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Educational Weekly

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THURSDAY, JUNE 24TH, 1886.

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The Educational Weekly

Edited by T. ARNOLD HAULTAIN, M.A.

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TORONTO, JUNE 24, 1886.

WITH the thoughts of our teachers largely taken up with, not only approaching examinations, but also with approaching holidays, the publishers of the EDUCATIONAL WEEKLY have deemed it advisable to discontinue the issuance of the paper for the short period of two weeks. Our next number, therefore, will not be published till July 15th, which number will be the first of our fourth volume.

ON Thursday last, the 17th inst., the Toronto Musical Festival, of which the Province has heard so much, came to an end. It was by no means an uninteresting performance, and especially to those taking an interest in education in Canada. On this occasion some thirteen hundred school children performed the part of the chorus. One hundred and fifty-five of these came from the Separate Schools of Toronto, the remainder from the Public

Schools. They had been trained by Messrs. Torrington, Schuch, and Perrin.

The task undertaken by these gentlemen was a difficult one. Thirteen hundred children—boys and girls—is a large number to keep under control, to say nothing of the difficulties involved in the purely technical details. The former was fairly well accomplished, not more, we think, can be said. The latter, too, was open to criticism.

The songs sung by the children were simple and short. They were:—"Hark to the Rolling Drum;" "So Merrily Over the Ocean Spray;" "Canada: a National Song;" "Action Song;" "Swiftly Winging;" and "God Save the Queen."

On the whole, both the children and their trainers deserve praise. It was the first time the former had ever joined in any such performance; it was probably the first time the latter had had so large a body of young performers under their care. Still we must confess that the results might have been better. The Canadian daily papers, we know, have extolled the Festival as a most brilliant success. But that there are some who have been cautious in their praise is seen from the criticisms passed by the *Buffalo Courier*, although one-third of the orchestra came from its town.

To return to the subject of the school children's chorus. The spiritedness of "Hark to the Rolling Drum"—for there was a fairly successful attempt at a vigorous rendering—was much marred by the want of harmony in time between the children and the orchestra. Sometimes the one, sometimes the other lagged appreciably. "So merrily Over the Ocean Spray" was better. The *staccato*, *pianissimo* and *glissando* were not at all badly attended to. Of "Canada, a National Song" nothing need be said, for neither in words nor in music is it an extraordinarily high species of music. The "Action Song," although it apparently pleased many, was in our eyes, highly graceless. In what lay the artistic effect of the gesticulations performed we failed to discover.

Of course, Toronto may congratulate herself on having been able to carry out on so large a scale so pretentious and laudable a project. And that she has congratulated herself is very evident. But the best way to do better next time—for that there will be a "next time" we, one and all of us, hope—is not to be blind to our faults this time.

In the House Committee on Education, Mr. Miller of Texas has introduced a substitute for the Blair Educational bill. It appropriates \$8,000,000 annually for ten years to be distributed among the states and territories according to the ratio of illiteracy as established by the census of 1880, the money to be expended in the maintenance of public schools under the state laws. In states in which separate schools are maintained for white and colored children, the bill provides that the money shall be apportioned between white and colored schools in the proportion that the total number of children of each race of school age bears to the total number of children of school age in the state as shown by the scholastic census.

WE recommend the following remarks of Supt. J. W. Dowd, to the considerations of our readers:—Praise is somewhat like the greenback,—in order to keep it at its par value, there should never be an over-issue. And when praise degenerates into mere flattery, those who use it are guilty of counterfeiting. To praise a bad pupil into good behaviour is a very difficult performance. Pupils may be so fed with praise as to come to look at it as their right, as a part of their daily bread, which, when they do not receive, they become sullen and discontented. When praise is accepted occasionally, and in the right spirit, it does good. When it is demanded as a right, not in words but by acts, it is not deserved and should not be given. If the teacher should be sparing in words of praise, much more should he be sparing in words of blame. A pupil cannot be lifted into better behaviour by continual fault-finding.

Contemporary Thought.

THE tendency of the legislation of the day is to guard the public health; and wisely so, for to most of us health means everything. But Acts of Parliament are passed in vain, if the public intellect cannot understand and does not appreciate them. We endeavour, by education, to raise the intellectual standard of the people, and thus hope to prevent poverty and crime; and there is a growing impression, not without foundation, that a great deal of crime, not to mention lunacy, is due to ill-health. That is, the mind is influenced in childhood by disease and unhealthy surroundings, and consequently, the individual has not a fair chance in the battle of life.—*P. A. Karkeek, M.D., C.S., etc., Medical Health Officer, Torquay, in Sanitary Record.*

THE pupil must be brought in face of the facts through experiment and demonstration. He should pull the plant to pieces and see how it is constructed. He must vex the electric cylinder till it yields him its sparks. He must apply with his own hand the magnet to the needle. He must see water broken up into its constituent parts, and witness the violence with which its elements unite. Unless he is brought into actual contact with the facts, and taught to observe and bring them into relation with the science evolved from them, it were better that instruction in science should be left alone, for one of the first lessons he must learn from science is not to trust in authority, but to demand proof for each assertion.—*Sir Lyon Playfair, in Popular Science Monthly.*

THAT popular abomination known as "Beef, Iron and Wine," which is now sold so extensively, not only by druggists, but by tradesmen of various kinds, deserves a little special attention from the medical profession. It is an agreeable mixture to the sight and taste; its name is a triple combination of seductive mononyms; while, taken into the stomach, it acts as a gentle "pick up," to the worn and over-sensitive nerves of the ladies. It has, in consequence, become a popular, if not a fashionable tippie, and is indiscriminately used to an extent that is, we believe, not entirely free from danger. Every medical man knows that the amount of actual beef or food in these various preparations is insignificant, and that it is the wine after all that makes them liked, and leads so many persons to purchase their second bottle.—*Medical Record.*

HUXLEY seems to think that "that man is liberally educated who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is clear with all its parts of equal strength, and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature, and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned

to love *all* beauty whether of nature or of art, to hate all villainy, and to respect others as himself." Such is the picture of a typical manhood. Everything is made subservient to *manhood*. A teacher thus educated will not fail to exalt his profession. He will call to his aid culture as a supplement to his education. He will give his pupils a love for culture, as well as a hungering and thirsting for knowledge.—*Ex.*

THE real want of the day, as relates to the health of the people, the well-being of the masses, is education in all matters pertaining to health. The municipalities will not educate the people in this way. If a few enlightened ones should do so, comparatively little good would follow when neighbouring ones do not do likewise. One or two Provinces may do such work, but unless all do it, and uniformly, the benefit would be comparatively but little. In order to have it done successfully, the Federal authorities must do it. By one central authority or source it can not only be done much better, but very much less expensively. By the Federal authorities health statistics can be best collected and then utilized in the education of the people. The real basis of practical sanitary work is doubtless a good system of vital statistics and disease reports. For the former—accurate statistics of mortality and natality—a good deal of money would be required. The Government have commenced in a small way, but much extension is needed. Educate the people in the laws of health, and correct vital statistics may soon be much more easily obtained.—*Man.*

THE gaining of a day in going across the Pacific Ocean westward, from San Francisco to Yokohama, Japan, is a state of affairs which puzzles a great many people. In explanation, let any one imagine himself to start at noonday, and travel to the westward as rapidly as the sun—or more correctly, as the earth turns eastward on its axis, it is evident that to him there would be no rising or setting of the sun. There would be none, as the sun would be constantly overhead. In like manner, if a person were to start eastward at noon, and travel at the same rapid rate, say 1,000 miles per hour, there would be to him two full days in twenty-four hours: *i.e.*, two sunrises, two noons, two sunsets, and two nights. The reason for adding or dropping a day while crossing the Pacific, instead of the Atlantic, Indian or other oceans, is because the 180th meridian east or west is found there: that is, the point immediately on the opposite side of the earth from the observatory at Greenwich, near London, which navigators uniformly count as the starting-point, or zero. In travelling eastward or against the sun's apparent course, it is necessary to drop a day, and for convenience and uniformity this is done at the 180th meridian. In like manner, in travelling westward, or with the sun, one day must be added or counted twice.—*S. H. EWING.*

A MOVEMENT is on foot in Montreal, by leading scientists, to petition the Government to provide means to defray the expenses of a systematic and thorough exploration of the northern mound system, before the plough of the settlers levels the tumuli. During last summer a well-known archaeologist explored several districts in the south-western part of Manitoba, with a view of ascertaining if the

known northern limits of the mound builders' remains could be extended. Some interesting and valuable data were secured, and a number of mounds were found on the Pembina River, and on the chain of lakes west of it. Two mounds on the Red River were opened in October, and valuable veins discovered, including ornaments cut from sea shells peculiar to southern waters. The structure of the mounds was found to be identical nearly with that of the famous ones of Ohio and the lower Mississippi. It was also discovered that a continuous line of mounds extended from the central Mississippi straight through to Lake Winnipeg. A large group has been discovered on the Rainy River in Ontario, and the evidence secured seems to go a long way to prove that the problem whose solution has so long sought for by American archaeologists will be settled by fuller explorations and investigations in the North-West.—*Journal of Education.*

