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Edited by T. ARNOLD HAULTAIN, M.A.

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JAMES V. WRIGHT, General Manager.

TORONTO, DECEMBER 30, 1886.

The following remarks from the Ottawa *Evening Journal* parents should read during the Christmas vacation:—"The advantages of education and mental training are so freely distributed, with our thorough school systems, that there appears little cause why the standard of general cultivation should not be raised infinitely higher than in the days of little or no schooling; and when difficulties of surpassing magnitude stood in the way of the aspiring student and the object of his desire. Education is now too often regarded as the bane rather than the privilege of the child, and he takes his share as a distasteful medicine instead of as the creative stimulant of mental activity and power. On every side come complaints

that there is too much education; too many subjects taught; too few fully comprehended and digested. Be this as it may; there is ground to justify the warning to those with whom rests the training of children, that the most palpable mistake which parents and guardians can make is to neglect the awakening and developing of those habits of observation whose fruition is thoroughness of culture and breadth of information. We are often told that the vacation is a convenient season in which the scholars forget what has been imparted to them during the period of instruction. The fallacy of this contention if put forward as a general principle is easily exposed, but it unhappily has for its fountain and source a certain amount of truth, and the aim of all instruction should be to remove the ground for this charge by making permanent the knowledge stored in the mind of youth. The Kindergarten system has won approval on account of the absence of puzzling theory in the early stage of education. Changes in our school system may doubtless improve the features now criticized as lacking practical application of the idea and things presented in figures and letters to the mind in its infancy. But the main responsibility rests with parents, who can cultivate in a hundred ways the intelligence of their children."

A WRITER in a recent number of the *Current* has been making some interesting generalizations from the statistics given in the last census of the United States. From his article we take the following, showing the relative increase in the numbers of wealth producers and wealth-distributors:

"Speaking first in general terms, we note that the rate of increase of persons engaged in agriculture has been, for the decade under consideration, 30 per cent. Thus the number of persons engaged in agriculture has increased in exactly the same proportion as the total population. Manufacturers and miners, on the other hand, have increased more rapidly, the rate being 42 per cent. Professional men

and those engaged in personal service have increased at the same rate as traders and transporters, their rate being 52 per cent., or 22 per cent. in excess of the general increase in population. In the complex and independent relations of to-day's life, it would be unsafe and unwise to depreciate the value of those who go between the producers and the consumers, that is, the traders and transporters. Still, those who produce the raw material from mother earth, and those who manufacture it into the forms demanded for consumption, make the real accretions to the world's wealth. Averaging, then, the rates of increase in our wealth producers, our agriculturists, miners, and manufacturers at 36 per cent., we have a 52 per cent. increase of wealth-distributors supplying the fruits of a 36 per cent. increase of wealth producers, to a 30 per cent. general increase of population. Whether this ratio is a necessary or an abnormal development is a question. Trade and transportation include agents, bankers, clerks, officials and employees of companies, shopkeepers, and the like. Their lives are proverbially less labourious and more desirable than the lives of agriculturists, miners, and manufacturers. May not this 16 per cent. excess of the one over the other be but an expression of people's instinct to adopt an easy and agreeable calling? At any rate, just as the demand creates the supply, so the consumers support the producers and distributors. Averaging the rates of increase of the last two at 49 per cent., we have a 49 per cent. increase in these special lines forcing their services upon a 30 per cent. general increase. The same holds true of professional men and personal servants, and by the latter we mean actors, musicians, domestic servants, hotel keepers, clergymen, lawyers, physicians, and the like. Strictly speaking, they are neither producers nor distributors of wealth; they but perform a personal service for a pittance, and thus live on their patrons. And here, as before, we have a 52 per cent. increase in this special line supported by a 30 per cent. general increase in population."

Contemporary Thought.

As a matter of fact, more copies of standard authors are sold to-day than ever before in the history of the world, and more people are reading these writers intelligently and with deep and increasing enjoyment. The students of Dante in this country, for instance, are to be numbered by the hundred where they were formerly numbered by the score. Shakespeare has a multitude of lovers in the most remote and secluded corners of the land, who find in a lifelong devotion to the great dramatist those joys and that stimulus which their meagre surroundings cannot yield. So widespread is the desire for knowledge, in spite of the apparent materialism of American life, that one is never surprised to find a man in some remote Western town who knows Plato by heart, or a miner in some wild camp who carries the *Iliad* in his pocket. Nothing was wider the mark in Mr. Grant Allen's humorously inapt description of American scenery, recently published in *The Pall Mall Gazette*, that the statement that scholars and men of culture do not live outside of cities in this country. If Mr. Allen had made a misstatement of fact, for instance, in his interesting "Life of Darwin," he would very likely have had his attention called to the error by some resident of a remote Western town of which he had never heard even so much as the name. — *Christian Union*.

THE advocates of a political Minister of Education are right in pointing to France as the country in which the political and centralized system is carried to the highest perfection. But they should also tell us what are the fruits. Mr. Hamerton, than whom we believe there can hardly be a better authority, describes the French peasantry as not wanting in natural intelligence, but "inconceivably ignorant." "The French peasant," he says, "is not Philistine; he has not any contempt for culture, he simply does not know that there is such a thing; he does not know that science, and art, and literature exist." A peasant, and one quite of the higher order, fancied that Mr. Hamerton's printed books were manuscripts written by their owner, and compared them with other printed books which he thought were written by the book-sellers. He had, in short, never heard of the existence of printing. "From the intellectual point of view," says Mr. Hamerton, "France is a Scythia with very small colonies of Athenians to be found in it here and there." Politically the French peasant does not know his right hand from his left, and the constituencies are swept, as Mr. Hamerton tells us, by the most ignorant and absurd fancies. It is difficult not to connect this failure in some measure with the tendency of a highly centralized system to kill local interest and activity. The refined taste of Mr. Matthew Arnold is pleased by the symmetry of the machine and the smoothness of its working. But a system of education must be judged by its results. — *The Week*.

THE Government, frightened out of its wits by the vindictive violence of Dr. Ryerson, rushed into a sweeping change of our educational system, when it had better have considered calmly the alternative of modification. Supposing it to be better that the administrative functions, with the financial responsibility, should be vested in a political min-

ister, there are still important functions which a body like the Council of Instruction, enjoying the confidence of all parties, seems best qualified to discharge. Especially is it best qualified to settle the text books, the squabbles about which, religious, literary, and commercial, have kept the educational world in hot water ever since the political system was introduced. To the Council no suspicion of corrupt or sinister influence, any more than of partisanship, could attach. The account of the revision of Collier's history, with a view to the excision of language offensive to the Roman Catholics, which was given the other day by the Archbishop, shows how quietly the Council could settle a question which, under the political system, would set the Province in a flame. The curriculum also might be better settled by an impartial authority, and by one whose ordinances would be more stable than those of an ephemeral minister, while the controlling influences of men, really eminent in education, and above hollow display, would be the best practical safeguard against the introduction of ambitious subjects which cannot be thoroughly taught, and can only fill the pupil with conceit. Possibly the election of the heads of training colleges might with advantage be entrusted to the same hands. For all this two meetings of the Council in each year—perhaps even one meeting—would suffice. Plenty of work would still be left for the Minister of Education. — *The Week*.

WHEN Mr. Lilly, like another Solomon Eagle, goes about proclaiming "Woe to this wicked city," and denouncing physical science as the evil genius of modern days—mother of materialism, and fatalism, and all sorts of other condemnable isms—I venture to beg him to lay the blame on the right shoulders; or at least to put in the dock along with Science those sinful sisters of hers, Philosophy and Theology, who, being so much older, should have known better than the poor Cinderella of the schools and universities over which they have so long dominated. No doubt modern society is diseased enough; but then it does not differ from older civilizations in that respect. Societies of men are fermenting masses, and as beer has what the Germans call "Oberhefe" and "Unterhefe," so every society that has existed has had its scum at the top and its dregs at the bottom, and I doubt if any of the "ages of faith" had less scum or less dregs, or even showed a proportionally greater quantity of sound, wholesome stuff in the vat. I think it would puzzle Mr. Lilly, or any one else, to adduce convincing evidence that at any period of the world's history there was a more widespread sense of social duty, or a greater sense of justice, or of the obligation of mutual help, than in this England of ours. Ah! but, says Mr. Lilly, these are all products of our Christian inheritance; when Christian dogmas vanish, virtue will disappear too, and the ancestral ape and tiger will have full play. But there are a good many people who think it obvious that Christianity also inherited a good deal from paganism and from Judaism, and that if the Stoics and the Jews revoked their bequest the moral property of Christianity would realize very little. And if morality has survived the stripping off of several sets of clothes which have been found to fit badly, why should it not be able to get on very well in light and handy garments which science is ready

to provide? But this by the way. If the diseases of society consist in the weakness of its faith in the existence of the God of the theologians, in a future state, and in uncaused volitions, the indignation, as the doctors say, is to suppress theology and philosophy, whose bickerings about things of which they know nothing have been the prime cause and continual sustenance of that evil skepticism which is the nemesis of meddling with the unknowable. — *Huxley, in the Fortnightly Review*.

THAT the mass of the people of the United States are in a condition superior to that attained in the most fortunate countries of the Old World is beyond dispute. Their advantages are drawn from the abundant resources of a territory in which there are still wide tracts of land not yet brought under cultivation. The political institutions of the United States have more than the mere negative merit of not having presented any obstacles to the material progress of the people; they have facilitated the progress of the country in civilization and in wealth. Education has been placed within the reach of all. In the most newly settled part of the country the reservation of land for the maintenance of schools has rendered it possible to provide instruction for the children of the hardy pioneers of agriculture and mining enterprises. A rude assemblage of huts grow into villages, and villages into towns, the school buildings, the teachers, and the appliances for teaching keep pace with the general improvement. We saw an admirable example of this wise liberality in the schools of Marquette. Measured by its political results, the Constitution of the United States has been eminently successful. Since it was first promulgated it has undergone no change. It has borne the strain of a terrible war; it has maintained the Union, and it has won the insurgents to the national cause by lenity and by justice. It has been sufficiently elastic and comprehensive to satisfy the aspirations of a self-governed people composed of many races and living in different parts of the country under widely different economic conditions. Looking forward to the near future, only one possible subject of dispute is seen topping the horizon—I refer to the fiscal system. Protection is now maintained for the benefit of the manufacturers, who are the few, and at the expense of the agricultural classes and the great mass of consumers. Thus far the cultivation of a virgin soil, unburdened by rent, has been sufficiently profitable to carry the load which has been laid upon it. Hereafter the agriculturists may be less able and less willing to submit to protection. Sooner or later, gradually, or possibly by some sudden change of policy, the free exchange of commodities may be accepted. When that day comes it will not be England, but the United States, which will reap the greater advantage. On the happy change which has passed in recent years in the relations between Great Britain and the United States I need not dwell at length. British diplomacy never achieved a greater or more enduring success than when it won by a generous act of conciliation the forgiveness of America for the depredations of the Alabama. The concessions we made have not weakened us, they have brought us strength—the strength which comes from the friendship and good-will of the great American Republic. — *Lord Brassey, in the Nineteenth Century*.

Notes and Comments.

