being useless and expensive institutions.

Besides the advantage of sending children to these schools, there are other benefits resulting to the community from a good system of secondary education, more indirect, it is true, and perhaps not so easily estimated, yet of the greatest value. The high schools hold an important position in our educational system, and any lack of support on the part of the people, or any defect in the equipment of these schools, tends to impair, on the one hand the efficiency of the colleges which depend upon them for their students, and, on the other hand, that of the public schools which are largely indebted to them for the training of their teachers.

Dr. Ryerson, in his report for 1872, states that the objects and duties of high schools are: "1. To educate pupils for commercial, manufacturing, and agricultural pursuits, and for fulfilling with efficiency, honour, and usefulness, the duties of the various public offices in the country. 2. To prepare youth for certain professions, and especially for the universities, where will be completed the education of men for the learned professions and for the professorships in the colleges, and masterships in the collegiate institutes and high schools." We must remember that at that time, as now, the teaching profession which, more than any other, required an educated membership, was not classed among the learned professions; but it is to be hoped that the projected College of Preceptors will effect a change in this respect.

Since Dr. Ryerson set forth the objects and duties of high schools in 1872, their sphere has been greatly enlarged. With the establishment of the intermediate examination, the high schools practically entered

upon their career as institutions for the training of teachers. They were formally recognized as such training institutions in 1877, when the intermediate class was accepted as equivalent to a second-class non-professional certificate, and more recently such provision has been made as enables candidates for all, or nearly all, grades of certificates to receive their literary and scientific education at the high schools. Concurrently with this enlargement of the sphere of high school work, the normal schools were relieved of the non-professional part of the teachers' training, and became purely professional schools, devoted exclusively to the instruction of candidates in the practice and theory of teaching.

This training of teachers now forms perhaps the most important part of the work of high schools, and has brought those schools into closer relation with the public schools of the Province. Moreover, by the division of labour thus effected, each class of schools is better able to do the special work assigned to it in our system. To quote from the report of the high school inspectors for 1877: "While the high schools carry forward and develop the teaching begun in the public schools, they are pouring back into the public schools a stream of cultivated intelligence and practical acquaintance with good teaching, which, when supplemented by the professional training of the normal schools, must, beyond question, tell powerfully on the education of the Province."

But another good result was obtained by this division of labour: a very great saving of the public money was thereby effected. In the Education Report for 1874, Dr. Ryerson makes the following statement: "Of late years I have felt so impressed with the importance of increased facilities for normal school training that I have suggested the advisability of establishing additional normal schools. I am glad that the subject has not been lost sight of, but that my suggestions will likely be carried out, and possibly two normal schools, in addition to the new one at Ottawa, may soon be established."

The necessity for increased normal school accommodation was admitted by both political parties. In 1875 the Ottawa Normal School was opened, and the Government was prepared to establish other normal schools; but before it could be decided where these schools should be located, it was discovered that the great outlay consequent upon their establishment could be prevented by utilizing the high schools for training purposes. Had the original plan been carried out, and at least two other normal schools established, as was intended, and necessary, it would have involved an immediate expenditure of about half a million dollars for buildings, and an increase in the annual estimates of forty or fifty thousand dollars.

That this transference of work from the normal to the high schools was not made without misgivings, may be gathered from the tone of the remarks made in some of the reports of the Minister of Education. Dr. McLellan, in his report on the schools in Massachusetts and other states, makes the following comment on our own system: "It is plain that the successful working of our present plan of confining the normal schools to professional work, depends on the power of the high schools to give a good academic training—to impart sound knowledge by the best methods." Any fears as to the power of the high schools proved to be needless, for we find these schools readily accommodating themselves to their new duties, and performing them successfully, sometimes, indeed, "with neatness and despatch."

The regulations for carrying out the new order of things came into effect in the latter part of 1877, and at once there was a marked increase in the number of pupils attending the high schools, and in the high school expenditure. The attendance for the year 1877 was 9,229, and the expenditure for masters' salaries \$211,607. In 1879 the attendance had risen to 12,136, an increase of nearly 3,000, or more than thirty per cent.—an increase sufficient to require the employment of an additional teacher in nearly every high school in the Province; and in fact the number of teachers in the high schools increased by forty in these two years, whereas since 1879 there has been an increase of only thirty-eight. The expenditure for masters' salaries had increased in the same time to \$211,097, an increase of nearly \$30,000; yet this amount does not fully show the additional cost to the high schools of the new burdens placed upon them. A large portion of the expenditure required by the change was made in 1877, and in the report of the inspectors as to the condition of the schools during that year, we find them speaking of the "improvements in the staffs, buildings, and educational appliances."

Comparing then the year 1876—the year before the change—with the two following years, we find that the total expenditure increased from \$304,948 in 1875, to \$396,010 in 1878, an increase of over \$90,000, or thirty per cent. The average annual expenditure since 1878 has been only \$373,127, although two new high schools have been established in the meantime, and several others raised to the rank of collegiate institutes.

These figures clearly prove the increased expenditure for high school purposes was owing chiefly to the new duties the schools had to undertake as institutions for the training of teachers, and we would naturally suppose that as the Government had been relieved of an enormous expenditure by thus utilizing these schools, it would have appropriated for their support an additional sum equal at least to the interest on the money

saved. But this was not done. In 1876 the legislative grant to high schools was \$78,000; in 1884, the last year reported, it was \$85,200, an increase of only \$7,200. This slight increase was barely sufficient to meet the requirements of the nine collegiate institutes established during these years; in reality there has been no increase in the legislative grant for high schools since 1872, whereas the municipal grant since that time has been nearly trebled.

Even in the small grants given at the present time, there is an element of uncertainty which is annoying to the school boards, and by no means conducive to an increase in teachers' salaries. I refer to the practice of deducting a percentage of the separate grants to keep the total amount within the appropriation. I believe the design of some of the changes made in the course of the past few years was to improve the financial position of the high school masters, but I am afraid that the recent regulations will have an opposite effect, especially in the larger schools, unless there is an increase in some of the percentages under the head of "Grant on Expenditure for Teachers' Salaries." Perhaps the Department, having previous knowledge of the state of affairs which the *Globe* has just made public, framed these regulations to prevent the teachers from becoming bloated plutocrats. In 1875 I find the high school inspectors making the remark that "a high school master may deem himself fortunate if, after years of successful teaching, he rises to a position the emoluments of which are equal to half of those of the manager of the branch bank, or of ordinarily prosperous lawyers and doctors in the same place." It appears that the inspectors of that day were under the delusion common in our own time, that managers, lawyers, and doctors have large incomes. You remember that you could see no especial cleverness in John, or Rob, or Harry, who sat beside you at school, and often depended upon you to help him in his deductions, or to tell him where to place the accent on the aorist infinitive passive. But he studied medicine, or law, and you afterwards heard of him making his \$10,000 a year, and you began to think wonderfully clever, and, like Brabantio's daughter, you sighed and wished that Heaven had made you such a man. You have now discovered that it is all a mistake. He could not solve a deduction or write a Greek exercise as you could, and the recent disclosures of the *Globe* prove that he had not the faculty of making money as you supposed; yet in that young brain there *was* latent genius—the genius to make one dollar do the work of ten—and now you feel disposed to wish that your friend should teach you how to tell his story.

In the report just quoted the inspectors tell us that "it is a farce and a sham of the most injurious character to permit a high

school to exist, if the salaries which its board of trustees are able to offer do not attract good men." Since these words were written the salaries of high school masters have increased fifty per cent., and this may be taken as an indication that the boards are disposed to act justly, and are determined to keep the schools raised to that higher standard which the requirements of the Department, and the growing interest in higher education, are continually demanding.