ON the subject of school holidays, in reply to the letter of "Pater," which we quoted from the *Globe*, "Didascalos" writes as follows:—"Rest is needful both to masters and boys; to the former perhaps more than the latter. A teacher's work is brain work, sometimes of a very trying order, and generally associated with the strain of attending now to this boy, now to that, and keeping at the same time good discipline. Six or seven hours spent thus tire a teacher considerably, but, as a rule, he still has further duties to perform, such as the supervision of the boys' night-work, the correction of exercises, and the preparation of material for the next day. This makes a total of eight or nine hours of very exhausting toil. Most teachers find that towards the end of the term their energy abates, their memories weaken, and their power of putting things clearly diminishes. During the first week of vacation, many of them will sleep the clock round, and, in addition to that, doze during the day. Nature cries out for repose, and the case is the same, in a less degree, with the boys. Again, suppose a teacher has to get up a subject for his boys, say, Roman History from the Gracchi to the end of the Antonines, when can he do so, unless he has a good holiday? And now for the serious evil of holidays. What is it? Teachers and boys return bright and fresh, ready for any amount of work. The boys are somewhat rusty, it is true, but a week's judicious drill in back work repairs all that has been lost, and fixes it as no effort at any other time can. "Pater's" complaint of too much holiday, sounds singular enough, coming, as it does, at a time when we have just escaped from clamorous outcries against over-pressure. If his son is preparing for a competitive examination, an ordinary school is surely not the place for him: for no wise master would think of regulating the work of his form to suit the requirements of a boy cramming for an examination, and who will certainly leave the school if he passes. Such a boy should go to a private tutor, or to a school that organizes special classes for candidates for competitive examinations. In conclusion, the present school arrangements are the outcome of a long experience, and "Pater" may rest assured, that able men, who know and love their profession, would be the last to sacrifice the interests of either parents and boys to the desire of personal ease."—*The Schoolmaster.*

Notes and Comments.

WITH this issue the EDUCATIONAL WEEKLY completes its third volume. The Index, which is already in the printers' hands, will be published with the next number.

"EQUITY" has again favoured us with a communication on "Separate School Seceders." We are obliged to defer the publication of the letter together with an answer till our next issue.

IN 1887 a Greek National Exhibition upon an unprecedented scale is to be opened in Athens, contributions toward which are now sought. One feature of the show, which is likely at once to attract the pleasure-seekers and the archaeologists of other lands, is to be an exact reproduction of the ancient Olympic games. This curious revival, if successful, is to be repeated, as in ancient Greece, every four years. The games will take place at Olympia, in the neighborhood of Athens.—*Latine et Grace.*

A NEW educational paper, entitled *The New Brunswick Journal of Education*, which is to be devoted to the interests of teachers, has lately been established in St. John, N. B. The first number, which has just come to hand, impresses us with a firm conviction that it will not only be a welcome and valuable addition to educational journalism, but will meet with a warm reception at the hands both of teachers and all others connected with scholastic pursuits. The editors are Geo. U. Hay, Ph.B., and W. S. Carter, A.M.

A RADICAL change in hygienic methods is a vital subject of the present day. The actual requirements and needs of a healthy-growing human body is of primary importance to all parents and instructors of youth; to all of whom we urge a careful perusal of the article headed "Physical Education" in this present issue of our journal. We must certainly agree with the writer of this paper that the object of education is not to make women men or men women, but to draw out all that is best in men and all that is best in women.

IT is said that the late Lord Palmerston, during the conversation after a Cabinet dinner, dictated the following sentence to be written down by the members of his Government as a test of accuracy in spelling. Some of our readers, we think, will find it difficult to correct it as written thus:—"It is disagreeable to witness the embarasment of a harrassed pedlar gagi; the symetry of a pealed potato considered unparaelled in the leterogenity of the calosity of its periphery." His Lordship asserted his opinion that none of his guests would succeed nor did they.

MANY who discuss industrial education seem to forget that the only way the mind has of receiving knowledge is through the activity of the senses. The mind grows in

receiving, and then just as much more in giving. It is this continual receiving and giving that causes growth. Thinking without the activity of some of the senses is very unprofitable, in fact, there can be no *productive* thinking without doing. The aim of industrial education is not to teach trades, but to be a mental and physical preparation for all the work any one may be called upon to engage in during life.—*The School Journal.*

THE editor of the *Ohio Educational Monthly* writes of us as follows:—"The EDUCATIONAL WEEKLY (Toronto) says, concerning American educational journals, 'They are one and all full to repletion not with such matter as will broaden the views of their readers and point out to them what is true culture, but with various little details of routine.' That is a little too sweeping, Brother Haultain; there are honourable exceptions, among which we would name the EDUCATIONAL WEEKLY. Not so sweeping and more just is the following from the same article: 'The aim of too many masters seems to be to discover how a predecessor proceeded in some minor points in the minutia of teaching, some technical detail merely, instead of penetrating farther and trying to learn fundamental principles of tuition.' It is always a tendency of the human mind to be unduly occupied with the external and material, to the neglect of the inner and spiritual. We are sensuous—much more readily attracted by outward form and appearance than by inner substance or essence. The inner sense develops very slowly, and that only after a new birth. It is no marvel that we must be born again. Our eyes must be opened before we can see truly."

WE feel very confident in saying that no city on the continent is blessed with so efficient a police force as has Toronto, and that this is due to the remarkable ability of the chief, Major Draper, we are equally sure. The *Evangelical Churchman* writes:—"An animated discussion has been going on in the Toronto papers about the recent action of the Police Commissioners in having all loiterers turned out of the Queen's Park at nine o'clock in the evening, and in prohibiting ball-playing and kindred amusements there. The defence of the latter regulation is that it is only intended to deprive the boys of their play-ground temporarily, and that the action of the Commissioners will cause steps to be taken at once to supply the boys with suitable grounds for their amusements. Some, we hope not many, of those who have recently been playing in the Park have constantly offended the ears of passers-by by most foul language, and we are not sorry that these will have learned that the privilege is dependent upon good behaviour. The action of the Commissioners in having the Park cleared at nine o'clock is a wise and much-needed one. The amount of vice that

has in the past been openly flaunted in the face of passers-by at night is simply appalling. The parks in the English cities are closed certainly not later than nine. The workingman who has to be at his work at seven in the morning ought to be in bed by ten, and the new regulation cannot be said to bear very heavily upon him. If it is not to be continued permanently, additional police protection ought to be provided for the Park, for as things have been, respectable people have been deprived of its privileges except during broad daylight.

AT the West Kent Association one of the chief topics discussed was introduced by Mr. W. Nichol, P. S. I., who dealt with the desirability of a change in the Model School term, he held that at present there was too much rush and hurry, and that if the Model School term was arranged for the first half of the year he would be able to thoroughly study the art of school management, and pass an examination at the beginning of the term, and thus get much earlier introduction to actual work, instead of spending a great deal of time attending lectures, etc. Now, if the class is large, sometimes only 10 to 20 minutes is allowed each candidate to show his actual teaching ability, and then only in one subject. He thought more chance should be given. He advocated a change in the school year to determine engagements of teachers at midsummer instead of midwinter. He urged as reasons the longer time for parley in settling an engagement; better roads; commencing with the smaller children in midsummer and gradually getting acquainted with the older scholars. This applied more especially to the rural districts, where in winter no anticipated change of teachers would deter pupils from coming in. It would also be better for the inspectors who had always a lot of tangled reports to deal with while the teacher was leaving, and of course leaving the school and its affairs just as it might be at the time; whereas if the teacher remained past the New Year these reports could be more easily obtained. From 1879 it has been the duty of trustees to pay teachers quarterly, but it has not been generally known or observed. Now the new Act was in the trustees' hands and they were living up to it. Mr. Donovan asked the speaker what he thought of two Model School terms annually, as proposed by the Model School Inspector. Mr. Nichol was not in sympathy with it. He thought six months ought to show what a student could do. The two term system would be expensive. There might, however, be a scheme for grouping counties and gathering together rejected candidates and giving them a second trial. The President, Mr. Brackinder, suggested action as to Mr. Nichol's proposition, and Mr. Nichol said if the Institute endorsed his views he would issue a circular inviting opinions and co-operation.

Literature and Science.

CANADIAN ARCHAEOLOGY.

THOSE who have had the pleasure of seeing the very interesting collection of archaeological relics forming the private collection of Mr. Charles A. Hirschfelder, will agree with us that he is a most competent authority on the subject of which he writes to the *Mail*, and we deem the communication so important a one, and we feel sure of such interest to our readers, that we reprint it at length :

SIR,—The late discovery of Indian remains in the township of Tiny has once more brought prominently before us the great necessity of proper steps being taken for systematically collecting our Aboriginal relics, and thoroughly examining the graves, forts, camping places, etc., in which they are found. In the valuable article which appeared in your paper a few days ago the following statement is made:—"That a discovery of Indian remains should have been made in the township of Tiny is not a matter of surprise. The only wonder is that more extensive indications of the presence years ago of the Aborigines in that vicinity have not been exhumed."

In reference to this later clause I would state that years ago Dr. Tache, the Deputy Minister of Agriculture at Ottawa, spent a great deal of time carrying on researches in the old Huron county, and was rewarded by finding many valuable relics, which are now to be seen in the Laval University, Quebec, while for the past ten years the writer has carried on systematic excavations in this same section, and has unearthed some two thousand specimens, found principally in the townships of Nottawasaga, Tiny, Tay, Flos, Medonte, Oro, North and South Orillia, which embraces the main part of the old Huron country. These relics have been found on old battle grounds in which human bones were lying in great quantities, forts, camping places, and in the graves, which were of two kinds, single ones and ossuaries, the latter containing sometimes as many as two thousand bodies.