At the meeting of the Boston Scientific Society on Tuesday, Mr. E. F. Sawyer announced the discovery by him of a new variable star in *Acquilla*, the position being: Right ascension 10 hours, 22 minutes, 38 seconds; declination, minus $7^{\circ} 17.9'$. The variation is from 6.4 magnitude to 7.3, with a period of seven days. The position is 27° south of *Eta Aquilæ*, a variable which ranges from 3.5 to 7.4 and which was discovered 102 years ago. This also has a period of seven days.—*Boston Advertiser*.

THE question of how to secure degreering powers for the teachers of university rank in London is likely to receive an unexpected solution by the admission of University College, London, to the Victoria University as one of its constituent colleges. The Senate of University College is understood to have taken action in this matter, and if the council of the College agrees to make the application we may expect to see the Victoria University strengthened by the accession of the chief London College, while degrees in art, science, and medicine will be accessible to the students of University College through examinations arranged and conducted by the professors of the College.—*The (London, Eng.) Schoolmaster*.

THE modern Greeks are, in one respect at least, aiming as high as the ancient Greeks; they are beginning to conquer the world—the world at any rate of the East—by culture. A correspondent of the *Journal des Débats* gives some account in this connection of the great advance which higher education in Greece has made of recent years. There are 33 "gymnasia" in the kingdom, 200 secondary schools, and 1,717 primary schools. These are all public. Among the private educational establishments the first place must be given to the Society for the Higher Education of Women, in connection with which a lycée for girls was established a few years ago, with a staff of 76 teachers and 1,476 pupils. Greeks send their girls there from all parts of the East. Education is very liberally endowed in Greece, and the sums which Greeks settled in foreign countries send home for this purpose are very large. One result, of course, is that the Greeks are almost entirely in possession of the learned professions in Turkey. Illiteracy, too, is rare in the kingdom. In the most out-of-the-way hill countries you will see little scholars (says the correspondent from whom we are quoting) reading their *Plutarch's "Lives."*—*Pall Mall Gazette*.

SOME of the remarks made by the Bishop of London, when distributing the prizes to the students of the city of London college have a wider application than to the occasion that called them forth. "There was,"

said Dr. Temple, "a very great advantage in the kind of education a man got when he was simply guided by rules made for him; there was a great advantage in the definite precision with which he went forward step by step, but there were other advantages in the kind of education which a man chose for himself when he adapted everything to his own needs and inclinations. In the latter case there was that kind of spontaneity in study, which, more than anything else, added grace and finish to what was done by the mental powers, and lived in the man's mind through all his subsequent life; continuing, even after study had been given up, still to bear fruit in the discipline of his mental powers, and in the use he made of them. When a man had chosen his study, he did not need to be helped to his task, but that the mistakes he would otherwise make should be prevented, and that he should be kept from wandering aimlessly about in paths which lead to nothing. The business of the teacher, therefore, was like that of the mountain guide."

SCIENTISTS tell us there is no such thing as cold; that heat and cold are relative terms and that cold is merely the absence of heat. Mathematically expressed, then, heat is a plus quantity and cold a minus one, and, metaphysically speaking, one is a positive entity and the other a negative abstraction. All this is very well, but to a man with frosted ears or acute chilblains it is sounding brass and tinkling cymbals. In like manner scientists assure us that the terms up and down are merely relative, but the man who slips and falls down knows better. No more does it help a man who is stumbling around in the darkness to assure him that there is no such thing as darkness—that it is merely the absence of light. If he peels his nose against an open door or bruises his shin over a dislocated chair, it hurts him just as bad as if darkness were a positive quantity, and in his heart of hearts he believes it is. Recurring to the case of cold versus heat, which just now is one of current interest, we respectfully submit that the scientific definition of the term cold, or the cold term either, has little to do with its practical application. If a scientist's ears are nipped one of these cold mornings, what matters it to him whether they are dephlogisticated or frozen? Whether the result is reached by the withdrawal of heat or the application of cold does not make much difference to the man with the frozen ears. They pain him just as much as if cold were a positive instead of a negative quality. The philosopher who, with the thermometer below zero, should apply his tongue to a street lamp-post or a water hydrant might get a great deal of personal satisfaction by explaining that the mutilation of his tongue was due to a sudden abstraction of heat, but every newsboy and street gamin would know

that it was caused by the cold. If any one thinks there is really no such thing as cold, let him sit on his back fence about midnight to-night and contemplate the milky way for an hour or two. By the time he has resolved a few nebulae into their sidereal elements, he will be apt to conclude that cold is quite as much of a reality as heat.—*Indianapolis Journal*.

It is admitted that the representatives of England in foreign Courts ought to know not only French, but Spanish, German, Italian, and, if possible, the Oriental languages as well. But it is urged that the Foreign Secretary need not know any other language than the English. If this were so he would be absolutely without means of direct communication with the representatives of foreign countries here and would be at the mercy of secretaries and chief clerks. Diplomacy is a social art as well as a matter of business. International relations require an international tongue. In the days which followed the revival of learning, Latin, as the language of the church, the professions, and the men of science and letters in every country, was the natural medium of communication. It is now only used in the state papers of the Pope. Henry VIII, and Elizabeth, and James, and the statesmen of their time, were able to converse in it. The ascendancy of Spain led to the not infrequent employment of the Castilian tongue. When Louis XIV. made France the dominant power in Europe, and nearly every war and treaty was, in one aspect of it or another, a French war and treaty, the French language naturally came into the general use which it has retained. The choice was made by a process of natural selection. French has been polished into an instrument of almost perfect sharpness and precision for the purposes of exact statement and facile intercourse. But with the decline of the French monarchy, the monarchy of the French tongue is challenged. Lord Grenville, in his reply to the overtures for peace which the first Consul addressed to George III., was with the accidental exception already referred to, the first to introduce the English language into correspondence with a foreign nation. Mr. Canning, who was erroneously credited with the authorship of the dispatch, defended the innovation on the ground that though it might be proper to employ the French language in correspondence about the affairs of another State, yet a manifesto as to the policy of England ought to be in English. There is an early precedent for this proper national self-assertion in the case of Sir Richard Fanshawe, who, being sent Ambassador to Spain, on his first audience "delivered his message in English, having first procured his Catholic majesty to be prepared to accept it, and spoke Spanish only in paying his respects to the Queen."—*Saturday Review*.

Literature and Science.

THE DEATH OF SCHILLER.

SLOWLY, slowly sinks the day-star
'Neath the waves of purpling light,
Like a holy freighted vessel
Fading palely from our sight,
As the waters that between us
Rise in long red lines and screen us.

Lo! yon moon, in veil of crimson
Mounts the orient even' sky;
Sadly from her imperial throne
Weeps her waring destiny
Her lonely dirge across the sky
Must every living creature die!

"Raise my head," cried dying Schiller,
"Let me see the setting sun;
Ere to-morrow," cried the poet,
And life's journey will be run.
"Now turn me to the moon," he cried,
And blessing all around, he died.

W. A. SHERWOOD.

DESULTORY READING.

IN these days of high pressure, when the path of an Englishman's life is no longer a shady country lane, but a hot and dusty race-track, there is a fatal and increasing tendency on every hand to desultoriness. At first glimpse it may seem strange that it is so. The Englishman of a century or two centuries ago, who took his time about everything, one would imagine would be a man of more diffused energy than the men of to-day, whose life is a perpetual rush from morning till night. Yet it strikes us—for we are among those who have a sneaking hankering after those "good old times"—that the desultoriness of our leisurely ancestors was after all less desultory than the desultoriness of our age of steam and electricity. They, as a rule, had not more to do than they could accomplish. Each man did his work and a few things else. We do a few things frantically, in our day's rush; but because our days are but twenty-four hours, and our years only twelve months, we can never, do all we will, overtake our work. We try to do too much, and therefore the little we succeed in accomplishing is as a rule worse done than had our aim been more limited. In nothing is this more apparent than in the reading of the present day. Our leisurely fathers, some one will remind us, did not all of them read; but those who did, compared with their literary progeny, read well. Imagine an ordinary business man sitting down now to "Sir Charles Grandison" and enjoying it! Still more wonderful, imagine any novelist writing "Sir Charles Grandison" now! In the old days both phenomena were possible. There was time for it. What if the talk was long-winded and the situations drawn out,

and the episodes slenderly connected? It was a picture of the days when life was long-winded and drawn out and desultory, and the reader of the last century rejoiced in it. But since then the steam-engine has been invented, and the telegraph and the printing-machine and no one now but the patient student reads "Sir Charles Grandison." Our literature has to adapt itself to the age. If a writer is long-winded he is shunned like the mischief. We cannot afford to read much of anything, because we are obliged to read something of everything. The news of the day must be condensed into the shortest and tersest of paragraphs. The comments on the news must be crisp and sparkling, and well broken up into paragraphs. Our reports must give us the cream of the debates, and spare us the heavy talk. Only when there is a scene in the House, or a sensational trial in the law courts, do we grumble to find our news abridged; and that is because there are things we must read *in extenso*, and it saves time to have them presented fully at first. The news of the day must not exceed the limits of a twenty minutes' railway journey in the morning, with, perhaps, another twenty minutes at lunch time added; and considering that the train stops every few minutes, and the plates are changed twice at least during the fleeting meal, the paragraphs must be short, or we shall lose our place and our patience both together. If it is so of the news of the day, is it not the same with the lighter reading? We like to have "Sir Charles Grandison" on our shelves, because a first edition is getting to be worth money. A? we put up "The Faery Queen" there, too, because Macaulay says he was the only man who ever read it through. And Shakespeare is bound to be there, because he gives us English history in a very condensed form. But for reading give us "Dark Days," which can be got through in two hours; or "Dr. Jekyll," which can be read in one and a half. Or if we venture on something longer—say, on a three-volume novel—the story must be "stirring" (like ourselves)—no dull chapters, no padding, no topographical descriptions, no psychological anatomy. If we are to get through it, we must be carried on. Each chapter must end in a situation, or get out of one. "Hang the characters!" says your railway carriage novel-eater; "give me the story." Is this an overdrawn picture of the literary habits of a large number of business men of to-day? And if not, are they not to be pitied? And yet, their lot is as nothing compared with the hardship which those who would read if they could are called upon to submit to. The amount of perfunctory reading which an ordinary intelligent man, who sets a little store by society, and is influenced by the minds of his fellow-men, has to get through, we might almost say in self-defence, is terrible to think of. The daily papers he

must read. He ought to see what each side has to say for itself. At the end of the week the *Spectator* and the *Saturday* of course must be looked at and partially read; as also must the magazine devoted to his particular hobby and his particular creed. Then, how can he get out of reading the *Fortnightly* and the *Contemporary* every month? and what would become of him if some day he should be asked if he had seen the last *Quarterly*, and were obliged with shame to own and confess that he had not? But that is not all. Every week the world is invaded by a new novel, on biography, or political or theological or scientific deliverance, each of which—how he hates the phrase?—becomes the talk of the hour. How he dreads to open his *Athenaeum* each week for fear of seeing that some new literary sensation has been quietly added to the pile of his arrears. To what base shifts is he put to keep up his head as a reading man! For the one thing nowadays is to keep clear of the odious suspicion of not having read everything. He will read the reviews and talk of the book as if he had read it. Often enough he will get well through the imposition; particularly when his audience has sinned like himself. But he runs a grievous risk; and if by some cruel fate he should meet, face to face, a man who has read the book, then the last state of he dissembler will be worse than the first. It would have been better if he had never heard of the book. Or if, adopting a less contemptible course, he makes a point of dipping into each of the books in question, his risk of humiliation is scarcely less assured. For others may have dipped into the books too, and observed passages which had escaped him, and he will be put to blush once more. One longs for the day when some one will make a stand against this social tyranny,—when a man will be free to confess he never heard of a book without elevating all the eyebrows round the table; when a man who has read a book will forbear to talk about it on every possible occasion; and when the man who steadily refuses to read everything that is new, until he has mastered something that is not new, will cease to be pitied as a dullard or an eccentric. For, until this tyranny is relaxed, there is no chance for the ordinary man of business to become a reader at all; and until he becomes a reader in the true sense of the word, all the desultory, perfunctory, and obligatory literature he bolts will do him no good at all. An Englishman's reading should resemble his dinner. *There must be a solid joint for the foundation of it; and the sweets and confectionary must be kept off the table till the roast beef has been done honour to. We eat to live, not to tickle our palates. And the really desultory reader, if he has no solid foundation for his literary morsels, will suffer much the same digestive*