The increased expenditure by the municipalities has not been due to any increase in the number of high schools, for we have fewer high schools to-day than were in existence twelve years ago; it has been due entirely to the desire for improving the existing schools, in accordance with the suggestions and regulations made from time to time by the Department. I need not refer to the progress made by the high schools since 1872, when Dr. McLellan reported that "owing to the laxity of entrance examinations, pupils had been permitted to enter the high schools who were unable to get through the multiplication table," and that "all the high schools had been doing too much elementary public school work, and not a few of them had been doing such work exclusively." Yet as some indications of progress, in addition to what has been already stated, I may mention that in 1872, the number of pupils that matriculated at any university was seventy-eight. In 1884 the number was 266, an increase of more than 200 per cent. In 1872, 213 high school pupils entered the professions; in 1884 the number had increased to 927, an increase of more than 300 per cent. I might also refer to the large number of pupils sent forth, with increased knowledge and quickened intellect, into the agricultural, mercantile, and other walks in life; but such statistics convey after all but an imperfect idea of the progress and efficiency of the high schools, and of their beneficial influence upon the public schools in stimulating them to higher efforts, and upon the colleges in enabling them to elevate from time to time their standard of scholarship. Meanwhile the stimulus received by the high schools has not taken the form of an increased grant, but that of amended regulations and revised programmes of studies. These have been very good in their place, and have been productive of good results; but we may venture to hope that the time has come when they will be supplemented by something more substantial, when a portion of the large surplus which our Province happily possesses will be appropriated to the maintenance of these important and necessary institutions.

The present time seems to be an opportune time to ask for additional aid from the Provincial funds. The qualifications of high school masters have been lately raised, and a proportionate training is now very properly

demand. One result of this desirable change should be to prevent young men fresh from college from temporarily taking upon themselves the duties of high school teachers while preparing to enter some other profession; and a consequent result of this should be an increase in the salaries of high school teachers. But the high school boards that have thus far shown themselves willing to do all in their power to make their schools efficient, now find that they must expend a large amount of money to meet the requirements of the amended regulations. This, I have no doubt, they are prepared to do in nearly every instance; but in the 112th section of the regulations, which shows in detail how the annual legislative grant is to be distributed, they are met by this saving clause: "So far as the annual apportionment made by the Legislature will admit thereof;" and they, in remembrance of their past experience, have visions of grants with large percentages deducted therefrom. Surely the grants were well-earned before the additional burdens were imposed upon the boards, and it is but fair that these increased demands should be accompanied by a promise of more liberal support from the Legislature.

In conclusion, the two main points upon which I base my arguments for increased legislative aid to high schools are:—

1. That the remarkable progress of the high schools during the last twelve or thirteen years is due entirely to the efforts put forth by the boards, and by the municipalities, to meet the requirements of the Educational Department, and to respond to the constantly increasing demands for a higher education.

2. That the training of teachers, previously considered a Provincial work, has been done in great part by the high schools, and the additional expense which the performance of this new work involved has been borne by the municipalities in which these schools are situated.

Other, and perhaps stronger, reasons for increased aid could no doubt be given by those who have lately directed their attention to this subject; but even on the grounds that I have stated, I am sure we are justified in asking that an additional appropriation be made from the Provincial funds for the better encouragement and support of secondary education in the Province.

L. E. EMBREE.

THE MARKING SYSTEM.

(Read before the Ontario Teachers' Association.)

WHEN a committee of this Association bid me the honour of asking me to allow my name to be put on the programme, it was agreed that the "Marking System" should be assigned me as a subject to introduce to this section of the Association. This is a practical subject. It is one that I have often

wished to hear discussed, and one which from the time and attention given to it by most teachers will be calculated to elicit a general expression of opinion. I do not propose to do much more than introduce the subject, and with this object in view, let us enquire whether the constant measuring or marking of the pupils' progress is altogether good.

The "best methods of marking" have been frequently discussed. That some methods are very much better than others is beyond doubt; but to-day we wish to come to the root of the matter and discuss marking or not marking. As it is the system under which most of us have to work, we think we are justified in bringing it before you so that if good it may be endorsed and if evil it may be abandoned and a better way sought.

By this measuring and marking system is meant all the means adopted for the obtaining and recording of the standing of the pupils, as many times a day as the number of recitations for that day.

To the casual observer, the first objection noticeable, or perhaps the least, is the loss of time. There is no doubt that time that might be employed to another, if not a better purpose, is spent in *marking*. This, however, is not to be compared to the injustice done in our methods of measuring for these marks. Every conscientious teacher must admit having frequently felt a doubt as to the justice of his measurement of a pupil's claim to a mark. If then, there is room for an injustice being frequently done—if that quality, which most of all commends itself to the young, should even occasionally be violated—we say in view of the material with which we deal, the whole daily measuring and marking system should be done away with.

Charles Dickens says: "In the little world in which children have their existence, there is nothing so finely perceived and so finely felt as injustice. It may usually be only small injustice to which the child is exposed, but generally the child is small, and its rocking-horse stands as many hands high according to scale as a big-boned Irish hunter.

It will be necessary here to notice what is the end and aim of our system. If it be simply the acquiring of knowledge then no doubt, a good marking system may be useful as an element of competition among pupils. We believe a school can be run like a machine; but we have grave doubts as to the result of such machine work. A mastery of such routine, with common sense, will generally save any teacher from outward failure; but is it for the general good he should be saved? Those who hold that it is sin against the profession, as well as against the community at large, for this qualification alone does in no sense make a true teacher. A common method touching all alike is not

equal to the demand. Let me illustrate by relating an incident. A young gentleman from — city was visiting his parents in the country. The village teacher who was considered old-fashioned was about being dismissed. The young gentleman, now having considerable experience in life, being asked by Dr. S., a school trustee, his opinion of Miss —, replied, "I think she is a blessing to any boy, especially to a motherless boy, as I was when I entered her room. She cared for something besides our lessons, she cared for our bodies and our souls. I learned habits of politeness and personal neatness in her room, that have been of great value to me, and if her lessons in truth-telling, kindness, and usefulness, have clung to all her pupils as they have to me, she has done a great work. I remember my first visit to a pool room, which she discovered by means of the odour of my first cigar, and am glad to be able to say that the promise I then made to her is still unbroken. I tell you, an old-fashioned teacher like Miss — is a power in the community." "Why do you call her old-fashioned?" asked the Dr. "Because the new-fashioned teacher into whose hands I afterwards fell, cared only for marks, reports, gingerbread performances, finical drill, automaton achievements. That kind of training doesn't make men, Dr."

We believe then, that the primary aim of all true education is not knowledge, but character. A good character in a pupil is worth more than a knowledge of all the arithmetics "this side of Arabia," and all the marks and reports this side of eternity. Teach a young rascal grammar, and you teach him to be eloquent for evil: teach him geography, and you educate him to become a commercial traveller for the devil! If we fail to make our schools character-training establishments, they should be closed, for a learned sinner is more harmful than an unlearned one.

Let us note further, some of the objections to the system. If the pupils keep and report their own marks, a door to dishonesty is opened. If marks are given and you do not trust the pupils' honesty in reporting, you are committing, perhaps, a worse mistake in another direction. When the teacher's attention is distracted by such accessories, it is impossible to have an intellectual communion between him and his class.

Competition for marks is undoubtedly an embarrassment to teachers with a higher ideal. While absorbed in your subjects, or labouring earnestly to clear away a difficulty, have you ever been interrupted by the question "shall we get a mark for that?" Our inference then is that measuring and marking is a hindrance to true teaching.

Again, questions that do not reach all are unfair, and cannot be justly marked. If you question until all are reached, you waste

(Continued on page 506.)

TORONTO:

THURSDAY, AUGUST 19, 1886.

THE PROPOSED "COLLEGE OF PRECEPTORS."

I.

THERE was founded in England in the year 1849, a College of Preceptors. Chief among the objects of its establishment, as specified in the Charter, are the "promoting of sound learning and advancing the interests of education, by affording facilities to the teacher for the acquiring of a sound knowledge of his profession." This College was the first to take the work of training secondary teachers in hand, by the endowment of a professorship of education, and the institution of lectures on the science, art, and history of education. Its higher certificates are recognized by Her Majesty's Judges, and by the General Medical Council, as guarantees of good general education; and consequently the holders of them, who may be intended for the Legal and Medical Professions, are exempted from the necessity of submitting to the Preliminary Literary Examinations held by the Incorporated Law Society, and by the various medical corporations of the United Kingdom. The Lords of the Committee of Council on Education admit the holders of the same Certificates, without further examination, to the competition for allowances granted to students of the Junior Training Class of the National Art Training School. All the College Certificates above the third class, the holders of which have passed an examination in Latin, are also recognized by the Pharmaceutical Society and the Royal Veterinary College. The College holds both professional and ordinary examinations; and delivers annually a course of lectures on such topics as "Child Nature: its Characteristics and Development," (by James Sully); "The Practice of Education," (by Rev. T. W. Sharpe, H. M. Chief Inspector of Schools); "The History of Education," etc. Monthly meetings are held, at which such men as Alexander Bain, (author of "Education as a Science," "The Senses and the Intellect," "The Emotions and the Will," etc., etc.) have read papers. During the past twelve months more than 14,000 candidates have presented themselves for the examinations for certificates. There are forty towns in which Local Examinations are held.