I opened an ossuary near Orillia, which must have contained at least two thousand bodies, and I dug down eight feet through human bones before I reached the bottom of the pit.

In the ossuary were relics of various kinds, such as bone needles, stone tomahawks, stone and pottery pipes, beads of shell and copper and other Indian paraphernalia.

As a description of the remains found in this interesting section of country have been given in your paper from time to time, I shall not describe them now, as my main object in writing this letter is not to point out so much what Dr. Tache and the writer have

done in that country, as those specimens are safe, we trust, for all time, but to state that specimens of the greatest ethnological value are, I might say every day, being unearthed, and as their scientific value is not known they are given to the children to play with, or in some other manner are destroyed, while the remainder above mentioned are being defaced by the plough.

I can say without exaggerating that there is scarcely a farm in any of the above townships on which relics have not been discovered, while from the Atlantic to the Pacific coast are to be found specimens which there should not be a day's delay in collecting, as every day they are either being destroyed or sent out of Canada. There is no reason why we should not have a collection of Canadian archaeology, which for all time to come would not only be of the greatest value to the student, but also of much interest to the public in general. Yours, etc.,

CHAS. A. HIRSCHFELDER.

TORONTO, June 12.

THE powers of the Princess Royal have long been acknowledged in Germany, upon the art of which country she has had great and lasting influence. In 1860 she was elected Member of the Berlin Academy, where she has constantly exhibited. Painting admirably, as she does, in landscape, portraiture and still-life, it is perhaps in her portraits that she excels. An artist may be an admirable draughtsman of the figure, he may have the finest technique and a true love of colour, he may possess a perfect mastery of carnations (critics always talk a lot about carnations), and yet fail entirely in portraiture. The one essential thing is the instinct for reading character and the power of seizing upon and depicting, without exaggerating or burlesque, the salient points in the expression of his sitter. That the Princess Royal possesses this gift may be seen by referring to our last illustration. Without knowing the lady, one feels sure that this is a "speaking" likeness. This may be the result of the careful study of character as expressed in physiognomy, which one expects is a lesson early taught to royal children, or one that is quickly gained in courts, if it be not actually inculcated. There is dignity in the simple treatment of this picture, and the easy pose of the figure has been skilfully caught.—*Magazine of Art.*

MISS HELEN SPARK, of S. S. No. 1, West Luther, in North Wellington, writes the Inspector that on Arbour Day the following work was accomplished at her school:—Ten spruce, five cedar, three balsam, two silver birch, twenty-five willow and thirty poplar trees were planted; two flower beds were made and the yard cleaned up and levelled.

Special Papers.

THE SUMMER VACATION.

ALL the old lady teachers (if there be any, since it is a disputed question whether a lady ever grows old) are warned away from this article. I don't want to talk to those "who know as much about how to spend their summer vacation as I," nor to those who have gotten so deep into a rut that they are unwilling to be helped out. Perhaps I have one taste in common with old bachelors. However it may be, I want to talk to the young girls. I shall not restrict the term in its use to those under eighteen, but will stretch it to include all who are willing to take my advice.

In the first place, take a vacation of at least six weeks. Don't undertake any agency unless it be an absolute necessity for the sake of helping those dependent upon you, those utterly unable to support themselves. I used to read some of the circulars sent out to entrap teachers into summer agencies, but if a lady is at all sensitive, she will meet with rebuffs which will more than counter-balance all the "benefits of fresh air, change of place," etc. It will take a longer period than the summer vacation to inure her to the trials of an agent's life, and instead of going back to her work in the schoolroom refreshed and vivified by a summer's rest, she will go back tired and disgusted with life.

Don't spend the entire vacation at a summer school. I rather admire the desire for improvement which influences young teachers to do so, but it is not wise. Several weeks spent in a geological or botanical excursion under the guidance of a skilful professor may be good. Almost anything that takes you out into the open air is good—except the agency. But don't let any other kind of a summer school take the greater part of your vacation. And if it takes half, don't let it take more than half the day, including the time of preparation for your recitations. Once I attended a summer school for six weeks, at the seashore, and I was not injured, because the lectures I attended were only from ten to twelve in the morning, and my daily sea bath dissipated thoughts that might have been too heavy for me, and the sea air gave me such an appetite that the physical hunger which often made me speculate upon what I was going to have for the next meal kept me from hungering for too solid mental food.

Don't stay at home all the summer. It is not economical. Those teachers who never have a change of air and scene lose vigour; and even if they drag out weary days without losing time from school or paying the physician, they will have to resign sooner

than those who have preserved health and freshness even if at the expense of their bank account. You are laughing, perhaps at the "bank account," but some teachers really have it. Some wisacre, if you suggest a summer trip, may shake his head and tell you that you ought to lay up money against a rainy day. For myself I prefer keeping off the rainy day by bringing sunshine into my life; and you (I don't forget I am talking to the girls) all expect "some one" to take you under his umbrella when the rainy day comes. But, perhaps, you have no bank account, nor have you the money for a few weeks at the lakes, the mountains, or the sea-shore. If it is because you have dressed too extravagantly, had you not better consider next year whether you can't be made just as attractive by change of air, and the culture which comes from mingling with new people amidst new scenes, as by stylish dresses and pretty bonnets? If it is because you have generously aided mother or younger brothers and sisters, I think you have a satisfaction that nothing can lessen; but because you are so well worth preserving, I have a plan to suggest. I do not say "Make to yourselves friends of the mammon of unrighteousness," but rather of the storehouse of righteousness. If there is not some farm-house, where they don't take summer boarders, where you will be welcome, try to make some country friends. I think you can show them some little courtesies which they will be glad to return. Without that, they are usually the most hospitable people in the world. And, let me whisper it in your ear, I have enjoyed myself more at some of the comfortable farm-houses at which I have been entertained, where everything was "so good," where the farmer himself was the epitome of good sense and kindly wit, and where the wife and daughter showed

"The warmth of genial courtesy,
The calm of self reliance,"

than at the sea-shore or Saratoga.

Don't spend the whole summer sewing, even if it be upon the crazy quilt or the latest novelty of the Kensington stitch (indeed, I don't know whether there is anything new in that line), nor too many hours upon crayon studies, nor painting on china, etc., all beautiful enough in their way, but I want to get you out of doors to what is still more beautiful. I want you to get the very spirit of the summer's beauty into your hearts until you can feel,

"Joy comes, grief goes, we know not how,
Everything is happy now,
Everything is upward striving;
Tis as easy now for the heart to be true
As for grass to be green or skies to be blue,—
'Tis the natural way of living."

Wherever you go, don't think of your health all the time. By this I do not mean that you are to dance to the wee sma' hours of the morning, or walk in the grass when it

is wet from dew, or be out in a fog until you have the appearance of a drenched sea-nymph, or twenty other things that common sense should keep you from doing; but I do not want your fate to be that of the Italian valetudinarian upon whose monument was the epitaph of which Addison gives us the free translation:—"I was well, but trying to be better, I am here." By the way, whether at home or abroad, I want you to read a good deal of the *Spectator* this summer, and when you are reading "Letter from a Valetudinarian—Excess of Anxiety about Health," imagine me looking over your shoulder and laughing with you, for although I have enjoyed many a hearty laugh over it, I shall find new humour in it with every reading.

Wherever you go, don't be afraid of anything but doing wrong. Be natural, be happy. May it not be true of you,

"Like escaped convicts of Propriety,
They furtively partook the joys of men,
Glancing behind when buzzed some louder fly."

I have given you a good many prohibitions; now I want to give you some commands, or entreaties, whichever you choose to call them. Do come to the State Association. It will help you in every way. As I have said before, one needs to see the best men and women in her profession to realize its true dignity. As a rule, they will be found at the State Association. The personality of an author adds something to the interest of a paper when he reads it himself, which is lacking when we get it from the printed page. For my own part, I think we never know so much that we cannot learn something at this annual meeting, nor are we ever so thoroughly alive that we can afford to lose its enthusiasm. Then the pleasure of riding on the lake, the delight of social intercourse, the joy of meeting friends. Go out on the water at sunset—but not with those who cannot be subdued at such a scene—if you would realize the exquisitely beautiful lines of Wordsworth:—

"Holy rite,
Methinks, 't' audibly repeated now
From hill or valley, could not move
Sublimar transport, purer love,
Than doth this silent spectacle—the gleam—
The shadow—and the peace supreme!"

A minister of the gospel once advised me to lay in a stock of good novels for my summer vacation. Although I think the mind can not enjoy the same amount of solid food in the warm weather that it relishes in the cold, yet I should not advise novels alone for the summer's reading. You may read with zest something from Howells, Aldrich, Dickens, Thackeray or George Eliot; but I want you to learn to love the essayists and poets. Not only Addison and Macaulay but Lamb and Hazlitt. The last named is not known as a man of such clear thought and keen wit deserves to be. Of course, I

do not mean you to make an exhaustive study of these authors, but to begin an acquaintance which will ripen later into close friendship.