inconvenience as the man who feeds wholly off jellies and meringues. Yet we are prone to mistake what desultoriness is. The horseman in the circus who leaps from horse to horse—the original desultory man—may cover a great deal of ground, and sit a large number of animals; but that would matter less if he were not riding perpetually in circles. He has no destination, and that constitutes the desultoriness of his gymnastics. Another man, riding to a given place, may break his journey up into stages, and leap from one horse to another at the end of each; but who shall call him desultory? Nor is diffuseness necessarily liable to the same reproach. The bee which visits every flower in the garden is diffuse, but certainly not desultory, for the honey all comes home to the hive; whereas the drone, which may cover a smaller area, and visits fewer flowers, is the most hopelessly desultory insect on wings. The desultoriness of a reader is surely not to be gauged by the number of books he handles. Macaulay, who read right and left, and absorbed most of the ephemeral literature of the seventeenth century, was scarcely as desultory as the old lady who gallantly read through the English dictionary, and remarked that it was an interesting book, but changed the subject rather too often for her taste. A man has an object, be it only to discover the reasoning faculties of the domestic cat, is a chartered libertine in the way of reading. He may circle round his subject near and wide; indeed, if he is honest in his resolve to become master of his subject, he must extend his radius to its utmost limit. He will meet much that has nothing to do with the domestic cat. To discover a single nugget he may have to wash out hundred-weights of rubbish and refuse. Still, with his purpose in view, he is not a desultory reader. One worker may of course work in a more desultory way than another. One may begin his circles close to his subject, and expand outward; another may start on the outside edge and gradually concentrate. One may let his subject grow under his hands. Another may break his up, and follow up only one of many tracks; still the variety is in the work, not in the desultoriness. Even the man of business, with the purpose in him of working out one subject well—it hardly matters what—will find his difficulties greatly diminished. He will get together as much general information and useful knowledge in the course of his staple study as he would ever acquire in a course of feverish “competitive” omnivorous reading. On one subject, at any rate, he will be something better than a smatterer; and he can hardly know one subject thoroughly without knowing a good many others respectably at the same time. And he will have a better object in his reading than merely to pass muster in a crowd. If he has not read

every book, he has at least read all that have any bearing on his subject, and a good many more; and for the rest he can afford to be catholic. He may read afield now in his hours of leisure, not as a slave under the lash of the dinner-table tyranny, but as a master free to select and follow his own taste; and he will read infinitely better as a consequence. There are, of course, some men hopelessly desultory. With plenty of leisure, and perhaps literary tastes, they begin twice as many books as they ever read through. They will read one book, a serious book, in a desultory way; while another man will make a scientific study of an apparently frivolous publication. They never could read with a purpose, or exercise the faculty of natural selection; and yet one meets men of this kind who flash out odd bits of knowledge now and then in a manner which astonishes the steady reader who has the habit of thinking he alone has the key to knowledge. They have prodigious memory and prodigious digestion, these men. Their minds are pigeon-holed from floor to ceiling, and each odd bit of information they acquire gets stowed away mechanically; and some day, perhaps, when least expected, it finds itself routed out and given to the world. For such men it matters comparatively little how they read or what they read. All is grist that comes to their mill; and although they could never write a book, or make a speech, they are giants in the world, because they *know*. To end where we began, unthoroughness is the worst of all desultoriness. If no one reads deep, no one will write deep; and if every one tries to read everything no one can read deep. The times are out of joint in this respect. We are rapidly reaching a state in which even the world itself could not contain the books that are written, and if we are to improve things, we must begin by reading not more but less. A garden bed well tilled and watered will produce more than a whole mountain-side, barely raked. As soon as we give up the rake for the spade in our literary pursuits, we shall cease to complain of desultory writing, and the reader of the *Supplement* will have something better worth his perusal than these few desultory observations.—*Leeds Mercury*.

IN THE AGE OF SCIENCE.

“It is impossible,” said Dr. Robert Brown three or four years ago, “for anyone who does not devote his life to learning to become the master of any one science. Time was when the sum total of our knowledge of nature could be compressed within the compass of three small volumes, like those comprising the ‘Systema Naturæ’ of Linnæus. A ‘philosopher’ in those days

was the trustee of the treasures of human research, and men who like the late Drs. Gray and Fleming, commenced life by the determination to acquire all that was known, were forced, long before they laid aside their pens, to confine themselves to one science, or even to one section of science, by the hopelessness of ever keeping pace with the thousands of panting toilers who were daily adding to the ever-accumulating piles of information. Take botany for example. Hippocrates, who lived between 400 and 500 years before Christ, mentions only 234 species of plants, and Theophrastus, 200 years later, vaguely describes about 500. Pliny could not enumerate more than 800, which is also nearly the limit of Conrad Gesner after another interval of 1,500 years. At the beginning of this century there were only 26,000 species of all kinds of vegetables known; at the present moment fully 100,000 different forms of flowering plants, and 25,000 cryptogams or flowerless ones, like mosses, fungi and seaweeds, are described and figured in the works of botany. Zoology has advanced with strides quite as rapid. In 1831 there were not more than 70,000 specimens of animals on our lists; to-day Dr. Gunther considers that 320,000 will be a nearer approximation to those of which the zoologist, ambitious of the vain task of numbering every form portrayed, would have to take cognizance. In the British Museum alone it is estimated there are no fewer than 12,000 species of insects not yet named, and some of the best entomologists calculate that there must be at least 1,000,000 species of that order of animals. Yet all of this is apart from the new world of biology, which has been explored by the anatomist and physiologist, and is hourly opening up new lands of wonder. In the days when men still working were boys at school, geology had barely assumed a stable place among the sciences, and palæontology scarcely existed, so few were the ascertained forms of extinct life. In 1843 there were only 5,300 British fossils; to-day 15,000 are in our museums, and 25,000 altogether described from the rocks of the world, though so rapidly are discoveries being made that in a few years this estimate will be obsolete. The chances are, making liberal allowances for the number of species in the early stages of the earth’s history being fewer than in its later ones, that 2,000,000 species of plants and animals have lived and died in the earth, and in the waters on the earth, since first went forth the mandate, ‘Let there be light.’”

A COMMUNICATION to the French Academy of Science, by Mons. C. V. Zenger, has called attention to the simultaneous occurrence of brilliant auroras and meteoric showers, suggesting a probable connexion.

Special Papers.

SOME NEGLECTED BRANCHES.

I HAD thought that "Branches", when applied to the work of the public school, were identical with some such studies as the so-called "legal branches." I thank my friend who preceded me for pushing me off this narrow pedestal and pointing out a broader platform.

Branches, you know, mean any part of any system; and we should be glad to know that public schools are not limited to the cultivation of the traditional three R's only.

As a boy's morals are of more importance than his mathematics, and the daughter's manners more winsome than her music even, these and such "branches" as most directly affect character should have a prominent place in every programme. Neglect in these essentials is most culpable and criminal.

When the subject was first sent me, I commenced to cull over the acrimonious articles of R. G. White, Bishop McQuaid, Dr. Swing, President Hinsdale, and E. E. Hale, the *Andover Review*, the *Boston Sunday Herald*, the *London Times*, and the *Brooklyn Review*. Despite all these objections our schools still flourish, and must continue to increase in all their vast proportions.

The outcome of the argument of these critics is: Religion, morals, manners, and money-making are of such momentous importance as to demand increased attention in the training of the youth sent for instruction to the public school. All good men arrive at the same conclusion. Our consciences, as well as the book, tell us, "These ought ye to have done, and not leave the other undone." But we think the public schools are doing as much for these "neglected branches" as for those we call scholastic. It is not to be expected that impulsive youth are to be instantly transformed into staid old stoics. The children of to-day have greater facilities for indulgence than their predecessors, and no one need wonder when they improve them as they do. This is an age of fun and fast living, and the public schools have to bear the blame for the sins of society, for lessons learned on the street, at the rinks, the theater, the minstrel show, the ballet dance, the billiard room, the gambling pool, the drinking saloon, and amusements of still more questionable propriety.

These evils are tolerated in every community, but thank God, they are no part or output of the schools. Such is their training outside of school that these votaries of pleasure can have little patience under the restraint demanded for instruction. Unregulated liberty has made our young people

restive and riotous. This is no fault of the schools, but of the times and our irrational civilization. Our schools are doing more than any other agency to counteract these evils. What more can they do to advance the children in correct habits of thinking, upright methods of dealing, honest ways of doing an honourable business, to make useful men and noble women?

It is a grand achievement to teach a child to make a straight line; it is grander far to teach him to walk without wavering in a straightforward course for life. If teaching is, as Channing styles it, "the noblest function of man on earth," then discussion here is time well spent.

Let it be granted that "business training," in its narrow, secular sense, is one of the legitimate functions of the public schools, though not so enumerated among the "legal branches." But the foundation of a successful business education is well laid when the boy is taught to be punctual in his place every morning, to spell correctly, write legibly, compose fluently, think clearly, speak politely. That boy who is well grounded in the rudiments of the common branches has all the elements of a business education. The special training for any particular line of work can readily be acquired.

It is not to be expected that the public school is to make a practical druggist, surveyor, civil engineer, or architect of every high school graduate—especially when the majority are girls. It is help enough when we assist them to lay a sure foundation in the habit of thoughtful, self-reliant research—the habit of working for success.

It is necessary that chemistry, physiology, and all the sciences, be thoroughly taught, but it is not essential that every pupil attempt to master the whole list. The duty of the public school is to deal in rudimentary knowledge, to give its pupils the best possible preparation for a useful place in society that can be gained in the short period of school attendance.

All knowledge is important, but all knowledge is not necessary to any man's success in life. President Elliott, of Harvard, said last summer, "There is no one thing that every man *must* know." Even our ablest educators are most woefully ignorant of some facts that would enhance their present usefulness.

Our public schools may be compelled to adopt more of a university plan.

The "legal branches" by no means include all that is needful for our children to know. I think it is Dr. Holmes who says, "When a man's mind is once stretched by a new idea it never sinks back to its former dimensions." The curriculum of the common school is not ultimate, but tentative, rather, and subject to changes. As Dr.

Johonnot says, "It must change to keep pace with the changing conditions of society, or prove an obstacle to the progress of civilization."