We have touched thus fully upon the College of Preceptors in England, for it is well, we think, to obtain a clear idea of what has already been accomplished in this direction before entering into the *pros* and *cons* for the establishment of a similar body in Ontario.

Between the English College and that proposed for Ontario, however, there are many points of difference.

The aim of the Canadian College should be, broadly stated, we are told:

- (1) "To promote sound learning;
- (2) To advance the interests of education

(a) By admitting to the teaching profession only those who are fitted for the work;

(b) By protecting the public from incompetent teachers.

Its powers should comprise the right

- (1) To manage its own affairs;
- (2) To enact laws for the admission and government of its members;
- (3) To settle all matters of dispute arising among teachers.

It is to be an examining and not a teaching body, and its examinations, both professional and non-professional, are to be altogether independent of the Education Department. Only members of this body shall have the right to teach, and only this body shall have the right to say who shall compose its members.

The advantages are thus set forth:—

1. *To the Public:*

(a) Fuller protection from incompetent teachers.

(b) Better work in the schools.

2. *To the Cause of Education:*

(a) As the information of the Teachers' Society will certainly give more permanency to the profession it will induce a larger number of able teachers to remain in the work.

(b) The danger of misdirected energy will be lessened.

3. *To the Teacher:*

(a) He will obviously have a better social position, a fuller recognition as a member of an organized profession.

(b) He will have the support and encouragement that a society formed for mutual protection and benefit confers.

(c) He will have a voice in the government of the Society that regulates his work, and which admits to membership in the profession; overcrowding in the ranks

may thus be dealt with by teachers themselves.

(d) The defects of the present system of examinations can be corrected by this organization without appealing to political bureaucracy for redress."

In addition to this the Society would be competent to deal with the question of Life Insurance, Sustentation Fund, Superannuation Allowance, Teachers' Bureau, and all that concerns teachers and the teaching profession generally.

Our readers are now in a position to understand fully the aim and scope of the proposed College of Preceptors for Ontario. It differs from the English College chiefly in the fact that while the certificates and diplomas of the English Society are merely supplementary, and by no means equivalent, to Government certificates and diplomas, those of the Ontario College shall altogether take the place of the Government's licenses to teach. In other words: In England the State gives permission to teach, and those thus permitted to teach form themselves into a society to edify themselves and educate outsiders. In Ontario the proposed College is to give permission to teach, but those thus permitted do nothing towards edifying themselves, or educating outsiders. Indeed the Canadian College will not include amongst its functions either the study of the theory of education, or the solution of educational problems, these being "left to the University, in which a chair of education should be founded and endowed." It is to be merely an examining, not a teaching body.

The proposer of this scheme has compared it to the Law Society of Upper Canada. This Society is granted by charter the power to say who shall and who shall not undertake the duties of barrister, solicitor, or attorney, in Ontario—that is its chief object, and only those who are members of the Law Society of Upper Canada have the right to undertake such duties. It has also been compared to the College of Physicians and Surgeons of Ontario. This body, like the Law Society, has the sole power of determining who shall practise Medicine or Surgery in Ontario.

We do not propose in this issue to enter fully into the many and various details which must be taken into consideration before coming to a definite conclusion as

to its merits or defects. It is a most radical measure, striking at the very root of the whole educational system of the Province of Ontario. It conceives the idea of taking wholly out of the hands of the Government the power of determining who are fitted and who unfitted to undertake the responsibility of teaching in the schools of the country. But while it does this, it does not go to the length of saying that the existence of such college does away with the necessity of maintaining an executive head for the Department of Education. "It will be necessary," we are told, "that the details of the whole scheme should receive his concurrence, and that the aims and objects of the Society should meet with his full and cordial approval. It would be advantageous, moreover, were he to become an *ex officio* member of the college with special powers." But what those powers should be, the scheme, as at present framed omits to define.

We see a great deal, a very great deal, in this project which we can heartily commend and endorse. No one can blind his eyes to the fact that in the system of education as constituted in Ontario, there is allowed to exist a very large amount of friction—a friction which results in just so much waste of power. Whether this friction is the result of anomalies and defects in the system, or of the freedom which a democratic country like ours permits, or of both, are questions which each will answer according to his peculiar proclivities and prejudices. But that our system of education is not a perfect one, none will hesitate to grant. Whether the project under consideration is feasible, and, if feasible, progressive, are problems which the teachers and the Education Department of Ontario have to solve.

This project we do not attempt here to thoroughly discuss. It will be sufficient, now that we have dissected it and laid it bare for the examination of our readers, to touch only on one point: the analogy, namely, stated to exist between the proposed College of Preceptors and the Law Society of Upper Canada.

In this analogy, if we understand the comparison aright, there lurks one, if not more discrepancies. The lawyers who receive the permission to practise are paid by their clients, teachers are paid by the Government; lawyers deal directly with those who engage their services, teachers act through trustees; lawyers are

not necessary to the community, it is permitted to everyone to conduct his own case; teachers are necessary—*i.e.*, taxes for teachers must be paid whether the children are sent to school or not.

Thus it seems that the analogy would have been more perfect had teachers been compared to judges and not to advocates. Judges are necessary, act directly and not indirectly with the community, are appointed by the Government, are paid by the Government, and—are taken from the ranks of the advocates, from the members of the Law Society.

So with the analogy stated to exist between teachers and physicians. Here too are dissimilarities. No tax is paid for the maintenance of physicians and surgeons; their services need not be made use of; they are not paid by the Government; neither does the Government provide funds for the establishment or equipment of medical schools or colleges.

Nevertheless, let it by no means be understood by this that we are in any way opposing the formation of a College of Preceptors. On the contrary we think that the proposal is in many ways an excellent one, and one which, with a few alterations perhaps, should commend itself strongly to both the teachers and the legislators of Ontario. All we have at present attempted to do is to make as clear as possible to our readers the whole aim and scope of the scheme, in order that, in their consideration of its details, they may in no way be blinded by anything which may tend to hide its true purpose or conceal the method of its working.

OUR EXCHANGES.

THE August *Century* is a really good number. It opens with a sketch portrait of John Burroughs. The first article is "Algiers and its Suburbs," and this is beautifully illustrated. "The Minister's Charge" reaches its eighth chapter. A very timely article is "Heidelberg" (profusely illustrated), for it is in this city that the grand celebration takes place. Julian Hawthorn contributes "Colonel Spaight's Prejudices;" Frances Hodgson Burnett a poem by name "Great Love and I;" Edith M. Thomas' "John Burroughs and His Last Two Books;" Frank R. Stockton begins a story of the name of "The Casting Away of Mrs. Lecks and Mrs. Allshine."

THE September number of *The Magazine of Art* opens with a suggestive paper on "Art in Australia," by R. A. Stevenson, which is practically an essay on all colonial art, its aims and limitations and successes. W. J. Henderson writes of "Some New York Theatres," giving descriptions, with illustrations, of the Casino, the Lyceum, and the

Madison Square theatres, the three which exhibit most the quaintness and beauty of recent theatrical architecture. "Current Art" describes a large number of recent pictures, and the methods of many prominent artists. Francis Watt's descriptive article on "The Rapid Spey" gives a romantic account of the storied castles, mountains, and lochs of that lovely region while Claude Philipps describes "The Picture Gallery at Dorchester House," which he thinks deserves to be known much better than it is. A very entertaining contribution on the subject of "Female Headgear," by Richard Heath, teaches resignation to the present high, but comparatively low, bonnets and hats that intercept our view at the theatre, with vivid presentment, literary and pictorial, of the extraordinary head-dresses of the eighteenth century. One excellent illustration in the number is that of "A Nunnery at Bruyes," and a page is filled with Austin Dobson's dainty verses, daintily set in frame of Frederick Barnard's drawings.