Of the poets, take with you one or more of your favourites—Lowell, whether or not he belongs to that list, for he has so much of the best of summer in his nature; and Wordsworth, that you may learn "To the Daisy," the touchingly simple and beautiful poem, "Lucy," the ideal of womanliness in the "Portrait." From the same author, read "The Evening Ode," "Tintern Abbey," the three poems on "Yarrow," "Ode to Duty," and "Laodamia." These last are suggested not alone for their beauty, but lest we might grow selfish while enjoying so much, if we had not something to keep us to the higher level of duty. Yet, if we will only realize it,

"God is in all that liberates and lifts,
In all that humbles, sweetens and consoles."

—Margaret W. Sutherland in the *Ohio Educational Monthly*.

PHYSICAL EDUCATION.

THE highest authorities tell us that the coming change in educational methods is to be hygienic reform.

The time is coming, perhaps even now dawning, when health shall be recognized as the most important requisite for success and happiness in life.

When busy, hard-working and often over-working Americans come to realize this fact—and realize it they will in time—there will of course, be vastly more care given to the nurture of children and youth.

It is hard even for those who have had a biological training, and are accustomed to look at education from a biological point of view, to appreciate the blessings which a real, radical change in hygienic methods would impart to succeeding generations.

But we cannot expect any very radical change till teachers all over the land shall see the absolute necessity for reform.

Furthermore, they will never become convinced of this necessity till an adequate biological training has made the central truths of biology part of their intellectual tissue. Then, if they have the proper spirit they will intelligently care for the health of their pupils by every means which science and tact can devise.

Unfortunately there is a lamentable lack of text-books and instructors in hygiene, which, to be practical, should be adapted not merely to the wants of youth and manhood, but to those of infancy and boyhood as well.

While depicting the symptoms and needs of a healthy-growing human body, it should not hesitate to point out the injurious effects of mental strain, stimulants, perverted instincts, and the like. In short, the ideal hygiene which is to come, dealing, as it will, with bodily and mental health, will form part

of that broader science of education, which is still in its infancy. An important part of the future hygiene will unquestionably be physical exercise. If teachers do not possess an adequate knowledge of children; if they from ignorance or indifference, do not check the evils resulting from overstrain and mental perversions of all sorts—they might, nevertheless, see to it that children who, in most cases, are only too glad to move, were properly exercised.

What is to hinder physical instruction from being introduced into every public and private school in the land?

There is the inertia and ignorance of teachers and general public; but there is also the want of men properly trained in exercises suitable for different ages and the different sexes.

Until a normal school for instruction in physical exercises shall be established, there can, perhaps, be no ideal physical instruction; but much can be done by the ordinary teachers using intelligently the simplest appliances.

No intelligent man need be told the advantages of physical exercise. Certainly the graduates of those eastern colleges where alone, among the colleges of this country, there is any approach to thorough physical training, need not be told the advantages of athletic training, which with most of them did not begin till early manhood, and then generally lacked system and regularity.

How much more marked the beneficial results of physical exercise would have been in their cases had systematic physical instruction been given early in life when the system was more plastic and a taste for exercise could have been better acquired! It would be idle to enumerate the specific advantages of physical exercise. They are too potent to every thinking man. Its effects on mind are, however, often overlooked, and must be properly appreciated.

The first is the direct and beneficial effect of physical training on the mental tone. It most unquestionably affects character. To be more specific, it makes the body healthier and consequently that indefinable background of all thought and feeling is healthier. The vigorous man is euphonic with a healthy mental tone; with a weak, morbid body, man is a crank.

A second benefit is its immediate and beneficial effect on *will* and all connected with will.

It should never be forgotten that every voluntary muscular movement exercises the motor centres of the brain, and is consequently a mental act; while conversely, every volition probably stimulates the muscles.

Is it necessary to go further?

Is it not sufficiently evident to every one at all acquainted with physiology, that muscle, brain, and nerve are intimately related parts of the same apparatus? Can we expect the will to be at its best when the motor centres of the brain are not properly exercised?

Thirdly, consider some effects of physical exercise on *character*, constantly brought to the notice of college men.

It is not necessary that we should have been a thorough athlete to have experienced that increase of strength, courage, and self-reliance which many out-door sports impart.

Those who have engaged in them, however slightly, are doubtless convinced of this. Those who have not enjoyed their benefits should know that courage and self-reliance are fostered by them, and must needs be, for the reason is evident.

Athletic games not only constantly exercise the circulatory and respiratory muscles, but to succeed in them one must persevere under fatigue, and act coolly and quickly in emergencies.

The veteran athlete has lost much of his early nervousness, and has acquired increased determination and coolness. Constant exercise in the open air has given him a stronger and *braver* heart, and a broader chest.

It is the special advantage of out-door athletic games that they develop manhood,—more requisite for happiness and success in life than any amount of book lore.

A gymnastic training gives symmetry of development and grace of movement, but it should be supplemented as far as possible by out-door games.

It is doubtless true, that manliness of character is more native than acquired; but to draw it out under artificial modes of life, special education may be requisite.

Up to a certain age exercise could be the same in quantity and quality for both sexes. And much could be accomplished in every school by the use of Indian clubs or other simple appliances, capable of bringing into play every muscle of the body, supplemented, if possible, by a run in the open air or in a well-aired room.

The object of education is not to make women men, or men women, but to draw out all that is best in men and all that is best in women.

Consequently, boys growing to manhood should be encouraged in all that is manly, and should be urged to take an active part in manly sports.

At that critical period of their lives when boyhood is waning and manhood dawning, they should not waste so much of their precious energy of growth in mere book-lore. The supply of energy is limited, and

if excessive attention be given to mere intellect, body, will, and intellect will suffer irreparably.

In conclusion, one might suggest that more care be given to vocal culture. When one considers what an important part the voice of male animals now plays, and has, doubtless, played in the ancestry of man, it is strange that boys should be trained from childhood to keep their mouths closed. Possibly that change of voice which comes with manhood with all its important correlatives may be furthered and rendered easier by giving the nature of the child freer play.

To bring about the reform which shall lead men back to a natural healthy life, there must needs be a change of sentiment which shall find expression in press, in pulpit, and in literature; even now one may divine signs of the coming change.

Perhaps in introducing this much-to-be-desired reform, a word of caution may be necessary. If,—though it is hardly conceivable,—physical education should suddenly be introduced throughout the land, there might be danger of a too spasmodic growth. It might become a craze, run to excesses, and by an inevitable reaction fall into disrepute.

In view of such a contingency, one ought to remember that symmetrical development, including physical, mental, and nerve training, is what is to be desired.

As the case stands, an unprejudiced persons ought to admit that vastly more harm results at present from excess of mental, than from excess of bodily work, at least among the school-going class of the community. The present defective system leads, as stated, not only to physical, but to mental and nerve degeneracy.

If the energy of growth of an individual be regarded as a fixed quantity, it could then be devoted mainly to muscular development. This, alone, might strengthen the will and give a healthier mental tone, but such a course of instruction is impossible and undesirable.

If, however, part of the energy of growth be given to intellectual training, and the rest be devoted to muscular exercise, attention, the highest plane of will, would be increased. Self-control, nerve and other distinctive qualities of the intellectual man, would be developed, and possibly increased bodily strength and endurance would result; for in doing work, strength of brain-supplying stimulus is as requisite as strength of the muscle which it stimulates.—*A. T. Bruce in Education.*

MRS. GORDON L. FORD, the grand-daughter of Noah Webster, has lately completed a biography of the lexicographer which, it is expected, will contain much of his interesting private correspondence.

Mathematics.

A CORRECTION.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—Kindly allow me to correct a few errors in the Problem, the solution of which was published in a late issue.

The enunciation is

$$\begin{aligned} \text{Given } (y+z)^2 &= 4a^2yz \\ (z+x)^2 &= 4b^2zx \\ (x+y)^2 &= 4c^2xy \end{aligned}$$

to eliminate x, y, z .