"What knowledge is of greatest worth?" is as pertinent now as the first time it was ever asked. "Striving to do better, often we mar what's well," will do for Shakespeare, but not for Page, or Payne or Colonel Parker.

The German philosopher, Schlegel, classifies the educational forces of society into five eternal elements, viz: The family, the school, the guild, the church, the state. The school neglects as few of its duties as any one of the other four. There is not so much scolding in the school as in the average family; not so much jealousy and strife as in the guild; not so much pretense and sham as in the church; no such corrupting influences as in the political school of the state. Of all the national institutions in our land the common school is the purest, and comes the nearest to filling its legitimate mission.

Punishment is more frequent in the family and more severe in the state. There is less profanity with a class of boys at school than with any other crowd of equal numbers. Make the comparison with any factory that employs children, and the school is far the more orderly and elevating in all its associations.

The vices *in* the schools are not all vices *of* the school. And we are not to conclude, because an oath was once heard on the playground, that all moral instruction has been neglected in that school.

School training is supposed to be confined to the intellect only. But this is never wholly so. The will power is ever exercised in directing the action of the intellect. When a boy resolves to find out all he can on a subject, that resolution is, in essence, a moral act, and worthy of its kind. It does him good. The effort to investigate and comprehend truth, in any form, is a moral act, and never fails to produce a moral effect. The exercise of obedience in the effort to refrain from disturbing others begets an increase of power to resist the next temptation.

The soul, as well as the mind, grows only by its own putting forth of effort, never from the work of others thrust upon it.

Morals are best inculcated without any formal instruction; not by dogmatic precepts to be memorized and rattled off by thoughtless tongues, but by living spirits by which they are insensibly influenced. The Protestant churches have long since ceased to catechize the children of the parish. They now seek to cultivate a normal growth from within, instead of foisting upon their catechumens the religious convictions of minds of maturer years.

The way to have a good school is to institute school work proper, and push it, with the pupils' interest all enrapr in it. The quiet, orderly procedure of a well regulated school furnishes the best moral training for the masses yet devised by man. Education by self-activity is the universal law. This was well set forth at Chautauqua last summer in an able paper on "The Will," by Superintendent Hinsdale. He claimed that the way to train the will is to reach it indirectly—naturally though—through ordinary work. In the same way, morals are best taught by securing the discharge of some present duty.

Of course occasions will arise in which it is proper to appeal to the pupils' sense of right, decency, truth, affection, etc., and these should be improved. All occasions of moral moment should be so managed as to make impressions for good. Providence often preaches more effectively than man.

What we want is actual teaching by living example; not "elementary ethics" merely, but actual object lessons in morals. The teacher must be a model man, having none of the popular vices of the day; not one who excludes tobacco from the school room, and uses it on the street himself.

Children of school age are easily corrupted, and youthful depravity is every day apparent. Even those under the most careful Christian instruction seem to hanker for some sensational story. How much of this is due to the busy book dealers' slipping in a specimen sheet of the *Saturday Night* with each tablet or package of paper he sells? By this devilish device he poisons the purest minds and entices them back for the remainder of the infamous story.

Avast there! and avaut! ye vultures that prey on the passions of innocent school boys, and then charge the outgrowth of your pernicious literature to the laxity of morals in the public schools.

Our schools, despite the corruption of these vile harpies, are still in advance of public sentiment on moral matters; in advance of the dishonest dealings in trade and commerce; in advance of the duplicity of the political world; in advance of the dogmatism and contentions of the average religious denominations.

And what a heterogeneous mass, of all nationalities and religions, and of every social condition, are humanized and Americanized by these schools. Ten millions of minds are in the matrix to-day, subject to impressions from the hand of master moulders. We have no other agency so potent for transforming and blending all these diverse elements.

Does the management of these masses require the introduction of religious exercises? We answer: The religious element in man is the chief motive power in all moral action. It is the most efficient of all moral agencies. Why then ignore its aid?

Obedience to God is obedience to right, and surely no infidel can object to the right. They that glory in the worship of reason as their God, are bound by that allegiance to reverence the Omnipotent God, to whom their feeble fetiches are subject.

Every duty performed is service acceptable to the All-wise Sovereign. Why then substitute a lower, meaner motive, for a higher and holier one?—*Ohio Educational Monthly.*

SPEAKING CORRECTLY.

PROBABLY there is not an instrument in common use, from a pencil to a piano, which is used so imperfectly as language. You have been well taught here, and most of you have been using the English you learned for some time since you graduated. But if you will let me be plain, I suspect it would be safe to offer a gold medal as a prize to every young lady here who will not before to-morrow night utter some sentence that cannot be parsed, will put no singulars and plurals into forbidden connections, will drop no particles, double no negatives, mix no metaphors, tangle no parentheses, begin no statement two or three times over without finishing it, and not once construct a proposition after this manner: "When a person talks like that, they ought to be ashamed of it."

We all repeat and perpetrate conventional blunders and hereditary solecisms without once applying the study of four or five years in syntax and conjugation to our current speech. Where is the reform to begin? I say emphatically, set about grammatical correctness first of all. Watch yourself. Criticize yourself. Be intolerant with yourself. Get some housemate to expose you. Say over the thing correctly till the mistake is made impossible. It would be no more discreditable to your training to finish a picture out of drawing, or to mis-spell the name of one of our territories, or to mis-translate a line of Virgil, or to make your notes flat in music, than to confound the parts of speech in a morning call.

Nothing is to be said of slang. If I were to exhort those who are here on that matter, it should be only to forbearance, in that they are obliged to hear it from their ill-bred acquaintances. "Awful handsome," and "horrid nice," and "jolly sunset," and all that pitiful dialect coming of weak heads and early neglect, we shall have to bear with till select and high-toned schools have chastened the manners and elevated the spirit of the better-conditioned classes; and through them the improved standard will work us way outward and downward through the public schools and into the homes of the people. Unexpected hyperbole is often witty, but nonsense is not, nor are stale repetitions of nonsense.

An ill-natured bachelor shamefully reports that he has entered in his diary a thousand

scraps of talk of young women overheard in streets and houses, of which seven hundred and eighty begin with "Say's I" or "Say's he," and a hundred and twenty contain the combinations "just splendid," "stuck up," and "perfectly lovely."—*Bishop Huntington's Address before the Keble School.*

HOW WOMEN BUILD HOMES.

IT is often said in disparagement of women that they have not originated or invented much. They have not; but it is their devotion to the minor details of life which has set men so free to distinguish themselves, and in all men's achievements women have an unacknowledged part.

Home, especially the English home, has inspired volumes of poetry and floods of oratory. It is a subject on which we can all speak from the heart. But when we come to consider any one home in particular, we soon realize how entirely its essential character, its home likeness, depends on the details of comfort supplied by the women who care for it. The family sense of well-being does not consist in the romantic surroundings, or architectural beauty, or artistic furnishing of a house, so much as in the cleanliness, the order, the serving of the meals, the homely work—in fact, the stocking-darning, of the establishment. It is impossible to conceive of perfect family love permitting a state of perpetual discomfort, or of mutual affection remaining unruffled and undiminished amid the friction which such a state would occasion. That home can only be serenely happy where the daily homely duties are well done—not intermittently, not in a whirlwind of bewildering activity that scares the male population from the scene, but—I need not say how; I appeal to the inner consciousness of woman. What dignity, what beauty and delight it gives our humblest work to think of it as essential to the peace and comfort of English homes, and as enabling those to labour undisturbed who win our bread, and create our literature, and rule and teach our people.

And verily women need some such consolation. Consider how much of their work perishes in the day that it is done, and has all to be repeated day after day, and then say whether it is matter for great marvel that some of them have been ill-advised enough to talk occasionally about their "narrow sphere." The changes are rung on washing, and ironing, and cleaning, and mending days, while every morning the same familiar objects demand washing or dusting that have been washed or dusted thousands of times before. Tangible results are not what woman chiefly accomplishes, and she often works long and hard without having "anything to show" in the end. There is poetry in her life, it is true, but there is an enormous amount of prose. And sometimes I wish, when a man expresses horror at some woman's escaping from her housework to a wider field of action, that he would try a long continued course of dusting, washing up, and mending stockings, and see if he ever found it at all monotonous.—*Cassell's.*

TORONTO:

THURSDAY, DECEMBER 30, 1886.

THE MINISTER OF EDUCATION AND MR. HUGHES.

Mr. Ross has met Mr. Hughes. The latter gentleman has taken full advantage of the permission granted him by the Toronto Public School Board and has set out on his task of enlightening the public on such matters as Separate Schools, textbooks, the Scripture Selections, etc., etc. If we remember rightly, the resolution allowed Mr. Hughes to explain the "School law." Doubtless the subjects touched on by Mr. Hughes can be brought within this definition, but that from first to last politics has been the essence of the whole business is apparent to all. It is a pity, we think, that the Minister of Education has allowed himself to be brought face to face on a public platform and at a political meeting with Inspector Hughes. And for many reasons—Mr. Ross is a political officer; Mr. Hughes' post is supposedly wholly non-political. Mr. Ross is the supreme political official in education matters in Ontario, Mr. Hughes is merely an inspector—one of thousands. The views Mr. Hughes may or may not hold on questions of "School law" is a matter with which the Honourable the Minister of Education need not in the least concern himself; and the fact that a school board which, by a resolution which characterized the majority of its members as ignorant of the true functions of a school board, allowed an inspector to go about the country "explaining the school law" ought to be a matter of equal unimportance to the head of the Education Department of Ontario. Mr. Ross, had he consulted his own dignity, should have wholly ignored Inspector Hughes. His presence on the same platform with Mr. Hughes is an acknowledgment of the fact that not only politics but party politics was at the bottom of the strange actions both of the Board and the Inspector. If it was necessary from a political stand-point that Mr. Hughes should be publicly confronted, might it not have been left to some subordinate political official? We regret that the Minister has condescended to meet his opponent on the same level. The most insignificant foreign consul can criticise the

actions of the British Foreign Office, but it does not devolve on the Secretary of State for foreign affairs personally to defend that policy. Mr. Ross is responsible to the Provincial Legislature: the House is the place for him to reply to animadversions upon his course of action.

One thing all but the most factional will perceive in this hostility between Archbishops, Bishops, "Reverends," Inspectors, School Boards and Editors of political journals on the various educational questions which have lately come up for discussion in the public press and on public platforms—party politics is the be all and the end all of the whole matter. It is only on the approach of the elections that a tremendous hue and cry is set up about the Bible in schools. It is only when voters' lists become objects of intense interest that a noise is made about the encroachments of the Roman Catholic Church upon the rights of Protestant children. It is only when canvassing is the order of the day that the public ear is assailed with a confused and unintelligible din on the vexed question of text-books. Whatever grievances there may be in these three matters, it is most lamentable to think that, for purely political purposes, they are brought before the public at this juncture. They are subjects which should be dealt with in the calmest mood and in the most unprejudiced manner. But they are discussed acrimoniously with all the heat of political affrays. Our sincere regret is that the Minister of Education has consented to enter the lists and to enter the lists with an antagonist like Mr. Hughes. It can do nothing but add a little more of the factional spirit to the whole contention.

OUR EXCHANGES.

The Atlantic Monthly for January is to hand. It contains the opening chapters of two serials, "The Second Son," by M. O. W. Oliphant and T. B. Aldrich, and "Paul Patoff," by Marion Crawford. Also articles on "What Children Read," "French and English," "The Physiognomy of the Days," "The Saloon in Society," etc., and the editorial departments are well filled. Boston: Houghton, Mifflin & Co.