REVIEWS AND NOTICES OF BOOKS.

An Alphabetical Table of the Principal Prefixes and Suffixes by which Nouns, Adjectives, Verbs and Adverbs are found in German. By Wm. Cook. Boston: Ginn & Co.

This is a little sheet useful, perhaps, to those preparing for an examination in German.

Northern's Memory Selections. Syracuse, New York: C. W. Bardeen.

These consist of thirty-three cards, containing each some nine or ten pithy selections from all varieties of authors, from Pliny to Thomas à Kempis, from Chinese proverbs to Scripture. Any one who committed them all to memory would indeed be "full of wise saws and modern instances." It would be a pleasant occupation, however, to learn one card each day. This might easily be done during the morning toilet.

BOOKS RECEIVED.

Announcement of Alma College. 1. Thomas, Ont. 1886-7. B. F. Austin, M.A., B.D., Principal.

Northern's Memory Selections. Advanced Series. Price, 25 cents. Syracuse, N.Y.: C. W. Bardeen.

English Literature for University and Departmental Examinations. 1887. Thomson's "Seasons." Southey's "Life of Nelson." Toronto: Warwick & Sons. 1886. 160 pp. 25 cents.

Physical Culture. First Book of Exercises in Drill, Calisthenics, and Gymnastics. By E. B. Houghton. For the use of colleges, collegiate institutes, high schools, public, separate and private schools, and gymnastic associations. Authorized by the Minister of Education for Ontario. Toronto: Warwick & Sons. 1886. 277 pp. 50 cents.

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(Continued from page 505.)

time, and unless all get the same question, an injustice is done to some one. In its best form, the result is only an approximation. Our experience is that the stimulus intended to be derived from the whole system of measuring, marking, and reporting, reaches only those who do not require it, and has a consequent discouraging effect upon the others—often producing real idleness. Let us repeat, this system offends seriously and injuriously those pupils who, without any such method, would study all that were best for them, while those who are naturally indolent, and for whose benefit the method was contrived, are indifferent to it. The more impressible and intelligent pupils receive an undue tension of the nervous system—sometimes seriously affecting the health. The nervous tension is not so much due to the study required as to the anxiety engendered by the system of ranking adopted. They are to some degree, kept in a state of excitement all the time—afraid lest the mark may be lost and if it should be lost, a mental condition most undesirable often follows. It may be worry is the result;—this, not work, is what kills pupils as well as teachers.

The question arises then, is it right to continue a system that proves so exhausting to the nervous energies of those for whom it was not intended, while it fails to accomplish much, if anything, for those sought to be reached. Before the system was introduced, children learned quite as well as they do now, and the nervous strain was far less. If we are correct in this view, then, it were better to do away with the system altogether and trust to the teacher to see that each pupil makes the best of his time. But how then can we make monthly reports to parents? Better make no report than one that does not represent the true standing. Many thoughtful parents value all such reporting at a low price. No mathematical record of standing ever told the truth. Why keep on telling systematic educational lies?

General Grant graduated the best in his class at West Point, according to the late Dr. Davis, his teacher, but the figures put him below the middle. Think of a system of marking and examination that put one-half a class of inferiors above him! From our own experience we could give you examples just as striking. We could furnish you with the names of pupils whose record by the school registers indicated that they were making very little progress, while results obtained in another way showed that they had done very good work, and in standing were among the best in the class.

We must not, however, overlook the fact that nowhere is a greater injustice done than in the giving of misdemeanours. These are not usually awarded on a physiological basis. A pupil frequently gets a bad mark for doing what he could not possibly avoid, or for

leaving undone what he could not possibly do. Instead of giving the pupil this bad mark, does the teacher not often deserve it, for having failed to make the lesson interesting? And does he not as often fail to make it interesting on account of his own as well as the pupil's unhealthy way of thinking, brought about by this system of bribery, now so generally practised?

Some one says, "Yes, we object to misdemeanours; but surely you will admit it is well sometimes, to give studious and orderly pupils reward for good behaviour." We make no such admission. The conscious self-approval that always follows right action, is a greater reward for good conduct than any gift or favour can be. This is the only reward that they can look for in after life for deeds of kindness, uprightness, or self-sacrifice. They should learn to value it now. Seeing then that this method works evil to the pupil and evil to the teacher, shall we still go on, on this line, or right about turn? Perhaps some one will say if you take away this kind of stimulus, what do you give us as a substitute? Our object to-day is to clear away the rubbish, not to erect another building. We answer, however, briefly, that there are nobler and better motives to study than that afforded by any marking system.

The teacher should endeavour to implant in the mind of the pupil, not a fear of marks, but a love of study. The pupil should not have examinations, certificates, etc., kept before him as something to work for, but as a rational human being, he should be helped to embrace the opportunity of enriching his mind and of equipping himself for the work of life.

A word of rebuke properly given may be enough to start a resolution of improvement—a resolution that all good and bad marks failed to do. One sentence of honest praise bestowed at the right time is worth more than the marks of a whole term. Beyond all such machinery as we condemn, the real incentives to study are a keen sense of the value of the teacher's approbation, the sense of duty, and that contagious enthusiasm for learning which can be caught only from those who possess it.

We conclude by venturing the opinion, that under the influence of such a system as this, shamming, cramming, copying, cheating, etc., would rapidly disappear.

JOHN MUNRO.

In the teacher's profession it is not labour, but vexation that hurts one. Teaching is the noblest of professions, but the sorriest of trades. In that adaptability called tact is found the ready power of finding and doing what the circumstances requires. Tact is skillful prudence in action. One-half the knowledge with twice the tact is better than twice the knowledge with one-half the tact. Tact is an unspoken influence which makes scholars do what they dislike and yet what they ought, without disliking it. The best of tact is seen in the power of illustration.—*Rev. J. Noah, of Manhattan College.*

Educational Opinion.

WHAT HIGHER INSTITUTIONS ARE REQUIRED FOR THE HIGHER EDUCATION.

THE higher education means that which brings forward men prepared to be leaders of thought, influence, and authority. It begins when a young man enters college, and ends when he goes out from under teachers for his life work. Its direct aims are: Discipline—the training which forms well-balanced minds; expansion of the mind by a comprehensive survey of the wide world of truth; the accumulation of knowledge—the consciousness of some things thoroughly known; the forming of character by a proper blending of moral and intellectual culture.

Its legitimate results, primarily and chiefly, are the perfecting of the individual soul. Society exists for the individual, not the individual for society. More in detail, it prepares broad-minded men to be leaders in great enterprises; bright women to be good wives and mothers—educators of all grades—lawyers, physicians, clergymen, journalists, wise and capable scholars, artists, authors, investigators, specialists fitted to increase the sum of human knowledge and the means of human happiness. The institutions required to carry on the higher education are the college and the university—two names sadly abused.

The college is peculiar in respect of the persons with whom it deals—young men from fifteen to twenty-five; second, as respects the length of time covered by its course of study—four years—not arbitrarily fixed, but settled by experience for "the total cultivation of the man;" third, in the prescribed curriculum of study enforced by daily recitations. Though changed in some details, it is essentially the same in the great departments and their relative properties as a century ago. It is an incidental advantage from the presented curriculum in connection with the full period, that it gives the student opportunity for a voluntary culture of things not included in the regular routine, such as physical development, music, fine art, and literary exercises with fellow students.

The university represents the other department of higher education. The misuse of the term is due in part to the fact that most of our best universities have been much occupied with work which belongs to colleges and academies. It is important if the functions of two institutions are to be united in one establishment, that the line should be distinctly drawn between them in respect of the regiment of students, the standard of scholarship, and the honours awarded.

A university proper should embrace a cluster of institutions or departments for special professional instruction, and original

advanced investigation. Here belong, normal schools, strictly such, schools of technology and agriculture, schools of law, medicine, and theology; schools of fine art, and laboratories, and lectureships for the advancement of learning. "The college is a training place for minds yet immature. The university is a teaching place for those already trained. This distinction ought to be carefully maintained."—*President A. L. Chapin, of Beloit, Wis.*

METHODS AND PRINCIPLES.