Multiply the first by x , the second by y , and the third by z , and add; thus we get

$$x(y+z)^2 + y(z+x)^2 + z(x+y)^2 = 4xyz(a^2 + b^2 + c^2).$$

Again, multiply together the three given equations, and extract the square root; thus we have

$$(y+z)(z+x)(x+y) = \pm 2abcxyz.$$

But by a well-known identity we have

$$x(y+z)^2 + y(z+x)^2 + z(x+y)^2 - 4xyz = (x+z)(z+x)(x+y)$$

$$\therefore x(y+z)^2 + y(z+x)^2 + z(x+y)^2 - 4xyz = \pm 2abcxyz.$$

$$\therefore x(y+z)^2 + y(z+x)^2 + z(x+y)^2 = \pm 2abcxyz + 4xyz.$$

Finally,

$$\begin{aligned} 4(a^2 + b^2 + c^2)xyz &= \pm 2abcxyz + 4xyz \\ \text{or } a^2 + b^2 + c^2 &\pm 2abc = 1 \\ \text{or } a^2 + b^2 + c^2 &\pm 2abc = 1 \end{aligned}$$

While on this subject allow me to submit to the notice of the profession the following original collection of identities, useful in solving algebraic questions:—

I.

$$\left. \begin{aligned} a^2(b+c) + b^2(c+a) + c^2(a+b) \\ (a+b) + 2abc \\ ab(a+b) + bc(b+c) + ca(c+a) \\ (b^2+c^2) + 2abc \\ a(b+c) + b(c+a) + c(a+b) \\ - 4abc \\ a(b^2+c^2) + b(c^2+a^2) + c(a^2+b^2) \\ (a^2+b^2) + 2abc \\ a(b-c)^2 + b(c-a)^2 + c(a-b)^2 \\ (a+b+c)(ab+bc+ca) - abc \end{aligned} \right\} (a+b)(b+c)(c+a)$$

II.

$$\left. \begin{aligned} a^2(b-c) + b^2(c-a) + c^2(a-b) \\ ab(a-b) + bc(b-c) + ca(c-a) \\ (c+a) \end{aligned} \right\} (a-b)(b-c)(c-a)$$

III.

$$\begin{aligned} a(b^2-c^2) + b(c^2-a^2) + c(a^2-b^2) \\ - (a-b)(b-c)(c-a) \end{aligned}$$

IV.

$$\left. \begin{aligned} a^2(b-c) + b^2(c-a) \\ + c^2(a-b) \\ ab(a^2-b^2) + bc(b^2-c^2) + ca(c^2-a^2) \\ (b^2-c^2) + ca(c^2-a^2) \end{aligned} \right\} = (a-b)(a-c)(b-c)(a+b+c)$$

V.

$$\begin{aligned} a^2(b^2-c^2) + b^2(c^2-a^2) + c^2(a^2-b^2) \\ = (a-b)(a-c)(b-c)(a+b+c) \end{aligned}$$

VI.

$$\begin{aligned} a(b^2-c^2) + b(c^2-a^2) + c(a^2-b^2) \\ = (a-b)(b-c)(c-a)(a+b+c) \end{aligned}$$

VII.

$$\begin{aligned} a^2b^2c^2 - 3abc \\ (a+b+c)(a^2+b^2+c^2 - ab - bc - ca) \\ \frac{1}{2}(a+b+c) \{ (a-b)^2 + (b-c)^2 + (c-a)^2 \} \end{aligned}$$

VIII.

$$\begin{aligned} 2a^2b^2 + 2b^2c^2 + 2c^2a^2 - 2a^2b^2 - a^2b^2 - a^2c^2 \\ (a+b+c)(a+b-c)(b+c-a)(c+a-b) \\ (a+b-c) \end{aligned}$$

IX.

$$\begin{aligned} a^2 + b^2 + c^2 - 2a^2b^2 - 2b^2c^2 - 2c^2a^2 \\ (a+b+c)(a+b-c)(a-b-c)(a-b+c) \end{aligned}$$

X.

$$\begin{aligned} a^2(b-c) + b^2(c-a) + c^2(a-b) \\ (a-b)(a-c)(b-c) \{ (a^2+b^2+c^2) + (ab+bc+ca) \} \\ \frac{1}{2}(a-b)(a-c)(b-c) \{ (a+b)^2 + (b+c)^2 + (c+a)^2 \} \end{aligned}$$

XI.

$$\begin{aligned} a^2(b^2-c^2) + b^2(c^2-a^2) + c^2(a^2-b^2) \\ - (a-b)(a-c)(b-c)(a+b)(b-c)(c-a) \end{aligned}$$

Many other identities will doubtless suggest themselves to the thoughtful student.

Thanking you for inserting the above, believe me, to be yours sincerely,

D. F. H. WILKINS, B.A., B. App. Sci.

MOUNT FOREST, June 5th, 1886.

ARITHMETIC.

QUESTIONS SUITABLE FOR CANDIDATES PREPARING FOR THE ENTRANCE EXAMINATIONS.

1. What is the difference between (1) prime and composite; (2) abstract and concrete; (3) even and odd, as applied to numbers?

2. Eleven months after date I promise to pay J. T. Wilson the sum of \$482.60, with interest at $8\frac{1}{2}\%$. J. TAYLOR.

What sum of money will discharge this note when due?

3. How often are 93 hours, 17 minutes, 57 sec. contained in 102629 hours, 5 minutes?

4. A path 10 feet wide is made around a rectangular garden plot 10 rods by 8 rods. How many bricks, each having a surface of 48 square inches, will be required to cover it?

5. Find the value of £26 12s. 6d. in Canadian Currency, the £ being equal to \$4.86 $\frac{2}{3}$.

6. Find the value of .27625 of a lb. Troy.

7. Reduce 2 pks, 1 qt., 1 pt., to the decimal of a bushel.

8. What is the L. C. M. of $6\frac{1}{2}$, $8\frac{2}{3}$, $\frac{1}{4}$ and $\frac{1}{2}$ of $7\frac{2}{3}$; and the G. C. M. of $4\frac{1}{3}$, $7\frac{1}{3}$ and $4\frac{1}{2}$?

9. Find the amount of the following bill: 84 lbs. 6 oz. mutton chops at $12\frac{1}{2}\%$; $18\frac{1}{2}$ lbs. of suet at $13\frac{1}{2}$ cts.; 75 lbs. pork chops at 16 cts.; 45 lbs. 9 oz. lamb at $14\frac{1}{2}\%$, and 49 lbs. 11 oz. beef steak at $11\frac{1}{2}\%$.

ANSWERS.—2.—\$520. 3.—1120 times. 4.—1585. 5.—\$129.56 $\frac{1}{2}$. 6.—3 oz., 6 dwt., 7 grs. 7.—.54685. 8.—.952; $\frac{1}{4}$. 9.—\$37.58 $\frac{3}{4}$.

A. M. B.

Educational Opinion.

OUR EDUCATIONAL SYSTEM.

To be thoroughly satisfied with ourselves and our doings is very seldom a proof of excellence. Those who are aiming at the highest standards are usually most conscious of their short-comings. Those who come nearest to their ideal are most sensitive to their deflections. These are probably trite and commonplace remarks, yet we doubt whether they are as much considered as they ought to be. Let us give some heed to one application of these platitudes. Undoubtedly, we Canadians are, as a rule, very well satisfied with our public educational system. Speak to a Canadian on some points of difference between "the old country" and this its energetic child, and he will answer with hesitation, with doubt; perhaps he will even confess that in some respects he is behind his European parent or brother. But turn the conversation to the subject of education, and the cloud passes away, his countenance is radiant with self-complacency, for here at least there can be no difference of opinion; our educational system is of supreme excellence. So most of us believe. Are we right in so believing? Is not our education susceptible of improvement? Is it not burdened with serious faults? However unpalatable such questions may be, they should not be ignored.

Now, it is certain that there is one considerable class among us who are not perfectly satisfied with the condition of educational affairs. We mean the professors in our colleges and the masters in our public schools and high schools. The masters in our elementary and preparatory schools complain that they are forced to cram the children rather than educate them. In other words they are forced to prepare them for examination more than for the business of life. They say—or many of them do—that the children have to be stuffed full of a number of things which can be held together until the examination is past, and which are then forgotten as quickly as possible. It is clear, that in such cases, there is no real education. A certain amount of information (more or less) may be retained, but there is no real discipline of the mind.

Quite recently complaints have appeared of the amount of copying which took place at an examination of pupil teachers. Not a year ago a person acting as a teacher in a public school was dismissed from a University examination for systematic and continuous copying. What do these things mean? One thing we quite believe that they mean, namely, that the nature of the examination was such as to facilitate—perhaps even almost to necessitate—this method of answer-

(Continued on page 394.)

TORONTO:

THURSDAY, JUNE 24, 1886.

FELLOWSHIPS.

We have received, through the kindness of Dr. Wilson, President of University College, an appendix to the Proceedings of the Royal Society of Canada for 1885, being the Report of the Committee appointed two years ago "to inquire into and report upon the forms of Aid and Encouragement given in other countries to young men deemed qualified and desirous to engage in Original Literary or Scientific Work, and to suggest the best means of providing similar aid and encouragement for young men in Canada."

The report, after giving in tabulated form full information on the various Fellowships, Exhibitions, Scholarships, etc., of the various universities and colleges in the British Isles, the Colonies and the United States, proceeds:

"Even a hasty glance at the above table shows that, in the United Kingdom, very extensive provision is made for enabling students of promise to pursue their studies into the higher reigns of learning, without distraction from the necessity of engaging in lucrative employment. In the United States, endowments for this purpose are not so numerous or so large, but they are growing rapidly. Universities are for the most part comparatively young and have had to employ their revenues for the provision of professorships, libraries, museums and laboratories. Most of the fellowships which they possess have been founded quite recently, and several presidents of colleges have reported to us that they are making efforts to obtain the necessary endowments and hope soon to be successful.

"In Canada we have made a beginning, but the beginning is small, and the few fellowships which our universities possess are in all cases so conditioned that their holders being required to engage in teaching, are unable to study abroad.

"There can be no doubt of the immense value of such foundations as fellowships, especially in a country like Canada in which the class of people who are able to provide incomes for their sons, while engaged in higher studies, is small. Thoroughly trained men in all departments are wanted to fill the professorial chairs at our colleges, to adorn our professions and to become our leaders in the making and administration of laws. In science they are especially wanted to hasten the development of our natural resources. In support of this position we think we need present no argument. It only remains to ask how they can be got."