Lippincott's for January has changed its external appearance—not for the better; its original design was far more artistic. The initial number of the new year contains articles and poems from well-known writers. Julian Hawthorne writes "Sin-fire: a Novel"; Austin Dobson writes, "The Water of Gold"; Walt Whitman, "My Book and I"; Edgar Fawcett, "Should Critics be Gentlemen?" and Rose Elizabeth Cleveland, "The Dilemma of the Nineteenth Century." In

addition to these are: "The Story of Angela," by Sidney Luska; "Statesman and Novelist," by H. E. Monroe; a sonnet "To Walt Whitman," by F. H. Williams; "The George Movement and Property," by W. H. Babcock; "Social Life at Harvard," by B. Wendell; "Unworthy Gossip," and "Book-Talk."

REVIEWS AND NOTICES OF BOOKS.

A Primer of Botany. By Mrs. A. A. Knight, of Robinson Seminary, Exeter, N.H. Illustrated.

This book is designed to bring Botany to the level of primary and intermediate Grades of learners. Special reference is made to the elementary forms of plant-life. Blights, smuts, ferments and moulds are much used for illustration. Prominence is also given to low plants devoid of stems, leaves and roots, partly because they are common and easily obtainable, but chiefly because the young need this sort of training in order to be able properly to place in rank and appreciate these illy-known growths. The book will be found to be a useful introduction to the usual text-books. To be published in January, 1887. Ginn & Co.: Boston.

The Essential Nature of Religion. By J. Allston Picton. New York: J. Fitzgerald.

Mr. Picton is the author of "The Mystery of Matter." In discussing the nature of religion he is occupied in a task most congenial to him. He commences his essay by a chapter on "Religion and Freedom of Thought," and holds on this topic the views of John Stuart Mill. Chapter the second is entitled, "The Evolution of Religion—Fetichism." Here Mr. Picton attempts a definition of religion which is worthy of some consideration—"an endeavour after a practical expression of man's conscious relation to the Infinite." The remaining chapters are headed "Nature-Worship," "Prophetic Religions," "Religious Dogma.—The Future of Religion."

TENNYSON'S new book, "Locksley Hall, Sixty Years After," was published in London on Tuesday morning. The dramatic monologue from which it takes its title is an impeachment of the so-called modern spirit of progress. Speaking of the old Locksley Hall the Laureate says:

Forward! rang the voices then, and of the many
men as one;
Let us hush this cry of forward till ten thousand
years have gone.

Closing a denunciation of impure literature he ironically exclaims:

Do your best to charm the world, to lower the
rising race of men.
Have we risen from out the beast; then back into
the beast again.

In conclusion, he recognizes the fact that much of the apparent decadence may be due to changes within himself and adds pathetically:

Nay, your pardon. Cry your Forward. Yours
are hope and youth, but I—
Eighty winters leave the dog too lame to follow
with the cry,
Lame and old and past his time, and passing now
into the night,
Yet I would the rising race were half as eager for
the light.

These facts are from a cablegram to *The Evening Post*; those in the morning papers, though more numerous, had evidently suffered in transition across the sea. Tennyson is seventy-seven years old, and "Locksley Hall" appeared in 1842.

ROLFE'S Students' Edition of "The Lay of the Last Minstrel" will appear next month.

FROM the beginning of the new year *Blackwood's Magazine* is to be permanently enlarged to 144 double-column pages.

The Standard, "a weekly newspaper for all who work with hand or brain," is the title of a new journal edited and published by Henry George.

Book-Prices Current is a proposed new monthly of Elliot Stork's, which will contain a record of auction sales of rare books in London and the provinces.

"PAUL PATOFF," the tale of modern Constantinople which Marion Crawford has written for *The Atlantic*, will appear simultaneously, in French, in *La Nouvelle Revue*.

HUMPHREY & Co., of Rochester, have been succeeded by George P. Humphrey, whose name appears alone on a "Short List of Rare and Valuable Books" issued by that house for the coming year.

AT the annual meeting of the New York Society of the Archaeological Institute held on Monday, last year's officers were re-elected, and a vote of thanks to the lady patronesses of the Greek play was passed.

THE entertainment provided for the members of the Canadian Club and their friends on Thursday evening of this week was a lecture on "The Literature of Canada," by George Stewart, Jr., President of the Quebec Historical Society.

THE first half of George W. Cable's two-part story, "Carancro," a story of the Louisiana Acadians, will appear in the January *Century*, with illustrations by Kemble, who recently visited Louisiana to obtain sketches for the work.

AMONG the English contributors to the Christmas *Independent* are Messrs. Dobson, Lang, Gosse and Payn, and among the Americans Mrs. Spofford, Mrs. Davis, Mrs. Cooke, Mrs. Van Rensselaer, Maurice Thompson, and a number of divines.

A COURSE of Shakespeare historical reading will be begun in the January number of *Shakespeareana*, with suggestions for reading and study based on "King John," and successively on the remaining plays of Shakespeare bearing on English history.

BEFORE the end of the next London season, the *Tribune* understands, Mr. Van der Stucken will give at least two concerts in that city in which only compositions by American musicians will be performed; an American pianoforte will be played by an American; and the vocalist as well as the conductor (Mr. Van der Stucken), will be an American.

A LATE announcement of Scribner & Welford's is Julia Pardoe's "Louis Fourteenth, and the Court of France in the Seventeenth Century." Its object is to describe the domestic life of the king, and to "pass in review the wits, the beauties,

and the poets of his court." It is illustrated with eighteen steel-portraits and many wood-cuts, and fills three handsome volumes.

IVISON, BLAKEMAN, TAYLOR & Co., in a letter to *Science* for November 12th, report that, as publishers of geographies and atlases, they felt it incumbent on them to settle the question of the ultimate source of the Mississippi. They accordingly despatched an expedition to Lake Itasca, which has made a thorough exploration of that body of water and Elk Lake, with their tributaries, noting drainage, areas and elevations. The publishers in question are already convinced that they have exploded the baseless fgment of a "Lake Glazier."

THE Industrial Educational Association formally opened its new building, at No. 9 University Place, on Tuesday evening. Speeches were made by Gen. Alexander S. Webb, President of the Association, Henry M. Leipziger, of the Hebrew Technical School; Wm. Barringer, Superintendent of the Newark Public Schools; and Randall Spaulding, Principal of the Montclair High School. Among those present were William E. Dodge, Morris K. Jesup, Education Commissioner William Wood, President Thomas Hunter of the Normal College; Stephen A. Walker, Mrs. Theodore Irving, Mrs. William T. Blodgett, J. Seaver Page, Education Commissioner Cole, R. W. Gilder, of *The Century*, and Alexander J. Agnew. The visitors inspected the building.

D. C. HEATH & Co. will publish, in April, a valuable book for teachers, entitled, "Suggestive Lessons in Language and Reading," by Anna H. Badlam, of the Rice Training School, Boston, Mass. These lessons are plain and practical, being a transcript of work that has been successfully done in the school-room. They are intended for children from five to eight years of age, the plan being so elastic that it may be used in any of the primary grades. The first half of the book will be devoted to "Outline Lessons for Oral Work," and aims to suggest to teachers simple and interesting methods of increasing the child's vocabulary, and leading him to appreciate the value of the words he is constantly hearing and speaking. The second part will be devoted to "Suggestive Lessons for Blackboard Reading and Word Building." The plan embraces the best known features of the various methods of teaching reading. The main feature of this plan is, however, to teach the child to apply his knowledge of the sounds or powers of the letters, and make it his guide in finding out new words without the teacher's help. Critical marks are used only where the natural guides to pronunciation are lacking. The Lessons are illustrated by pictures in outline, so simple that the teacher will be able to reproduce them on the blackboard when teaching the text of a lesson. This manual for teachers will be supplemented by a "Primer for Children," in which the same plan of work will be followed.

BOOKS RECEIVED.

The Education of Man. By Friederich Froebel. Translated by Josephine Jarvis. New York: A. Lovell & Co. Price 65 cents per copy by mail. The edition in cloth is still published at \$1.50 per copy.

Table Talk.

THE destiny of nations lies far more in the hands of women, the mothers, than in the possessors of power, or of those innovators who, for the most part, do not understand themselves.—*Froebel*.

MR. J. LIBERTY TADD, of Philadelphia, gave a lecture on Michael Angelo at Steinway Hall on Friday evening, Dec. 3rd, under the auspices of the Society of Decorative Art. The stereoscopic views of Michael Angelo's works were very well given.

THE *Pall Mall Gazette* announces the marriage of George Frederick Watts, the distinguished painter, to Mary Fraser-Tytler, at Christ Church, Epsom, Surrey, on the 20th ult. Mr. Watts, it will be remembered, was the first husband of Miss Ellen Terry. He is sixty-six years of age.

A BUSY man said to a friend: "When I can't write with a pen without fatigue I use a soft pencil. When that tires me, I try a type-writer. If that is tiresome, I dictate. When that fails, I read. If still stupefied, I go out for a walk. If, on coming back, I am still dull, then I give it up and go to sleep."

THE *British Weekly* publishes the results of a census of the worshippers at the morning and evening services at the churches and chapels of London on Sunday, October 24th. Out of a population of over 4,000,000 about 460,000 were present in the morning and about 410,000 in the evening. At St. Paul's in the morning, 1,502 were present, and in the evening, 3,403; at Westminster Abbey, in the morning, 1,721; at Archdeacon Farrar's in the morning, 1,730, and in the evening, 1,362. Mr. Spurgeon heads the Dissenters by a great distance, his attendance being 4,519 and 6,070. He is followed by his pupil, Mr. Archibald G. Brown, of the East London Tabernacle, who returns 1,696 and 1,831; and by Dr. Parker, of the City Temple, with 1,325 and 2,415.

THERE are more clever women in the world than men think for. Our habit is to despise them; we believe they do not think because they do not contradict us; and are weak because they do not rise up against us. A man only begins to know women as he grows old; and for my part my opinion of this cleverness rises every day. When I say that I know women I mean that I don't know them. Every single woman I ever met is a puzzle to me, as I have no doubt she is to herself. Say they are not clever! They are constantly exercising cleverness of the finest sort. You see a demure-looking woman, faithful in house bills and shirt buttons, obedient to her lord and anxious to please in all things; silent on politics or literature, and if referred to, saying with a smile of humility, "Oh, women are not judges upon such matters; we leave learning to men." "Yes," says Jones, "attend to the house, my dear, and leave the rest to us." Benighted idiot! She has long ago taken your measure; she knows your weaknesses and ministers to them in a thousand artful ways. She knows your obstinate points, and marches round them with the most curious art and patience, as you will see an ant on a journey turn round an obstacle.—*Thackeray*.

Educational Opinion.

PHYSICAL CULTURE.

IN my last article I stated that the principal reason for the inefficiency of physical exercise in schools is that, the relation the mental system bears to the physical is not thoroughly understood, or at least, appreciated. I now wish to say that there are two more reasons, which are generated in the first place by the one mentioned, and these in their turn have contributed—especially the second—to keep it in this ineffective state. The reasons I allude to are :

1. Many men of eminent mental ability have written earnestly in favor of the introduction of gymnastics and calisthenics into the schools, and in this manner have done much good. Some of them, unfortunately, have not confined themselves to showing the necessity of exercise to the physical and mental systems, but have, in their well-meant zeal, undertaken to give the kind of gymnastic and calisthenic exercises to be employed; with formulæ for the same. In this way they nullify to a great extent the good they have done in advocating the necessity for exercise, for, not being gymnasts themselves, their theoretical exercises are chimerical—not practical or interesting.