WHAT have teachers to do with principles and methods? in other words, how can a student learn how to teach? There are some who decry the science of education, and say that there are no fundamental principles underneath good teaching; that all the modern talk concerning Pestalozzian axioms and Froebelian doctrine is nonsense, and the sooner it is stopped the better it will be for the rising race of children in our schools. They either ignore or decry such works as Payne's Lectures, Tate's Philosophy of Education, Johonnot's Principles and Practice, and Sully's Psychology, and tell the young teacher to go at his work, make his pupils learn, keep order, be prompt, truthful and kind, and do whatever seems right in the sight of his own eyes, and he will not be far from the right road.

The number of such persons is greater than it would at first be supposed. They are found in every state and almost every county in all parts of our country. "What shall be done with them?"

Nothing. Let them alone. If at the close of the most brilliant educational century this world has ever seen, they have no capacity, with all their advantages, to see that the science and art of education has assumed forms and systems, they cannot be made to see by any effort we can put forth. They are dry to the roots—only an incumbrance to the ground they occupy. Our work is with those who are coming upon the stage of action—the young teachers of our land. In these is our hope. If they catch the inspiration of the times, their work will show it, and we may expect better times to come. In scientific principles and methods is our hope. What are they? Among the very first is this:

The number of facts a pupil learns is by no means the measure of his success. It is not what he learns, but how he learns, that is to make a man or woman out of him. The old idea that a child must spend his days in memorizing a book has gone by, yet it would astonish us were we to know how much of this system still remains. We are coming to realize that we actually use but very little of what we learn in schools. It is the mental power we gain that goes with us, and serves us to a good purpose when thrown upon the

world. The college graduate who assumes superiority because he holds a diploma, and considers himself as belonging to a privileged class because of his technical attainments, will soon find himself shoved aside by the farmer boy, who, while following the plough, or by candle-light, has learned to do his own thinking, and kept an active sympathy with the world as it is. The college graduate often wins a great success, but it is not because of his books or his certificate, but because he has learned how to grapple forces as they are met in actual life, and turn them to good account. The number of facts he has learned stand in the same relation to the ripened harvest as the grindstone to the sickle. The stone didn't cut the grain, but it made keen the edge of the instrument that did the work. Mind conquers to-day, not guns. Mind rules industry and trade. Facts are dead things in school, except as they are turned to account in training mind. Give a young man mind, character, and body, and even if he never knows how many tenses there are in the subjunctive mode, he will succeed.

—*School Journal.*

Methods and Illustrations

SOME HINTS FOR GEOGRAPHY TEACHERS.

LET us take into consideration some of the kindergarten ways of teaching geography, which in the experience of many teachers have proved to be the most efficacious. The best geography will be obtained from children who are first taught to make out of bricks, pea-work, and other kindergarten devices, what may be called a doll's school-room with its surroundings. Allowing an inch for every foot, five ten-inch bricks, end to end, will represent one of the side walls of a school-room 50 feet in length. We thus obtain a concrete conception of scale which is a fit introduction to the more abstract conception of drawing to scale.

Windows, doors, tables, desks, and forms, stoves, cupboards, can all be ingeniously represented in the model school-room and the school play-ground, and other precincts can be readily indicated on the same principle. This model may be laid down upon the floor, or, better still, mounted upon a table. Bricks can be used to show the elevation of the school-building, and this can be drawn by the teacher with profit upon the blackboard or by the children on their slates, before the ground plan is similarly proceeded with. Many teachers seem to imagine that a plan of the school means nothing but a plan of the main school-room, whereas it undoubtedly means a ground plan of the school-buildings and school precincts. Some teachers put as little into the ground plan in the way of school furniture as they think

they safely may, and it certainly is not the rule, as it should be, for teachers to make the final plan hung up for use in the school, the finished result of a series of lessons in drawing to scale upon the blackboard.

How can geography be taught upon kindergarten principles? In many ways. In the case of country children living by the sea and within sight of mountains, there will be little or no difficulty in teaching geographical definitions. But where this education from nature herself is unavailable we must resort first to models. We have met with dozens of teachers who make their own clay models, either upon a blue board—the blue being intended to represent the sea or in an actual trough of water.

Many of these relief maps are admirably made, but they are apt to crack unless great care is taken to secure an enduring clay. Relief maps of the kind are also made of putty, and then there is the device of the sand-map, which is made by gumming sand down along the boundary lines, by which a permanent outline is secured, and then filling up the interior with sand, through which rivers, railways and canals, can be traced by the teacher or scholars, or by means of which hills and mountains may be piled, or other effects in physical geography visually expressed.

But the simplest and perhaps the best means of teaching the definitions is to be found in a heap of river sand or gravel or damp sawdust, placed upon a blue board, or heaped upon the school floor, a portion of which may, for convenience, be coloured blue or green. The teacher will show the scholars say coast-line, or a peninsula, telling them to suppose that the sand is land and the coloured wood water, and elicit from them through the observation of their own eyes the relations between the supposed land and water, which form the bases for the definitions of coast and peninsula. It will be found that a hand-brush is the best means of manipulating the sand or gravel.

Having learned the definitions in this way, one by one, the scholars may be then tested from a permanent relief-map containing illustrations of as many definitions as possible—I have known a spirited teacher go so far as to sacrifice his fuses in order to put life into his volcanoes. The pictorial chart is the next step on the road from the concrete to the abstract, and finally the blank map is reached. But teachers would do wisely in keeping to the relief-map to a considerable extent even in the upper-grades. It would, of course, be quite out of the question, when making a relief map of America, to put every town, and mountain, or island upon it that should be taught; but the general contour of the various countries—for example, the mountainous character of the west, the almost dead level of the prairies,

can be shown in a way which will arrest the attention far more than the most cunningly shaded map.

Mention may here be made of a delightful kindergarten contrivance, which may be termed the table map. This consists of a table with a blank map marked out in colours upon it. The scholars sit round this table provided with counters to represent towns, cones for mountains, long straws, or thin slips of wood for railways. The teacher then calls upon the players in this geographical game to put down in their turn a counter on a town noted for hardware or woollen goods, a cone upon any peak 3,000 feet in height, or a straw upon the railroad. I have even seen one of these table maps made in relief to represent Pennsylvania, intersected by miniature railways, along which a toy train would run, stopping at the leading manufacturing towns, with tiny bales of raw goods to be worked up into their staple industries.—*The Practical Teacher.*

SINGING IN SCHOOLS.

Much attention is given in most schools to singing—a healthful and enjoyable exercise. But there is not a single principle in physical or vocal training as applied to reading that is not equally applicable to singing. Reading and singing are two similar forms of vocal expression, requiring the use of the same vocal organs, and consequently the same process of development. Great injury is often done to children by allowing or requiring them to sing as loudly as possible, while no attention is paid to the position of the body or the manner in which the tone is produced. Sitting incorrectly—spine curved, chest sunken, head bent—produces a cramping of all the muscles most necessary for the work. The pupil struggles to make up for this loss of power by increased effort with the throat. The result is not only a rasping and straining of this delicate organ, but great physical fatigue, and hard, screaming tones, anything but musical. One can easily judge of the effect of such "singing" continued daily, or even weekly. If attention to the necessary physical requirements in reading and singing cannot, for want of time, be given to both branches, let it be wholly bestowed upon the singing. A pupil who may read out half a minute at a time, sometimes sings for a half or a whole hour without many intervals of rest. Moreover the injury done to the voice in faulty singing is far greater than can possibly be done in reading. Proper management of the breath; proper production of tone; clearness, force, pitch, and flexibility of tone, can as profitably be taught in connection with the musical scale as with vowel sounds or words; and all musical training, in whatever form, is of great value in teaching reading.—*Le Rose.*

Mathematics.

PROBLEMS IN ARITHMETIC.

1. THREE circles, each 40 rods in diameter, touch one another externally; what is the area of the space enclosed between the circles? Ans.—645 sq. rds.

2. If I pay for a pound of sugar and get a pound Troy, what per cent. do I lose, and what per cent. does the grocer gain by the transaction? Ans.—17 $\frac{1}{2}$; 21 $\frac{1}{3}$.

3. A, B and C. mow a field for \$12. A mows as much as B and C, lacking 5 acres; and B as much as A and C, lacking 10 acres. If A receives \$5, how much should B and C receive? Ans.—\$4; \$3.