The remarks we heartily endorse. We are apt in a new country to consider that if we are equipped with a good university the cause of education need no further go; that all that can be done has been done; and that we may congratulate ourselves on

having reached the pinnacle of literary and scientific greatness. If any proof were needed to show that such was the general feeling, it is necessary only to point out (1) that only within the last very few years has any thought been given to post-graduate courses—when, that is, the three Fellowships were granted; (2) that large sums of money were annually expended in medals, scholarships, and prizes, thus giving prominence to purely undergraduate work, and giving no thought to independent post-graduate researches. When, however, it became necessary to fill vacancies in professorial chairs, and these vacancies were filled by candidates who had distinguished themselves in trans-Atlantic universities, the strange and illogical cry that the University of Toronto should provide her own professors arose. As if a university which took no thought for the morrow could by any possibility whatever provide its own professors.

At length, however, a beginning was made, and University College possesses three Fellows; Trinity College three—two in course of foundation; Dalhousie College two Tutors; and the Maritime Provinces a Scholar. But of all these, only the last mentioned Scholar is relieved from combining tutorial duties with individual investigation. The rest are, one and all, sadly handicapped. With the exception of the Dalhousie Tutors (these receive \$1000 *per annum*) each receives but \$500 annually. Whether this be a fitting method of providing our own professors it would not, we think, be difficult to determine.

That there are enormous difficulties in the way of founding really valuable Fellowships we all know only too well. With a multiplicity of universities and an inefficient government grant, and with the rivalry between denominational and undenominational colleges, it is hard to know from whence can come the necessary funds. The committee, discussing this point, say:—

"The sources of the endowments as shewn in the above table are three: (1) The general endowment fund of the university or college; (2) Direct government grant; and (3) Special private benefaction. These also are the only sources from which Canadian Fellowships can be drawn.

"1. From the first there is but little hope of any adequate provision of fellowships being made. For our colleges are in general so badly endowed that all their funds are needed to provide the first requisites of university work, professorships, libraries,

museums and laboratories. In fact not one of our colleges has anything like a proper equipment.

"2. Fellowships might be established by government grant in a variety of ways.

"(a) Grants might be given either by central or local governments to all our universities. Were these not legion, such a scheme would be practicable. But their number is such that, to carry out this scheme, an enormous grant would be necessary, and it would not in all cases be well applied.

"(b) Grants might be given either by the central or the local governments to those of our universities whose graduates are really ready to enter upon advanced work. But the difficulties of selection under this course are obvious. In some few cases the selection might be made. In those Provinces, for example, in which one university is supported either by annual grant or by public endowment, fellowships might be provided, just as professorships have been. In Provinces which possess no other universities, no difficulty would arise. But in others, in which universities of private foundation exist, the government would probably find it difficult to make the necessary grant.

"(c) The central government might establish Fellowships, open to the whole Dominion, and appoint a board of examiners to award them. This scheme is probably feasible. But the committee make no recommendation on it at present, leaving the matter for future consideration.

"(d) The local governments might establish Fellowships, open to the respective provinces, appointing boards of examiners to award them. On this also the committee make no recommendation."

To this little need be added. We may simply add our own opinion that everything in the shape of prizes, scholarships, exhibitions, and medals, should be done away with, and the sums so saved should be devoted to the founding of Fellowships.

OUR EXCHANGES.

Our Little Men and Women for July is full of pictures and texts for those little folks who are just beginning to enjoy the fruits of reading for themselves. Pure sentiment, excellent matter, good literary form, exquisite illustrations,—these are what *Our Little Men and Women* gives its patrons from month to month.

Littell's Living Age for the 19th inst. is not so varied a number as usual. The opening article is on "Special Aspects of the Revolution of 1789," by Francis Hitchman, from the *National Review*. A short description of "A Fire at Sea," from *Macmillan's*, follows. After this comes a paper by R. A. Proctor, on "Whence Came the Comets?" Twenty-eight pages are given to a story—"The Unequal Yoke," from the *English Illustrated Magazine*. The closing articles are "Paganini" and "Hopfulness and Optimism," the latter from the *Spectator*.

Wide-awake for May has been somewhat late in reaching us, but its charming appearance merits ample notice. The frontispiece "A Sudden Shower," and "In the Sweet May Weather," are

excellent full page engravings. Nora Perry's "The Children's Cherry Feast," is richly illustrated, —as it deserves. Helen Gray C. e., the young poetess whose lyrics are welcome to the most fastidious editor, has here a little gem of children's song, "Wool-gathering." Miss Harris' sketch of Bayard Taylor is good reading even for elders; and Oscar Fay Adams' "Search Questions in English Literature," a series now in its eighth number, dealing in this instance with the personal history of authors, will test the memory of many, and give zest to the reading of all who care to know something of the lives and characters of great writers.

REVIEWS AND NOTICES OF BOOKS.

Thoughts on the Present Discontents, and Speeches.
By Edmund Burke. (Cassell's National Library.)

Of this work the reviewer need only say that it is another evidence of the good taste Messrs. Cassell & Co. exhibit in their selection of authors for their cheap National Library. They are doing, we think, a great and laudable work in thus bringing out weekly, for the small price of ten cents each, some of the very best productions of English writers and speakers. It must, at no very future date, have a very appreciable influence for good on the people at large. We take pleasure in making known, as much as possible, this admirable undertaking of Messrs. Cassell & Co.

Studies in Greek Thought. Essays selected from the papers of the late Lewis R. Packard, Hillhouse Professor of Greek in Yale College. Boston: Ginn & Co.

The subjects of these "Studies" are "Religion and Morality of the Greeks;" "Plato's Arguments in the *Phædo* for the Immortality of the Soul;" "On Plato's System of Education in the *Republic*;" "The *Œdipus Rex* of Sophokles;" "The *Œdipus at Teolonos* of Sophokles;" "The *Antigone* of Sophokles;" and "The Beginning of Written Literature among the Greeks."

The first characteristic of these "Studies" by Professor Packard which makes itself evident to the reader is their unassumingness. So great is the temptation in these theorizing days to develop and uphold some particular and novel position or argument, that the writer deserves praise for unprejudicially treading a plain road, and in being content to exhibit to his readers such beauties as he finds the broad highway of Greek literature and thought, without wandering into unknown by-paths.

And this highway Professor Packard knew well. He was widely and deeply read, and his reading was of that description that broadened his views, not led them into grooves.

He has touched on some of the most important, most influential, and most interesting topics of Greek thought, and touched on them in a manner highly delightful, not only to the general reader, but also to the classical scholar. We recommend thoroughly Professor Packard's "Studies."

GINN & Co. will publish next month Lotze's "Outlines of *Æsthetics*," translated and edited by Prof. George T. Ladd, of Yale. This volume

treats of the theory of the beautiful and of phantasy, and of the realization and different species of the beautiful. Then follow brief chapters on music, architecture, plastic art, painting, and poetry. An appendix contains a brief biography of Lotze. This volume will be of the same size as those already issued. The "Outlines of Logic" will be the next volume in this series.

A CHARMING little volume by Mrs. Haweis is "Rus in Urbe." It is devoted not solely to "the flowers that bloom in the Spring—tra! la!" but to the flowers that flourish in London gardens and smoky towns. Some years ago, at a dinner of the Gardeners' Benevolent Institution, I recollect Charles Dickens dilating on a fondness of all Londoners for flowers. He wound up his speech by saying that even those who affected to despise all floral beauty "cultivated a considerable quantity of 'London pride' and 'degenerate stocks' which grew in the City." This dainty little volume will equally comment itself to the dwellers in London and New York.—*The Book-Buyer*.

If we may judge from the London papers, the shilling story is running itself to death. "The shilling story-books," says a late paragraph, "are appearing at the rate of something like three or four a day. When a good story does happen to make a stir, it is now promptly choked out of existence by another treading too closely on its heels, and that in turn dies before well born. Because a story is startling in situation, is told in a certain number of pages, and is sold for a shilling, the belief is widespread that a gigantic fortune follows. MSS. from untrained hands keep pouring in, but probably not one shilling-story in every dozen that see the light pays its expenses. The bookstalls do not hold them, the reputation of the publishers is being ruined by them, and the public is sick of them.

I AM not the only person it seems, who has been astonished at the post-mortem activity of the late "Hugh Conway." Says the *London Academy*: "The number of books by Hugh Conway that have appeared in rapid succession since his death has naturally given rise to comment, which culminates in the following extraordinary paragraph in the *Enquirer* of Cincinnati: "The discovery is now made that the real makers [of "Living or Dead"] are Joseph Williams and his wife, known in London as dramatic writers under the pen-names of Comyns Carr and Alice Comyns Carr. The foundation is a short sketch by Conway, but the work is otherwise that of the Williamses." This paragraph is "extraordinary," and no mistake. Unless I am sadly in error, Comyns Carr is no more a pen-name than Alfred Tennyson; nor is the bearer of it known chiefly in London as a dramatic writer. He is editor of the art journal, *Art and Letters*, and manager of the Grosvenor Gallery. He was a collaborator of Conway's in the dramatization of "Called Back," and is, I believe, his literary executor. His friends will be amused or indignant, according to their humor, at hearing him and his wife called literary frauds and Joseph Williamses. It is worth remembering, in this connection, that all of Theodore Winthrop's novels were published after his death.—*"Lounger" in the Critic*.