2. Where instructors have been employed at all, they have, for the most part, not been gymnasts, and, of course, not competent to teach gymnastics. There would be a great outcry if a person who was educated in only his native language should be employed to teach foreign languages; then why should there not be just as great an outcry against employing persons to teach gymnastics, who have not studied and practised them sufficiently to be able to teach all the branches that ought to be learned and practised in a first-class gymnasium?

A gymnastic specialist must have a thorough knowledge of the subject both theoretically and practically, especially the latter, for if he has not such a knowledge he is occupying a position which he has no moral right to fill, to the great injury of the best interests of physical education. Under the tuition of unqualified specialists gymnastics retrograde instead of advance, because they omit branches that ought to be taught and, to supply the deficiency, give exercises that in themselves are uninteresting, non-progressive, and insipid, through lacking the necessary mental stimulus that makes them attractive.

Charles Spencer, of London, England, an undoubted gymnast, says: "I remember on one occasion having been engaged in superintending the erection of some apparatus at a large school near the metropolis, and the boys, seeing me examining it in company with the gymnastic instructor, to make sure

that it was securely put up, and knowing me to be a gymnast, requested me to oblige them with a specimen of what could be done in that way. This of course I immediately did, and showed them a few of the advanced exercises on the horizontal bar and parallels to the immense delight of the pupils, *but also to the intense horror of the instructor who considered them too dangerous for them to attempt.* When I had finished, the boys came thronging round me, and asked me to teach them these amusing exercises, and I showed them the way to do two or three which I considered most suitable for their powers, and several of them proved such apt scholars that they could perform them in a very creditable manner before I left. Now mark the results! About three weeks afterwards I had occasion to go there again, when rather to my surprise, I found that nearly all the boys could do the feats I had shown them on the previous occasion, and they begged me to show them some more of my 'jolly exercises,' as they somewhat irreverently termed them, saying, 'Oh! there is no amusement in what Professor So-and-so shows us, stupid hand-over-hand exercises under the bar; we really begin to think that he cannot do anything else.'"

It is undoubtedly the instruction given by such teachers as the one mentioned by Charles Spencer, the gymnast, that has induced such an eminent writer as Herbert Spencer, who is not a gymnast and therefore unfortunately could not tell the genuine from the false, to oppose gymnastics in schools, and to suppose that it is the intention of these exercises to occupy the time of the regular "recess," as a substitute for the ordinary school games. It is needless to state that this idea is also a mistake.

It is in the power of educators themselves to reform the abuses referred to above, and, if they still perpetuate them after having had them pointed out, they will inexcusably continue to depreciate the true value of physical education.

E. B. HOUGHTON.

THE TEACHING OF MUSIC.

WE shall make very little progress in teaching music in public schools so long as we confine ourselves to the discussion of such questions as whether or not we shall use the Fixed Do system, the movable Do system, the Tonic Sol-fa system, or the Buckwheat-note system, or whether we shall attempt to teach music to little children as musicians have learned it through the playing of musical instruments. However we may differ upon these much discussed questions, which are of minor importance; there should be no question regarding the fundamental principles of teaching. There are mental laws underlying the growth and development of the mind, which are as fixed and immovable as the eternal hills, and when

we shape our methods of teaching so as to present this subject, to the mind in accordance with these laws, the confusion in musical notations, and difference in opinion arising from our ignorance in teaching this subject will disappear. Every successful teacher will have his own ways and means of presenting his subject and holding the attention of his pupils; but no teacher is successful in the largest degree who does not make his methods and ways conform to fixed principles in teaching. It is the practical application of the objective principle in teaching music that we need to discuss. The very name of objective teaching suggests that there must first be an object to be presented to the mind; we must have a unit of thought or real object to teach. The first problem, therefore, will be to decide upon our unit in music. What is it? We have said that little children first learn to sing as they first learn to talk, by imitation, and that the unit or object of thought is the little exercise or song as a whole. Thus we present to the mind our units in music by teaching our pupils to sing these little exercises and songs beautifully, and then showing them the representation in notes. Thus we train the eye to recognize in notes the succession of sounds which has been taught to the ear. This is philosophical and sound teaching while viewing the subject from the standpoint of regarding the unit to be the exercise or song as a whole. But is not this rote singing? The tendency of such a system of instruction is to make musical imitators instead of intelligent thinkers in music, while success in teaching it must depend largely upon the skill and proficiency of the teacher as an expert in singing. If such a system of instruction be called a system of rote singing it is rightly named, notwithstanding the pupils learn to apply the syllables to the notes of the exercises and songs learned, and notwithstanding both teachers and pupils deceive themselves by supposing that they are reading music. Taught by such a system, little children will appear to the casual observer to be very proficient: they can sing their exercises and songs by rote beautifully, but when tested with a succession of sounds which they have never heard they are found to be very helpless. If the object be simply to teach children to sing beautifully on public occasions, and musical experts can be employed to teach the children, a good temporary effect may be produced, but it is an expensive luxury, and misleading, and should not pass for real education in music. When we compare the application of the objective principle in teaching music, as here stated, with the same principle as applied by the best educators in teaching language, we find this difference: In language a single word may represent a unit or object of thought, while in music a single sound means nothing, and cannot be taught by itself.—H. E. Holt.

Methods and Illustrations

EXERCISES IN ENGLISH.

1. POINT out the clauses in each of the following and tell the kind of each:—

1. She would say with a piercing cry, "This is my boy."

2. While the brothers were visiting the museum, he strolled along the principal streets.

3. Fritz started and looked very uncomfortable when he first caught sight of Joe.

4. "You are mistaken about that," said Joe.

5. Why he did it at all, I cannot understand.

6. I wish that some folk, who are greater and richer, would copy John Tomkins.

7. I remembered what he had said: "Don't delay but come at once."

8. I had often been told that the rock before me was the haunt of a genius.

9. My little dears who learn to read, pray early learn to shun that very silly thing indeed, which people call a pun.

10. "Try it once," said Herbert.

11. Is death to be feared that will convey thee to so happy an existence?

12 The boy stood on the burning deck—
Whence all but he had fled,
The flame that lit the battle's wreck
Shone round him o'er the dead.

13. When I was about six years old, as I was going to school one morning, a ground squirrel ran into its hole in the path before me.

14. While she lived, she came daily to perch upon the chapel which looked upon his grave.

15. While he was in Canada Mr. Moore composed the popular boat song, the words and air of which were, he says, inspired by the scenery and circumstances which the verses portray, and by the measured chant of the Canadian rowers.

16. Do you remember how you came here?

17. He said that any arms they had upon their persons they must surrender.

18. I don't know which of the two I shall take.

II. Resolve into a series of short sentences:

1. A large number of skulls of men, crocodiles, cassowaries, and pigs ornament it.

2. Culture brings forth the man fully grown, well formed, rich blooded, firmly knit, alive all over.

3. "Aha!" said the Jew, shrugging up his shoulders, and distorting every feature with a hideous grin.

4. There seemed to be some very minute inscription on it; for the Jew laid it flat upon the table, and shading it with his hand poured over it, long and earnestly.

5. As the Jew uttered these words, his bright dark eyes, which had been staring vacantly before him, fell on William's face.

6. Oliver was frightened at the sight of so many gentlemen which made him tremble.

7. There is an observatory on the roof, and over the front door a well proportioned porch with pillars, where the author used often to stand in the intervals of his work, refreshing himself with a look along the road and fields before him, or chatting with his children, grandchildren and friends.

8. Mr. Charles Kean was the chairman, and Dickens delivered one of his excellent speeches on a topic ever dear to him—the theatrical profession.

9. In New York Mr. Dickens first met Washington Irving, the great author, with whose writings he was familiar, and whom he had adopted in some respects as his model.

10. A public compliment was tendered to Mr. Coleridge in the summer of the year 1824, the beginning of a long series of honours, as a tribute to his genius and the esteem in which he was held by his circle of friends.

11. Just below the rapid, where the forests sloped gently to the shore, among the bushes and stumps of the rough clearing made in constructing it, stood a palisade fort, the work of an Algonquin war-party in the past autumn.

12. The canoes, bearing five Iroquois, approached, and were met by a volley fired with such precipitation that one or more of the enemy escaped the shot, fled into the forest, and told their mischance to their main body, two hundred in number, on the river above.

13. Being provided with tools, the French planted a row of stakes within their palisade, to form a double fence, and filled the intervening space with earth and stones to the height of a man, leaving some twenty loopholes, at each of which three marksmen were placed.

14. Meanwhile, crouched behind trees and logs, they beset the fort, harassing its defenders day and night with a spattering fire, and a constant menace of attack.

15. Annahotaha's followers, half dead with thirst and famine, listened to their seducers, took the bait, and, one, two, or three at a time, climbed the palisade and ran over to the enemy, amid the hootings and execrations of those whom they deserted.

16. On the fifth day an uproar of unearthly yells from seven hundred savage throats, mingled with a clattering salute of musketry, told the Frenchmen that the expected reinforcement had come; and, soon, in the forest and on the clearing, a crowd of warriors mustered for the attack.

17. They advanced cautiously, as was usual with the Iroquois before their blood

was up, screeching, leaping from side to side, and firing as they came on; but the French were at their posts, and every loophole darted its tongue of fire. A. M. B.

FOR PRONUNCIATION.

TEACHERS may use this list to advantage on Friday afternoons.

Subtle.	Feminine.
Subtile.	Again.
Boiler.	Saith.
Violent.	Acme.
Pedestal.	Canal.
Deficit.	Absorb.
Finance.	Partridge.
Suite.	Irrevocable.
Osten.	Fissure.
Dauntless.	Mansions.
Alley.	Piano.
Ally.	Revolt.
Allies.	Inexorable.
Says.	Aye.
Draught.	Patronage.
Drought.	Behoove.
Accessory.	With.
Palm.	Beneath.
Cartridge.	Picture.
Patriot.	Bequeath.
Bade.	Sanguine.
Premature.	Psalmist.
Antique.	Abdomen.
Committee.	Pronunciation.
Schedule.	Towards.
Persist.	Hundred.
Been.	Paroxysm.
Extempore.	Apparatus.
Root.	Heroine.
Route.	Plethora.
Rout.	Geography.
Clerk.	Peril.
Sergeant.	Pearl.
Depth.	Apricot
Height.	Patentee.
Trait.	Donkey.
Alias.	Dromedary.
Perfume (noun).	Bronchitis.
Perfume (verb)	Apparent.
Alms.	Heroism.
Forehead.	Calliope.
Waistcoat.	Sacrifice.
Advertise.	Quid.
Masculine.	Assets.
Feline.	Pathos.
Aged.	Bleat.
Fertile.	Salver.
Agile.	Shone.
Sterile.	Associate.
Futile	

A. M. B.

A CORRESPONDENT of the *Evening Post* suggests the compounds *him-her* and *his-her* as genderless pronouns of the third person singular.

Mathematics.

ALGEBRA.