4. Paid \$150 for a claim due in six months. A broker bought it on the same day, taking bank discount at 6. If I cleared \$13.90, what was the amount of the claim? Ans.—\$200.

5. A gave his note to B for \$300, at 10 per cent. due in 4 months. B sells the note the same day to C at 8 per cent. true discount. What does B receive? Ans.—\$301.948.

6.—If stock bought at 10 per cent. above par pays 8 per cent. on the investment, what per cent. would it pay if bought at 10 per cent. discount? Ans.—9 $\frac{1}{2}$ per cent.

7. A man bought 5 per cent. railroad stock at 109 $\frac{1}{2}$, and 4 $\frac{1}{2}$ per cent. pike stock at 107 $\frac{1}{2}$, brokerage $\frac{1}{2}$ per cent. in each case. The former cost him \$100 less than the latter, but yielded the same income. What did each cost him? Ans.—Former, \$1,100; latter \$1,200.

8. I sold two buggies for the same sum, on one I gained 30 per cent., and on the other I lost 50 per cent. What did each cost me if my loss was \$24 on the sale? Ans.—\$24; \$62.40.

9. A merchant sold a part of his goods at a profit of 20 per cent., and the remainder at a loss of 11 per cent. His goods cost him \$1,000 and his gain was \$100. How much was sold at a profit? Ans.—\$677.42.

10.—Received \$1,009.29 for a note having 60 days to run, discounted at a bank at 6 per cent. How much should I have received for it, discounted at true discount at 12 per cent. Ans.—\$1,000.

11.—A merchant in Cincinnati wishes to pay a debt of \$1,400 in San Francisco. The rate of discount being 5 per cent., and exchange $\frac{1}{8}$ per cent. premium. What must he pay for a 60 day draft? Ans.—\$1,389.50.

12. A Boston merchant remitted to Cleveland a draft for \$1,250 at 90 days at 6 per cent., paying for it \$1,321.25; what was the rate of exchange? Ans.— $\frac{1}{2}$ per cent.

13. I bought goods and paid a certain import duty on them. I marked them so as to gain 20 per cent. of the total cost, but being obliged to throw off 10 per cent. of this marked price, my gain was only 10 per cent. of the first cost of the goods. What was the rate of duty? Ans.—17 $\frac{1}{2}$ per cent.

14. I bought 2 $\frac{1}{2}$ per cent. stock at \$6, and 4 $\frac{1}{2}$ per cent. stock at \$5. The income on the former

was 44 $\frac{1}{2}$ per cent. more than on the latter, but I invested \$22,140 less in the latter than in the former, what per cent. do I realize on my investment? Ans.—33 $\frac{1}{3}$ per cent.

15. I invest $\frac{2}{3}$ as much in 8 per cent. canal stock at 104 as in 6 per cent. gas stock at 117; if my income from both is \$1,200, how much did I pay for each, and what was my income from each? Ans.—Income \$600; Cost \$11,700, gas stock; \$7,500 canal stock.

16. A person being asked the hour of the day, replied: "2 $\frac{1}{3}$ of the time past noon equals $\frac{2}{3}$ of the time from now till midnight, plus 2 $\frac{2}{3}$ hours;" What was the time? Ans.—6 o'clock.

E. W.

"I HAVE lately heard an authentic anecdote of Darwin, that seems quite worth repeating," says the genial "Lounger" of the *N.Y. Critic*. "It refers to his old age—the period when he was bringing out his books on the habits of plants. His health was poor; and an old family servant—a woman—overhearing his daughter express some anxiety about his condition, sought to reassure her by saying: 'Hi believe master 'd be hall right, madam, hif 'e only 'ad somethin' to hoccupy 'is mind; sometimes 'e stands in the conservatory from mornin' till night—just a-lookin' at the flow-ers. Hif 'e only 'ad somethin' to do, 'e'd be hevver so much botter, hI'm sure,' No one enjoyed the joke more than the great naturalist himself."

THE Paris correspondent of the London *Times* telegraphs to his paper the following note concerning the publication of the new volume by Victor Hugo: "The appearance of the first volume of the posthumous works of Victor Hugo is the great literary event of the day. Altogether the executors estimate that they have material for ten volumes, besides an immense number of letters. 'La Théâtre en Liberté,' the volume now issued, consists of a number of pieces in dramatic form, but with one exception declared by the author himself to be unsuited to actual representation. They are meant for that ideal theatre which every one can imagine as he reads. All the book is in verse which, according to general testimony, will rival the finest, the most brilliant, the sweetest, and the gayest effusions of the romantic poet. Most of the pieces were written in the poet's seagirt place of exile. The 'Grand'mère,' which is the principal piece, is a delicious idyl, treating once more of the author's favourite theme, little children, and the power that is in them to conquer the selfishness and worldliness of their elders. One of the plays is a sort of curious fairy tale, called 'Mangerontils?' The question is, whether two poor lovers, condemned by a king to die of starvation in a wood full of poisonous herbs, will eat or be starved to death. Verses recounting the tortures of hunger and thirst alternate with ecstasies of love. Ultimately the lovers are rescued by a poetical and witty bandit. The piece concludes with a brilliantly written farewell to nature by the dying Sorceress of the Forest. 'La Forêt Mouillée' is the concluding piece. Its personages are the flowers, the plants, the pebbles, the brooks, and a philosopher who sees in the forest a refuge from love, which he detests and despises."

Educational Intelligence.

EDUCATION IN QUEBEC.

EDUCATION, that key which opens to man a knowledge of the experience of his fellows; that sesame which, to its possessor, unrolls the panorama of past and present events, which informs the mind of the dweller in the most remote districts and expands the views of the recluse, exists only in name in the parishes of Quebec. The common schools are so in name alone, for they are intensely sectarian, the catechism being the chief text-book, and may be described as institutions for preparing boys and girls for their first communion. Despite a system of public schools having existed for over forty years, the majority of the rural population cannot read, and, probably, not over one-tenth can write. I have known such instances as that of a coroner's jury where every one, save the foreman, signed his name with a cross. You hear much in Ontario of the advantages of a system of education based upon religion. If anybody wants to see what schools modelled strictly upon such a basis accomplish in the way of teaching the three R's, let him come to Quebec, and he will speedily satisfy himself that they are institutions designed to perpetuate ignorance under the pretence of conveying knowledge. Many of the French residents of this Province are perfectly conscious of this.

It is right to note that for the wretched caricatures of schools found in the rural parts, the habitants themselves are not wholly blameless. Their dislike to paying rates prevents adequate salaries being offered, so that the supply of qualified teachers is small, and their place is supplied by nuns or Christian Brothers, who require no diploma. The school terms seldom exceed eight months in the year, and the teacher's salary is more frequently under \$75 than above it.

The schools of the English-speaking minority are really the common schools of the province, for they are always non-sectarian and often purely secular.—An "English-Speaking Resident," in the Mail.

THE OPENING OF THE TORONTO NORMAL SCHOOL.

THE autumn session of the Normal School opened on Thursday morning, 14th inst., with an attendance of 118 students, two being absent. The total number admitted for the term is 120, composed of eighty female and forty male pupils. Hon. G. W. Ross, Minister of Education, occupied the chair, and after a few introductory remarks called upon Principal Kirkland to deliver his customary address.

Principal Kirkland, who was warmly received, after welcoming the students to the Normal school, and giving them some good advice and directions as to the best method of pursuing their studies, took for the subject of his lecture, "Examinations, their advantages and disadvantages, the best means of preparing to be successful at them, their relations to a system of education, and the method of conducting them in the Normal school."

The chairman, in acknowledging the vote of thanks, expressed the pleasure it gave him to be present at the opening of such a successful session. He remembered when all the benches were not full

owing to a scarcity of second-class pupils who were provided with the necessary means to enable them to attend the school. Happily that time had passed away, there being now more applicants than could be admitted. He trusted that the students would apply themselves with earnestness to the work of the session, and at its conclusion carry away kindly recollections of their *alma mater*. He was not favourable to the use of midnight oil. Students should avoid that means of study, as it impaired the health. They should not neglect their physical training. A sound mind in a sound body should be aimed at. They should cultivate broader sympathies with children. Striking hard blows to impress hard facts was an old rule and a bad one. He hoped that none of them would return home without a certificate, and concluded by commending them to the tender mercies of the Principal and his staff.