In the present day the form of a book is well nigh as important as its contents. An excellent work often fails to be a success on account of its being the wrong size, or its typography being the wrong kind. We could scarcely urge this of John Leech's drawings. In whatever form they come they are always welcome. Still, it has been often found that the large volumes of "Sketches of Life and Character" are somewhat awkward for comfortable perusal. Therefore the announcement of a new edition of Leech's "Pictures" in the size of royal quarto will be very welcome. The new edition will be issued in monthly parts, and each number will include one of the artist's most notable historic cartoons, printed as a frontispiece. Thirty years ago Thackeray, writing of the first volume of this collection in the *Quarterly Review*, said: "This book is better than plum-cake at Christmas. It is an enduring plum-cake, which you may eat, and which you may slice and deliver to your friends; and to which, having cut it, you may come again and welcome from year's end to year's end." Again he says: "Our respect for the genius and humor increases as we look and look again at the designs. May we have more of them; more pleasant Christmas volumes over which we and our children can laugh together. Can we have too much of truth, and fun, and beauty and kindness?" What the author of the "Newcomes" wrote thirty years ago everybody will be inclined to re-echo to-day.—*The Book-Buyer*.

THE MILTON BRADLEY Co., Springfield, Mass., have in press a work that promises to be of great value to teachers and those who are interested in the natural method of teaching. It is entitled "The Kindergarten and the School," and comprises five chapters. The first is entitled: "Froebel, the Man and his Work," a concise life of Froebel, and a history of his work, by Miss Annie L. Page, a Kindergarten in Boston, which is largely a compilation and condensation from the mass of material on the subject in English and German. The second chapter is entitled "The Theory and Methods of the Kindergarten," by Miss Angeline Brooks, now of New Haven, Conn., a carefully prepared paper, in which the attempt is made to state in clear language that which was often very involved in Froebel's writings, even to German scholars, and which has been made worse in translations made by some not familiar with the spirit of Froebel. The third chapter, on "The Gifts and Materials of the Kindergarten," is a plain and brief statement of the materials used by Miss Brooks, illustrated by wood-cuts and colored plates. The fourth chapter explains "The Use of Kindergarten Material in Primary Schools," by Mrs. Alice H. Putnam, Chicago, who has charge of the kindergarten department in Colonel Parker's Normal School at Normal Park, near Chicago. The fifth chapter is entitled "The Connection of the Kindergarten with the School," by Mrs. Mary H. Peabody, of New York City. This is an original and philosophical paper on the continuation of the Froebelian or natural method through the primary to the grammar grade of instruction, and leading up to the teaching of the sciences and the natural introduction of manual work in continuation of the occupations of the kindergarten.

(Continued from page 391.)

ing the questions. Is our method of examination satisfactory? Are our requirements reasonable?

With respect to our method of examination, it appears to the present writer that it is susceptible of improvement. It seems to be too stiff and technical, requiring too much dependence on mere memory. In saying this, it is not forgotten that all examinations must be more or less of this character. It is impossible to do away with examinations, however unsatisfactory we may think them; and so long as they exist they will tax the memory. Can nothing be done to make them increasingly a test of real intelligence and cultivation, and not merely a means of discovering how much a candidate can cram? Would not the introduction of *viva voce*, as at least supplementary to the written examinations, be some help towards this end?

Then, again, are those who are best acquainted with the results of our teaching quite satisfied with the subjects of our examinations? Are they not too numerous, much too numerous? At least they have very greatly increased of late years. If we compare the requirements of our modern universities with those of fifty years ago, we shall be startled at the change which has taken place. The London University has been the chief offender in this respect, if offence it be. It is appalling to contemplate the list of subjects that it requires of its matriculants and graduates. And the universities of the country have been profoundly affected by this influence. And the disease spreads. When one university has put forth a capacious list of requirements, the others dare not lag behind. Anxious parents who know very little of education judge of the quality of a university very much as a novice does of the quality of a *table d'hôte* by the number of dishes in the bill of fare. Does this constitute education? Does it help towards education? We greatly doubt it. The actual things that a boy or a young man learns at school or at college are seldom of much use to him in after life. What is of use is the training, the mental discipline that he has gained in the course of his education. Of course, there are certain things which he has actually to learn, the orthography, etymology, and syntax of his own language, reading, writing, arithmetic, and some other things which are actually used in the business of life. But what he has chiefly to acquire, if his education is to be of any real use to him, is the habit of careful and accurate work, of exact thinking, the power of taking hold of a thing by its right end, so to speak, and of going through with it in a thoughtful, intelligent, and systematic manner. An old French writer remarks that we need few books in order to be learned, and still fewer in order to be wise. And we

fancy that we may assert, in like manner, that the best educated man is not always the man who has studied most subjects.

It is not in Canada alone that the system of examination and the consequent system of cramming are being carried to injurious lengths. We hear of little children in England being stricken with brain fever in consequence of the amount of work they are required to get through for examinations. We hear of successful candidates for the Indian Civil Service being so worked out by the labours incident to preparation for their examinations that they are fit for nothing for a year or two after their election. But we are perhaps better contented with the state of things here than they are with theirs in the old country. At any rate remonstrances on this subject are not wanting in the leading English journals, but we do not remember to have seen such protest in any of our excellent educational publications in this country.

It may not unreasonably be required of the writer to mention the subjects that can be dispensed with in examinations at our schools and colleges. He admits beforehand the justice of the claim. But the answer would be too long. Moreover, it would involve a careful consideration of the various subjects of study in regard to their comparative value as means of education; there we might find ourselves at variance with popular opinion. Be that as it may, the task cannot be attempted here at present; and we venture to believe that even one who is not competent to attempt that task may yet do service to the cause of education by bringing to the notice of those who are more able than himself some of the real and pressing difficulties of our present mode of education.—*Prof. William Clark, of Trinity College, in The Varsity.*

STRIKES.

FOR A DISCUSSION.

1. I SAY strikes are all right. Isn't this a free country? Didn't our fathers bleed and die to give us liberty? What is the use of liberty if we have to work for smaller wages than we want? I say strikes are all right.

2. And I say strikes are all wrong. It is true that I have a right to ask what wages I please, but I have no right to say what wages you shall work for. If I had, where would be your rights? Neither have I a right to destroy a man's property because he will not pay me as much as I ask. If I expect to have my rights I must not trample on the rights of others.

3. It is all very well to talk about letting other people work for what they please, but when you have to earn bread for three or four besides yourself, and two dollars a day will barely buy enough for all, and some other fellow who has no one to look after comes

along and offers to work for a dollar and a-half, you feel as if he was interfering with your rights.

4. But he isn't at all. He has just as good a right to work for a dollar and a-half a day, if he wants to, as you have for two. But here is a point: If your work has been done so well that your employer has learned to value your faithfulness, he will be willing to pay you more than the other man whom he knows nothing about.

5. Don't you believe it? Every man who has work to be done is going to give it to the fellow that will work the cheapest. He doesn't trouble himself to see who does it the best. His workmen are nothing but machines in his estimation.

6. There is where you are wrong. Every employer has need of men who are faithful and who have brains. It is to his interest to keep such men about him, and he would be glad to do it, but if he raises the wages of the one man who deserves it, all the others, who don't, make a great cry to have theirs raised. So a workman who has brains and is faithful is kept down by the host of others who are stupid and lazy.

7. Well, but what can be done. There isn't work for a third of the people who want it, and if the employers were allowed to take those who would work the cheapest all would starve.

8. There is no use of anybody's starving. The trouble is that everybody rushes into the cities that are already overcrowded. There isn't enough to eat because there isn't enough people left on the farms outside to raise the food for them. If those who are starving in the streets would go to the country and help to plant corn and potatoes and cabbage they would have more than they needed to eat, and some to send to their friends in the city.

9. Well I know farmers who tell a different story. They say that farming is a poor business; that they get so little for their crops that it doesn't pay them for the hard work they put upon them. They are anxious to sell their farms, but they cannot get any one to buy.

10. Yes, I know such farmers; but they are poor ones. In the first place, they don't understand their business; they don't know how to use their ground so as to get the most out of it; and then they are in too great a hurry to get rich. But one thing they always have—plenty to eat, a place to sleep, clothes enough to keep them comfortable, plenty of pure air and healthful exercise which gives them strong muscles and rosy cheeks. O! the life of a farmer for me, I'd manage to get some books and papers; I'd study to make my farm pay; I wouldn't be bothered about wages and strikes; I'd be my own master; I'd be getting all my rights without interfering with any one else.

11. Oh, yes, that sounds very well, but you have to get your farm first. If you had one already paid for, why it would be easy enough; but one who hasn't a cent to start with has to work a long time for wages, and never spend a cent, except for coarse shirts and overalls, if ever he expects to get enough to buy a farm.

12. Wait a minute. I know something about farming. A man who can earn fair wages on a farm can save enough in about three or four years to buy himself a team and farming utensils, and then he can take land on shares. Then he can plan his work as he pleases and study to make the biggest profit. He need not live in a miserly fashion to do this, but he must not waste his money nor his strength in tobacco and liquor and such things. But if anybody has not the patience to begin low down and work up slowly, let him take the advice of Horace Greeley, and "Go west." Uncle Sam will give him land there for the asking, and then the question of labour and capital need never trouble him any more.—*The School Journal*.