SOME USEFUL PROBLEMS.

1. SIMPLIFY $(x-y)^2 + (x+y)^2 + 3(x+y)^2(x-y) + 3(x-y)^2(x+y)$.

2. $(a-a)^2 + (a-b)^2 + (a-c)^2 + a^2$ when $2a = a+b+c$.

3. If $x+a$ be G.C.M. of x^2+px+q , and $x^2+p^1x+q^1$, shew that

$$a = \frac{q - q^1}{p - p^1}$$

4. If $\frac{x+a-b}{x-a-c} = \frac{x-a+c}{x+a+b}$ then $\frac{x^2-4ax+b^2}{x^2+c^2}$

$$= \frac{x^2-4ax-c^2}{x^2-b^2}$$

5. If $x^2+2ax-3b^2$ is +ble by $x-a$, prove that $a=b$ or $-b$.

6. What value of y will make $6x^2y+8y^2+9$ +ble by $x-z$?

7. If $ax = ax + c$ what would be the value of x .

J.H.T.

EXERCISES IN ALGEBRA.

SELECTED FROM VARIOUS SOURCES.

1. If $x^2 + px^2 + qx + r$ is exactly divisible by $x^2 + mx + n$, then $ng - n^2 = rm$.

2. The expressions $ax^2 + bx + c$ and $ax^2 + mbx + m^2c$ have a common divisor, if $(m+1)^2ac = mb^2$.

3. If $ax^2 + bx + c$ and $mx^2 + nx + p$ have a common factor of the form $x+q$; shew that $(pa - mc)^2 = (nc - pb)(na - mb)^2$.

4. Find the condition that $x^3 - 3b^2x + 2c^3$ may be divisible by $x-a$, whatever may be the value of x .

5. Find the conditions that $x^3 - 3b^2x + 2c^3$ may be divisible by both $x-a$ and $x-b$.

6. Find the condition that $x^3 + ax^2 + bx + c$ may be divisible by $x^2 + 2x + 3$ for all values of x .

7. Find the condition that $x^3 + 5x^2 - ax + b$ may be divisible by both $x-2$ and $x-5$.

8. Find the condition that $x^3 + 7x^2 + ax + b$ may be divisible by both $x+3$ and $x-2$ for all values of x .

9. Find the condition that $x^3 + 4x^2 + 4x + b$ and $x^3 + 5x + c$ may have a common factor of the form $x+a$?

10. What value of p will make $3x-4$ a measure of $18x^2 - px + 28$?

11. $x^4 - 4x^3 + 6x^2 - 4x + 1$ is a multiple of $x^4 - ax^2 + 1$. Find the value of a .

ANSWERS.

4. $a^2 - 3ab^2 + 2c^3 = 0$.

5. $a^2 + ab - 2b^2 = 0$, $2c^3 - a^2b + ab^2 = 0$, viz, $a=b=c$, or $-a=2b=2c$.

6. $2a-b-1=0$, $3a-b-c=0$.

7. $a = -74$, $b = 120$.

8. $a=0$, $b = -36$.

9. $45b - b^2 - 77c - 36c^2 + 12c^3 - c^4 = 0$.

10. $p = 45$.

11. $a=2$.

Educational Intelligence.

ARCH. McNIVEN is teaching S.S. No. 2, Aldborough.

MR. ROUSON, of Bright, is to be teacher of S.S. No. 5, Wilmot, next year.

GEORGETOWN High School will be formally opened on the 10th January.

PETROLIA has built a new ward school on Eureka Street. It cost \$2,500.

MR. JOHN JOHNSTON, of Crinan, intends to enter the teaching profession again.

A FINE new school building has been built in S.S. No. 16, Woodhouse, Norfolk.

MISS SMALL has been appointed a teacher in the Forest Street School, Chatham.

MR. E. SCOTT, of the St. Thomas school, is engaged to teach Dexter School for 1887.

MISS IDA CROUSE, of Strathroy, will teach the Burwell School for the ensuing year.

THE Pembroke Public School has been closed owing to the prevalence of diphtheria.

The Colebrooke trustees have engaged Miss Mary Smith as teacher for the next year.

MR. ALBERT HURST has been engaged as teacher in the Talbot Street School, Howard.

MR. J. J. HUNTER, of Ottawa, has been appointed head master of the Janeville Public School.

MISS GRAHAM has been appointed teacher in the Ward School, Parkhill, at a salary of \$250 a year.

THE school teachers of Nanaimo (B.C.), and vicinity, will organize a branch of the Teachers' Institute.

MR. S. LYON, teacher at Colebrooke, has engaged to teach school at Yarker during the coming year.

MCLEAN & WILSON, architects, have prepared plans for a new \$2,000 school house to be erected at Pain Court.

MISS CATON has been re-engaged for another year as teacher in the Tamworth Public School at an increased salary.

W. A. HUTTON, Glenwillow teacher, has resigned his position, and will attend the Normal School at Ottawa in 1887.

THE public school trustees have re-engaged F. M. Hicks as principal of Wycombe School for '87 at an increased salary.

MR. D. BENTLY has been re-engaged as teacher for 1887 at the Birnam School, Warwick, at an increased salary.

THE trustees of S.S. No. 4, Adelaide, have engaged Mr. Roberts of East Williams, as teacher for the ensuing year.

MR. JESSUP, of Bolton, has been engaged by the public school trustees as head master of the town schools at a salary of \$600.

MR. MURRAY, principal of the Brockville Public Schools, has resigned his situation, and will leave at the end of the year.

THE trustees have secured the services of Mr. John B. Powles as teacher in the Palestine (County Victoria) school for next year.

THE North Verulam trustees have engaged Miss D. Weldon, of Linden Valley, to take charge of their school for the ensuing year.

MR. COLIN JOHNSTON has been engaged to teach for another year in S.S. No. 5, Eckfrid. Salary same as last year.

MR. GRANT, of Welland, has been appointed principal of Victoria School, Brockville, with a salary of \$800 per annum.

MISS Ruth Dibb, Selena McWhorter, and Jennie Sinclair have been added to the staff of public school teachers at Petrolia.

MR. J. L. HUGHES, formerly principal of the Brantford Central School, died recently at the age of 43 years, in New Westminster.

D. D. MOSHIER, who has taught the Sombra School for a good length of time has been engaged by the trustees of S.S. No. 11 for next year.

AT a recent meeting of the Kincardine School Board a proposition to separate the high school trustees from the general board was voted down.

WE are pleased to hear that Mr. John Odell, an Orono boy, has been engaged to teach Tyrone School at the neat salary of \$450.—*Bowmanville Sun*.

A. NUGENT, B.A., ex-mathematical master of Woodstock High School, is one of the managers of the International Commercial College, in Ottawa.

MISS CRAIGMILL has resigned her position as second assistant in the Shelbourne Public School, having accepted a position in S.S. No. 10, Peel Township.

MR. GALBRAITH, of the Streetsville High School, has been engaged by the Brampton Board to take Mr. Burns's place on the High School staff at Brampton.

OUR teacher of last year, Mr. Towell, is leaving us, and is to be replaced by Mr. Elliott, who is the holder of a first.—Glenmorris correspondence of the Galt Reporter.

MR. FREDERIC WRIGHT, teacher at Flinton, has been engaged as headmaster of the Tamworth Public School. Mr. Wright is a graduate of the Normal School.

THE Cedar Springs Public School Trustees have re-engaged Mr. Williamson as teacher for 1887, at a salary of \$500 per annum. This is the fifth year he has taught there.

THE Georgetown High School Board has fixed the tuition fees as follows: First member of a family, \$5 per annum; second member of same family, \$3 per annum.

MR. WM. BURNS has resigned his position as teacher at the Brampton High School, and accepted a position in the St. Catharines High School at a salary of \$1,000.

THE public school building in Oil Springs has been totally destroyed by fire. It was a two story frame structure, and burned like paper. It was no doubt the work of an incendiary.

Mr. W. H. HARTLON, formerly of Brinsley, has been re-engaged as principal of the Renfrew Model School, at a salary of \$700, being an increase of \$50 over his last year's salary.

MISS ELIZABETH MCGUIRE has been engaged as teacher for the Babylon Line School for the coming year, at a salary of \$240.—Stanley Correspondence of the *Clinton New Era*.

MISS MCPHERSON has been re-engaged for 1887 in Section No. 5, Dunwich, and Miss Cowan, of Strathroy, for No. 10, Southweld.—Iona correspondence of the *St. Thomas Times*.

THE trustees of the Motherwell School have engaged Miss Francis to assist Mr. Wm. Shaw in teaching the young idea how to shoot. She comes well recommended.—*St. Mary's Argus*.

THE many friends of Mr. M. S. Leitch, formerly of Middlesex, will be pleased to learn that he is principal of the Fulton Public School, Kansas, and is paid the remunerative salary of \$900 a year.

MISS BROOKS, our much esteemed lady teacher, has resigned; it is believed to assume control over a smaller school of three and one grown up pupil.—Wardsville Correspondence of *West Elgin Mercury*.

No less than four of the lady teachers of the Toronto Public Schools, we learn from an exchange, will resign their positions at the Christmas holidays, as they are about to enter the state matrimonial.

We understand that Miss Fraser, teacher in the Dickson School, has sent in her resignation to the Board. A teacher to take her position at the end of the Christmas holidays is advertised for.—*Galt Reporter*.

THE trustees of Platsville Public School, county of Oxford, have engaged Mr. John Robinson and Miss Maggie Cole, for another year. Miss Minnie Brown, teacher in the junior department, has sent in her resignation.

MR. J. F. KENNEDY, public school head master at Dundas, has purchased the *Dufferin Advertiser*, of Orangeville, an eight page weekly published in the interests of the Reformers of Dufferin County, and the Scott Act.

MR. J. G. CARRUTHERS, principal of Decewsville Public School, has been appointed head master of the Cayuga Public School in the place of Mr. J. A. Murphy, recently appointed jailer for Haldimand County.

THE London Board of Education have decided to charge non-resident pupils at the Collegiate Institute \$40 per year, the sum paid under that amount as taxes in the city by parents to be allowed on the whole.

HON. EDWARD BLAKE and Hon. Oliver Mowat visited Alma College on the 5th inst., and made an inspection of its fine buildings and furnishings, taking dinner with the students and friends, and a number of invited guests.

THE Brampton Board of High School Trustees has filled one of the vacancies in the staff by the appointment of Mr. Lees, of Lindsay. Mr. Lees was at one time editor and proprietor of the *Orangeville Advertiser*.

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

PETROLEA School Board has decided to increase after January 1st, the salaries of third-class teachers from \$240 to \$250, and will reduce the salaries of teachers holding second class Normal School professional certificates from \$340 to \$272.

MISS ALEXANDER, one of the public school teachers, Tilsonburg, has resigned her position, and will give up teaching at the end of the year. Miss C. Thompson; who is now teaching at Delmer, has been engaged to take Miss Alexander's place.

THE students of the St. Thomas Model School, who number 41 in all, lately presented the principal, Mr. N. M. Campbell, with an address, accompanied by a gold pen and a cabinet ink stand. Mr. James Gould read the address, and Miss Clara Oliver made the presentation.

AT the last session of the Strathroy Board of Education letters were read from M. S. Clark, B.A., declining the position of modern language master; from Mr. H. D. Johnson, accepting the position of science master; from Mr. M. Perkinson, accepting the position of fifth master.