MR. ANDREW A. OGILVIE, of Winnipeg, has been engaged as teacher at Morden, Man.

MR. J. H. MARKLE has received the appointment of Science Master in Paris High School.

THE Hon. Geo. W. Ross, Minister of Education for Ontario, has returned from England.

A GYMNASIUM is being added to the Ingersoll Collegiate Institute, and an addition is being made to the central school building.

MR. A. W. REAVELEY, M.A., recently of Beamsville, has been appointed head master of the Tilsonburg High School.

W. NICHOL, an honour graduate of Queen's College, has been appointed Science Master in Guelph Collegiate Institute.

MISSES HICKOX, Annie McColl, and Lillian Teetzel have been placed on the teaching list of the St. Thomas schools.

THE Walkerton High School Board have engaged Mr. J. R. Street, B.A., of Palmyra, Kent County, as modern language master.

MR. R. A. LITTLE, classical master in the Ridgetown Collegiate Institute, has been engaged by the collegiate institute board in London.

MR. E. OLDUM, M.A., head master of Pembroke High School, has been appointed to take charge of the preparatory department of Tokio College, Japan, in the spring.

MR. L. FLECKENSTEIN, principal of the Port Stanley public school, was recently presented with a purse by those of the pupils who passed the recent collegiate institute examination.

MR. F. H. TORRINGTON, of Toronto, has been honoured with the gold medal of the Royal Society of Science, Literature and Art, of England, "in recognition of his services in the cause of musical art."

IN the pronouncing contest held at Grimsly Park, the first prize was accorded to Mr. T. J. Parr, of Woodstock; the second to Dr. Withrow, of Toronto; and the third to Miss Edwards, of Seaforth.

AT a special meeting of the Bowmanville Board of Education, Miss H. Garren and Miss B. McWain, of Oshawa, and Miss Moore, of Newcastle, were appointed to the divisions of Miss Raines, Miss Birnie and Miss Gould.

MR. S. B. SINCLAIR, Ph.B., has been appointed assistant teacher in Hamilton Model School. Mr. Sinclair holds a first-class professional certificate, and is said to be well acquainted with the most modern Canadian and American educational methods.

AT a recent meeting of the Whitby Board of Education the committee on school management reported in favour of engaging Miss Kate Rogers, of St. Thomas, to fill the vacancy in the model school, at a salary of \$300 per annum. Report was adopted.

THE New Brunswick *Journal of Education* says its own Province should imitate Ontario in the matter of requiring the non-professional certificates to be taken before entrance to the normal school, so that the work in that institution might be wholly of a professional character.

THE *Canada Presbyterian* thinks that some of the questions set at the recent examinations would have been quite suitable had the candidates been such men as Dr. Wilson and Mr. Goldwin Smith. It is of opinion, moreover, that Mr. Blake or Mr. Mills might have secured a pass on some of them.

THE Ottawa Art School will re-open in a week or two. Owing to the large increase in the attendance, the managing committee is considering several schemes with reference to additional accommodation. One proposal is that the present buildings be enlarged, while others prefer the idea of obtaining new quarters. It is expected that a decision will be reached shortly. The teachers this term will number eight.

MR. S. C. STEVENSON writes from London to the effect that he has been studying the South Kensington system of art teaching. He is about to visit Paris, France, in company with the Hon. G. Ouimet, to examine the system of art teaching there. Mr. Stevenson further states that he has secured a number of good models from South Kensington, and expects to get some valuable designs as well as models, through the courtesy of the Minister of Public Works for France.

THE following have been engaged by the public school board of Sault Ste. Marie as teachers at the several schools within the municipality, for the year commencing 15th August: town school, L. B. Davidson, principal (re-engaged), with Misses A. Irvine, of Kingston, and B. Todd, of Collingwood (re-engaged), as assistants; East Korah, Miss A. Nicholls, of Kingston; West Korah, same as last year, Miss McGregor; Base Line, Mr. D. Vanzant, of Leamington; Tarentorus, Miss Sarah J. Murton.

ON the 2nd inst. ex-President Porter and Professor George P. Fisher, of Yale College, received the degrees of LL.D. and D.D. respectively, from the university of Edinburgh. These degrees were voted to them in 1884, but neither was able to go to England last year to receive them. A large number of Americans were present to see the honours conferred during the university commemoration exercises. Several other Americans have been voted honorary degrees, but no others will be conferred at this commemoration.

FROM the results of the recent Toronto University examinations we are pleased to learn that Miss Edith M. Fitch, daughter of B. F. Fitch, Esq.,

M.A., has been successful in the competition for the Governor-General's medal, awarded to the candidate from the Brantford Ladies' College securing the highest standing in these examinations. Miss Fitch is to be congratulated on the distinction thus conferred. The few young ladies from this college who wrote were all successful, Miss Fitch matriculating with honours in English, Literature, French and German, Miss Burns and Miss Donald taking honours in history and geography, and Miss Findlay in French.—*Brantford Expositor*.

OF Mr. Grant Allen, the Canadian author who is now on a visit to his relatives in Kingston, Brockville and other places in this country, an English magazine says: "The versatility of Mr. Grant Allen is one of the most extraordinary literary phenomena of the day. Nothing comes amiss to his facile pen. Yesterday he wrote a charming novelette, to-day he issues a learned scientific monograph, and to-morrow he will throw you off a three-volume novel, plot, characters and incidents all complete, and all cleverly worked out into the bargain, without 'turning a hair.' We would say that in the achievements of *lours de force* Mr. Grant Allen would suffer little even in comparison with Byron, who is said to have written 'The Bride of Abydos' at a sitting."

INQUIRIES with practical objects in view would seem to be largely increasing in the Canadian Section. During the past week a very considerable number of English and Scotch farmers have shown great interest in the display, especially the agricultural products. With most of them there are a few years of the leases of their farms to run, and they are now seeking information with the view of settling in one of the colonies when free. The general tenor of their conversation would seem to prove beyond question that much dissatisfaction exists among the farming classes here, and it may not unnaturally be that their fears for the future in Britain have been somewhat confirmed by personal inspection or by newspaper reports of the excellence of Canadian products, and by the widely circulated statements as to the rapid development of agriculture, especially in the Canadian North-West.—*Canadian Gazette*.

AT the last meeting of the London, Ont., Board of Education, Mr. Sharman, chairman of No. 1 committee, reported: 1. That R. A. Little be appointed to the vacancy created by the resignation of Mr. Langford as classical master at the collegiate institute at \$900 per year. 2. That the following ladies be promoted, caused by the resignation of Miss Kessack, and the promotion of Miss Hanson to the collegiate institute; Miss Buckle to Miss Hanson's room; Miss Simpson to Miss Buckle's room, and Miss Christie to Miss Simpson's room. The first clause was passed and the second read. The Inspector said Miss Magee had been longer in a higher grade than Miss Christie. Dr. MacArthur moved in amendment and Mr. Jeffrey seconded: "That the name of Miss Bella Magee be substituted for that of Miss Christie for promotion to Miss Simpson's room." Carried seven to three.

MR. BLAINE spoke on Tuesday, August 3rd, to a large crowd at the Chautauqua camp-meeting at Freyburg. His subject was the tendencies of modern college education. He praised the labours

of the Chautauqua people, and said they avoided the expensiveness which was growing to be a dangerous concomitant of collegiate education. He declared the most intolerable form of class pretension to be that which is founded upon mere wealth. In this respect the military and naval schools were not so open to criticism as were our civil colleges, for in the former the rich boy had no opportunity to outshine or over-awe his poor companion by his expenditures, but equality of position was strictly maintained. The university, which will imitate these schools in this respect, will inevitably become the centre of our highest cultivation and education. Mr. Blaine also referred to the unnecessarily large portion of the young man's life occupied by the present requirements of collegiate education.

THE Canadian Educational Court at the Colonial Exhibition is to the visitors a striking evidence of the Dominion's intellectual development. Ontario's fine display of educational appliances is admirably situated at the end of the Canadian machinery annex—by-the-by, the only country that has machinery in motion. Off the Ontario Court, and at the end of the New Zealand section, is the Quebec, Nova Scotia, and New Brunswick school display, and a fine exhibit it is—books, maps, drawings, needlework and models—thus illustrating the actual work done in the schools. Each of these provinces has a commissioner in attendance to give to visitors any information they may require, and to take care of the objects and otherwise to do what he can to give Canada and her universities, colleges and schools all possible prominence. In this respect, the Dominion is very well served, because she has at South Kensington intelligent and energetic men; which is saying a good deal, inasmuch as it is not only in the Intercolonial display of objects that there is a keen competition, but also in the effort to give them prominence, and in this matter Canada, by her several representatives, is excellently attended. Her press room, in which there are a large number of Canadian journals, is well patronized by the visitors, and on the walls there is a good collection of photographs illustrative of the towns, buildings and scenery of New Brunswick. This Province has also a magnificent trophy of forestry to show the quality and use of her various kinds of timber, as well as the feathered and four-footed game still so abundant. In this unique structure there is, first, the different kind of logs with their bark on; secondly, the rough planks, with the leaf and flower of each tree; then the saplings, and above them the polished boards to show the use they could be put to in manufacture; and the edifice is crowned with birds and animals, the structure, as a whole, attracting a good deal of public attention.—*Canadian Gazette (London, Eng.)*.

AN interesting experiment, showing the influence of electricity on the growth of roots, has been made in Germany by Prof. Hodefleiss. Plates of copper were thrust upright into the earth and connected by wires with similarly placed zinc plates about one hundred feet distant, an electric battery being thus formed, with the earth between the copper and the zinc in the circuit. Both potatoes and beets planted between such plates gave an increased yield—beets fifteen per cent., potatoes twenty-five per cent.—as compared with other parts of the same field.

Examination Papers.

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(Protestant Section.)

Examination of Teachers, July 1886.

ENGLISH LITERATURE—SECOND CLASS.

Examiner—D. J. GOGGIN.

Time—two hours and a half.

NOTE.—Marks will be given for the literary form of each answer.

1. "The back-bone of Scott's mental life was his love of his home, his country and his people." Discuss this statement.

2. Outline the education which Scott had for his work as a poet, and say what characteristics of his have most impressed you.

3. Discuss the morality of Roderick's defence of the Highland forays.

4. Sketch the character of Fitz-James, introducing quotations where you can.

5. Write explanatory notes on the following extracts, and state in what connection each occurs:

While Albany with feeble hand
Held borrowed truncheon of command,
The young king, mewed in Stirling tower
Was stranger to respect and power.

And mothers held their babes on high,
The self-devoted chief to spy,
Triumphant over wrongs and ire,
To whom the prattlers owed a sire.

I'll dream no more,—by manly mind
Not even in sleep is will resigned.
My midnight orisons said o'er,
I'll turn to rest and dream no more.

6. Quote from the "Lady of the Lake" a passage similar in sentiment or expression to this:

—He that depends
Upon your favour swims with fins of lead
And hews down oaks with rushes. Hang ye!
Trust ye?
With every minute you do change a mind,
And call him noble that was now your hate,
Him vile that was your garland.

—*Coriolanus*.

7. Quote your favourite passage in the "Lady of the Lake" and say why it is so.

8. Paraphrase the following stanza, and show clearly its connection with the story that follows:

Fair as the earliest beam of eastern light,
When first by the bewildered pilgrim spied,
It smiles upon the dreary brow of night
And silvers o'er the torrent's foaming tide,
And lights the fearful path on mountain side,—
Fair as that beam, although the fairest far,
Giving to horror grace, to danger pride,
Shine martial Faith, and Courtesy's bright star,
Through all the wreckful storms that cloud the
brow of War.

9. Show how far the metre employed in the "Lady of the Lake" harmonizes with the general character of the poem.

HISTORY—SECOND CLASS.

Examiner—REV. CANON O'MEARA.

Time—three hours.

1. Give some account of the domestic and political reforms of Alfred the Great.

2. Sketch briefly the course of the civil war between Stephen and Maud.

3. State the circumstances which led to the signing of the Magna Charta, and give the chief provisions.

4. Describe the social and political condition of England under the Houses of York and Lancaster.

5. Tell what you know of the death of Mary Queen of Scots, and the circumstances which led to it.

6. Trace the course of events which caused the Revolution of 1688.

7. Write historical notes on Warren Hastings, the Union of England and Ireland, the Abolition of Slavery.

8. Explain the causes which produced the Rebellion of 1837, and enumerate its chief battles.

9. Describe the circumstances under which the following provinces entered Confederation: Nova Scotia, Manitoba, British Columbia.

10. Write brief historical notes on the following persons: Jacques Cartier, Gen. Wolfe, Sir Isaac Brock, Papineau, Louis Riel.

DICTATION—SECOND CLASS.

NOTE TO THE PRESIDING EXAMINER.—This paper is not to be seen by the candidates. It is to be read to them *three times*—*first* at the ordinary rate of reading, they simply listen to catch the meaning of the passages; *second*, slowly, the candidates writing; *third*, for review. Candidates are not to be permitted to re-write the passage.

Eighteen words were given for spelling, not as words are ordinarily pronounced in exercises of this kind, but in sentences for the pupils to write.

The words sugar, pleasant, truly, Wednesday, February, accommodation, interesting, ninety, extremely, committee, preceding, and grammatically occurred casually in these sentences, and the number of misspelled words found in the pupil's papers was professedly unaccountable to the teacher, but extremely suggestive to the examiner.

The knowledge exhibited, however, of the rules of punctuation, abbreviation and syllabication was creditable, though the promiscuous distribution of capitals in the written exercises, not exceptionally difficult in their construction or arrangement, was indicative of a lamentable lack of familiarity with the usages of our best literary authorities.

The desultory character of the instruction in English given to these pupils, is responsible for this result, and to this cause may much of the illegible writing of the present day be legitimately traced.

READING—SECOND CLASS.

Time—half an hour.

The Saxon paused: 'I ne'er delayed
When foeman bade me draw my blade;
Nay more, brave Chief, I vowed thy death;
Yet sure thy fair and generous faith,
And my deep debt for life preserved,
A better meed have well deserved;
Can nought but blood our feud atone?
Are there no means?'—'No, Stranger, none!
And hear—to fire thy flagging zeal—
The Saxon cause rests on thy steel;
For thus spoke Fate, by prophet bred
Between the living and the dead;

"Who spills the foremost foeman's life,
His party conquers in the strife."
Canto V, section XIII, *The Lady of the Lake*.

(a) Write the above passage and underline the words which you would emphasize to bring out the sense, and indicate by a double line the words on which you would lay special emphasis.

(b) Which would you use, the *rising* or the *falling* inflection in line 7 and in line 8?

(c) Distinguish between *pitch* and *inflection*, illustrating your answer by reference to lines 8, 9, and 10.

N. B.—The presiding examiner will also require each candidate to read, *in his hearing alone*, an extract from "The Lady of the Lake," of which no previous notice is to be given, and for which the maximum mark will be thirty (30).

The examiner is not limited to the hour indicated in the time table.

GEOGRAPHY—SECOND CLASS.

Examiner—D. J. GOGGIN.

Time—two hours.

1. Give a short explanation of standard time, twilight, the monsoons of the Indian Ocean.

2. A travels due north from Winnipeg 10, and B due west 10; which of them travels the greater distance? Why?

3. Forests receive more rain than treeless regions similarly situated. Why?

4. Compare Europe and South America as to physical conditions favourable to the spread of civilization.

5. Mark on an outline map of the Dominion of Canada the provinces and territories; their leading productions; the Canada Pacific, Grand Trunk and Intercolonial railways; Montreal, Ottawa, Toronto, Halifax, Winnipeg, Vancouver.

6. Under these heads:

- (a) Surface and drainage.
- (b) Climate and productions.
- (c) Exports and manufactures.
- (d) People and government.

Describe *one* of the following countries: Brazil, France, Hindostan, England, Prussia.

7. Give the position of the following places, mentioning anything notable about them; Valencia, Nanaimo, Hudson River, Portland, Pittsburg, Geneva, Brindisi, Honolulu, Clyde River, Bordeaux, Ararat, Cape Race.

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