MR. R. BLACK, now teaching at Zephyr, has been engaged to take charge of the Quaker Hill school for 1887. Miss L. Peters has been again re-engaged at Grimsby. Two changes take place in Uxbridge Public School staff, and one in the High School.—*Uxbridge Journal*.

CHATHAM *Planet*—The *Plaindealer* is advocating the establishment of a model school at Ridgetown. Well, if Ridgetown will undertake the task, Chatham School Board and the Chatham teaching staff will gladly give way to them. There is neither profit nor pleasure connected with its establishment here.

OUR present teacher, Mr. Powles, who has been here amongst us for four years, is going to leave us at Christmas, and we hear that he is going to teach at Hartley School for the coming year. We hear that our worthy trustees have engaged Mr. Cummings, of Sturgeon, lake shore, in his place for the coming year.—Pleasant Valley Correspondence of the *Lindsay Post*.

THE following is a complete list of those who have been engaged to teach in the different departments of the Carleton Place high and public schools for next year: High school, J. R. Johnston, B.A., D. E. Sheppard; public school, J. A. Goth, principal, Misses Girouard, Burke, McCallum, Moulton, Suter, Cram, Garland, McKerracher and Lowe.—*Herald*.

AT the last meeting of the Richmond Hill School Board Mr. Savage moved, seconded by Mr. Switzer, that the teachers for the public schools be re-engaged for another year at the present salaries paid. Mr. Trench was opposed to the hiring of four teachers, and called for the yeas and nays. Mr. Trench and Mr. Duncan voted nay, the rest of the number voting yea for the motion, which was declared carried.

AT a recent meeting of the Uxbridge School Board applications for a position on the teaching

staff were received from Miss Carrie Peters and Miss Libbie Johnston at \$250 and \$240. These with five others received at previous meetings were noted by the board, and balloting to select teachers was proceeded with, the vote resulting: six for Miss Beaver and five for Miss Gilchrist (out of seven votes) at \$275 and \$250.

AT the last meeting of the Hamilton School Board, the secretary read applications for positions as teachers from Julia Tutty, Annie Ainslie, Maggie Brass, B. Dingwall, B. Somerville, Maria Lawson, Rosini Jamieson, Nettie Raycroft, Louisa Lloyd and Annie Dickson. Miss L. L. Dalley sent in her resignation. Mrs. Davidson and Miss L. C. Bell, teachers in the collegiate institute, asked for increase of salary.

NOTES FROM ONEMEE.—Miss Bleucer has resigned the position of assistant teacher, and Miss Annie Stephenson has been appointed for the year 1887. A third teacher is to be engaged for the public school. The staff and salaries will be: J. H. Tanner, headmaster high school, \$850; Miss Spence, assistant, \$400; J. H. Sheppard, headmaster public school, \$525; Miss Annie Stephenson, first assistant, \$235. A second assistant has not yet been appointed.

AT the last meeting of the Chatham School Board R. W. Johnson, King Street School, tendered his resignation to accept a position in the mail service, Ottawa, thanking the board for past services and courtesies. The chairman stated that Mr. Johnston had been obliged to leave at once to take the position and had appointed Mr. T. A. Moore in his place. Miss Alice Campbell sent a request to the board for a leave of absence for the balance of year on account of ill health. Her sister takes her place. Request granted.

MISS T. HALL, formerly an esteemed teacher in the West Ward School, Peterborough, who has recently become connected with the Central School, was the other day presented with a handsome writing desk and kindly worded address by W. McCreary, M. McFarlane, L. Wallace and A. Merrick, on behalf of the pupils of her class. Miss Hall was considerably surprised at the deserved gift, and replied feelingly, thanking them heartily for their kind remembrance of her.

AT the last meeting of the Uxbridge School Board Mr. Lapp resigned his position as classical master in the high school. Ballots were taken to fill the two vacancies in the public school, resulting in the election of Miss Beaver at \$275, and Miss Gilchrist at \$250, with the understanding that at the end of six months the services of one of them would be discontinued, as one would be engaged to fill Miss Welch's place during her attendance at the model school.

AT a special meeting of the Orillia Public School Board, Inspector Morgan strongly urged the formation of another division in order to relieve the upper rooms, as it was impossible for teachers to do justice to the scholars, when these rooms continued so crowded. After consideration, it was decided that another division should be added to the school. Miss Bella Delmage was appointed a teacher, at \$250; Mr. Huff, teacher of Grade III., at \$400; Miss McKay, at \$250. Miss Cooke was promoted to Grade IV. Mr. McKinnell was re-appointed census-taker.

THE following appears in the *John's (N.B.) Daily Telegraph*: The impression that Girton House School, Halifax, has been closed because of Professor Hind's attack on Professor Sumichrast is erroneous. The school goes on without interruption. Not a single pupil has been withdrawn. The parents and guardians of the Halifax children attending the school met on Thursday and unanimously and enthusiastically voted absolute confidence in both Mr. and Mrs. Sumichrast. An action for slander has been instituted against Professor Hind, and steps will be taken to expose the animus of his attack on Bishop Binney through Professor Sumichrast. [Residents of Toronto will know the name of Professor Hind.]

At the last meeting of the St. Mary's Board of Public School Trustees Miss Alice Wilson was, on motion, appointed teacher at a salary of \$275. The following, on motion of Mr. Beam, seconded by Mr. Knox, were re-appointed teachers at the salaries named: Miss M. Barbour, \$325; Miss R. F. Barbour, \$275; Miss Cruttenden, \$275; Miss M. B. Miller, \$275; Miss S. Wright, \$250; Miss L. Ingersoll, \$225; Miss A. Thompson, \$225. Moved by Mr. Beam, seconded by Mr. Myers, that the position of principal of the public schools be not now filled, but that the secretary be authorized to advertise in the *Globe* for applications for that position. Moved in amendment by Mr. Beattie, seconded by Mr. Ford, that Mr. J. W. Laird be appointed principal of the public schools at a salary of \$700. Amendment carried.

At a recent meeting of the Napance School Board, Mr. Morden moved, seconded by Mr. Hall, that the action of the committee be confirmed in reference to the employment of Mr. Kaylor, as assistant model school teacher, and that he be paid \$100 for the term, ending Christmas. This was carried. Moved by Mr. Hall, seconded by Mr. Perry, that Miss Kennedy be paid *pro rata* for the time she taught as assistant model school teacher, at \$90 for the term, she having taught three weeks, and that an order be given her. Carried. The committee on teachers presented their report in the matter of the applications from the teachers who asked for an increase of salary, recommending that the salary of Miss Grange be increased from \$200 to \$225 per year, to commence January 1st, 1887, and farther that at the present time they do not think it advisable to recommend an increase of salary to Misses Fraser and Walsh. The report was laid on the table.

At a recent meeting of the Perth Board of Education, the secretary reported verbally, that the following teachers had signed their agreements for 1887: K. R. Cochrane, E. D. St. Jiles, Mr. Fowler, Miss McKinley, Miss Walker, and Miss Smitherman. A communication was received from Alex. Marling, Dep. of Education, advising the board that the sum of \$150 had been granted towards the support of the Perth Model School for 1886. A letter was received from Miss Bella McKerracher, resigning her position as teacher of the first department of the public school on account of insufficient salary. The Secretary submitted a large number of applications for the vacancies in the public school teaching staff. Miss Keays was appointed teacher for the third department of the public school at a salary of \$200 a year. Messrs.

Berford and Stephenson moved that Mr. H. J. Talbot be appointed to the position of master of the seventh Department of the public school, and the secretary is hereby instructed to have the necessary agreements prepared and forwarded to Mr. Talbot for execution, engagement to commence on 31st January, 1887, salary \$450 per annum. Mr. Stephenson said Mr. Talbot was recommended by the principal, and that he held a good certificate and testimonials. The motion passed. Messrs. Elliott and Meighen moved that the secretary be instructed to accept an agreement from Mr. M. M. Jacques, principal of the public school, to expire on the 31st July, 1887, salary at the rate of \$750 per annum. The motion passed, it being explained that Mr. Jacques wished his term to expire at the same time as that of collegiate institute teachers.

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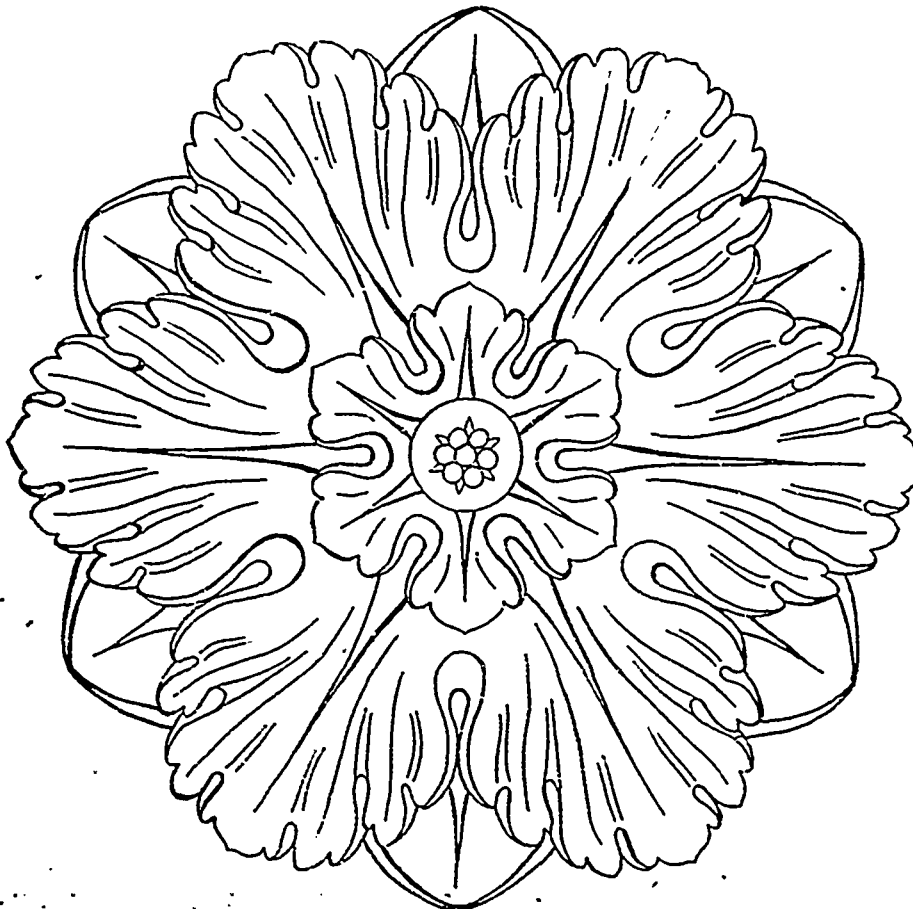
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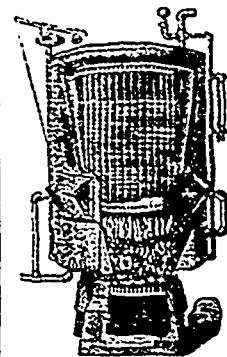
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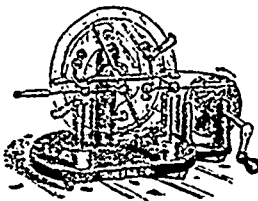
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