EXAMINATIONS.

At the present moment the following remarks from *The Teachers' Institute* are very pertinent:—

Much has been written against examinations that ought to have been said against the methods used in them. Examinations are good. They have always been good ever since Adam commenced to examine and name the animals, as he was commanded.

Technical examinations are good when it becomes necessary for the public good to ascertain how much a certain individual knows. Ministers, doctors, and lawyers have always submitted to them on entrance into their professions; and, if we had a profession of teaching, it would be necessary on entering it to require a thorough and searching inspection.

Technical examinations in our graded schools are necessary. Without them the whole system would fall to the ground. We firmly believe the system is bad, and therefore the examinations are bad, but as tests of promotions, according to constituted authority they are unavoidable.

A school examination should be primarily a test of mental power. The question, "How much does this child know?" is far beneath the question, "How much mental power has this scholar?" An examination that tests mind strength is excellent. A school is a child-garden. Its students are under a process of culture. As a gardener examines how each plant is growing, and decides as to the treatment each should receive, so should the teacher go through his school. He examines his pupils as the gardener examines his plants.

Pupils should never dread an examination. Fear is evidence of weakness. There should be no cheating on an examination, for it should be so conducted that there would be no temptation to cheat. When any examination is so conducted that deception is suggested as a means of getting through with it, it has the element of worthlessness.

Their frequency, special ways of conducting them, their method, as written or oral, public or private, must be left to the individual judgment of the teacher, and the circumstances with which he is surrounded. It may be concluded that any examination that tests and promotes mental growth and is conducted according to normal laws of human nature, is good, and any examination that does not do these things is bad.

WHEN SCHOOL-DAYS ARE OVER.

YOUNG ladies, do not give up your studies as soon as you have finished school. Prove that your diplomas have been earned by evincing a willingness to continue some mental exertion. It is not what you have learned at school that is going to benefit you; it is the discipline through which you have passed, the powers which you have developed, and the attempts to use them advantageously. Do not, at this early age, imagine that the climax is reached, and that your store of knowledge is sufficient to carry you through the world; that because you have graduated at the head of your class you have accomplished all that can be expected of you. You have really only made a beginning, and it is now that you are most susceptible to improvement. I am not advocating the idea that you should be blue stockings; but I wish I could impress it upon the minds of every one of you that an hour passed each day in some useful study or reading—with the attention riveted upon the matter in hand—will do wonders toward keeping your mind from stagnation. Perhaps you are pretty and winsome, and such a favourite in society that you think there is no need of cultivating yourself further. Do not be flattered into believing this. To all there comes a time of decay; and right here let me tell you something: Age has not so many friends as youth. Beauty fades. The body yields to disease and decay; but a mind made strong by proper vigorous exercise, resists the ravages of time and disease. It is the only connecting link between youth and old age. It will bring you love, sympathy and respect. If you look about you, and see how joyless are the lives of many old people, you will think it worth while to cultivate every grace which will assist in making a happy old age. Do not then, as soon as your school days are over, throw aside your books with joy, thinking how

happy you are "to be done with them;" but rather add to your store of books, at least to your store of knowledge. The languages, the sciences, literature, the arts, all invite you. Surely, if your school work has been earnestly done, you must have developed a taste for something. Spend a little time each day in vigorous mental discipline. You will be the brighter for it; you will have a higher respect for yourself, and your friends will admire you. When the time comes for you to have a home of your own, those who share it with you will find you the more companionable, and in the future your children will bless you for it.—*M. G. B. in the Wisconsin*.

TRIFLES.

"Little things on little wings."

TRIFLES? "Yes; but trifles make up perfection, and perfection is no trifle."

Whether the town mouse or the country mouse runs riot in your school cellar; whether the building is large or small, old or new, handsome or ugly to outside observers; always attempt to have, like the old lady's pastor, a beautiful *inward*. Do no careless writing on your blackboards. Permit no chalk-dust to settle on your ledges. Let no litter of any kind remain on your floor.

If you have time and ability, adorn your walls and boards. If you have not, let *simplex munditiis* be your watch-word. Keep your desk as neat as if it were ebony inlaid with gold, instead of old, rickety and battered pine. Be assured that such things will not be lost on your little subjects, and they will soon unite with you in keeping your kingdom both pretty and pleasant.

I often think that frequent visitors are the greatest blessing that a school can have. The knowledge that "A chiel's amang ye, taking notes," will rouse up energies when higher motives miss the mark.

Attention to the details mentioned will soon become a habit, then a pleasure. The children will learn to do likewise. Example is ever better than precept. Besides this, cheerful surroundings have a soothing effect on any one's temper. Kind words and pleasant looks are their proper accompaniments. "Stone walls do not a prison make, nor iron bars a cage;" but dreary, dusty walls, dirty floor and sour looks, can make any schoolroom a penitentiary. Try to make yours so cheerful that your pupils will exclaim, not like the starling, "I can't get out! I can't get out!" but, "How good it is to be here!"—*The Ohio Educational Monthly*.

ON the 17th instant, in the presence of a most brilliant assemblage, honorary degrees were conferred upon Dr. Oliver W. Holmes, at Cambridge University, England,

Methods and Illustrations

QUESTIONS IN ENGLISH LITERATURE.

1. To what period in English Literature does Coleridge belong?
2. Name the contemporary poets of the period.
3. The age of Scott is called the period of Romantic poetry. Point out a difference in the element of romance found in the verse of Scott and Coleridge.
4. What poet started the reaction from the Artificial School of Poetry which reached its culmination in Byron, Scott and Shelley?
5. Name the poets of the Lake School. Why are they called Lake Poets? Give the leading characteristics of their poetry.
6. Give Coleridge's principal works.
7. Explain Didactic and Lyric, Subjective and Objective, Artificial and Romantic in their relation to poetry.
8. Classify the following poems according to their respective schools, and point out the predominant element in each: "The Traveller," "Essay on Man," "The Lady of the Lake," "Childe Harold," "The Ancient Mariner," "Ode to France," and "The Excursion."
9. What is an ode? To what class of poetry does it belong?
10. Name Coleridge's odes, giving the date when each was written.
11. Give the prevailing character of each ode and the circumstances that attended its composition.
12. What is metre? Explain Anapaestic, Iambic and Trochaic.
13. Which do you consider Coleridge's finest poem? Give reasons for your preference.
14. Lowell says that imagination was Coleridge's life-long house-mate — ever whispering in his ear. Show the truth of this statement by quotations from "The Ancient Mariner."
15. Criticize imagination, diction and melody as found in "The Ancient Mariner," and illustrate such element by quotations.
16. Under what circumstances was "The Ancient Mariner" written?
17. Give the leading characteristics of the poem.
18. To what point is the action of the poem confined?
19. Point out evidences of Coleridge's own personality with "The Ancient Mariner."
20. It is charged that "The Ancient Mariner" is coloured with the atmosphere of Pantheism. Discuss this.

21. Point out the beauty of the following lines:

"It ceased; yet still the sails made on
A pleasant noise till noon,
A noise like of a hidden brook
In the leafy month of June,
That to the sleeping woods all night,
Singeth a quiet tune."

22. Criticize peculiarities in the metre and diction of "The Ancient Mariner."

23. Name the figures of speech most frequently met with in "The Ancient Mariner."

24. Apply the following lines to Coleridge's own life:

"O Wedding-guest! this soul hath been
Alone on a wide, wide sea:
So lonely 'twas that God himself
Scarce seemed there to be."

25. Spiritualism is followed in "The Ancient Mariner" by Naturalism. Point out where this occurs in the poem.

26. Note any lines in "The Ancient Mariner" which were contributed by Wordsworth.

27. Point out the figures of speech in the following:

"And the coming wind did roar more loud,
And the sails did sigh like sedge;
And the rain poured down from one black
cloud;
The moon was at its edge."

28. "The Lyrical Ballads were intended to illustrate the two cardinal points of poetry; the power of exciting the sympathy of the reader by a faithful adherence to the truth of nature, and the power of giving the interest of novelty by the modifying colours of the imagination." Show how these two cardinal points are observed in "The Ancient Mariner."

29. Coleridge was observant of nature. Give proof of this by quotations from "The Ancient Mariner."

30. Point out the beauties contained in the following selections, and note any figures of speech that occur:

"And now the storm-blast came, and he
Was tyrannous and strong;
He struck with his o'ertaking wings,
And chased us south along."

"With sloping masts and dipping prow,
As who pursued with yell and blow
Still treads the shadow of his foe,
And forward bends his head,
The ship drove fast, loud roared the blast
And southward aye we flew."

"The fair breeze blew, the white foam flew,
The furrow followed free:
We were the first that ever burst
Into that silent sea."

"Alone, alone, all alone,
Alone on the wide, wide sea!
And never a saint took pity on
My soul in agony."

"The sun's rim dips; the stars rush out:
At one stride comes the dark;
With far-heard whisper, o'er the sea,
Off shot the spectre-bark."

31. Note a stanza from Longfellow's "Wreck of the Hesperus," which contains a figure of speech very similar to the following:

"Then like a pawing horse let go,
She made a sudden bound:
It flung the blood into my head,
And I fell down in a swoond."

32. Which of Coleridge's odes marks the poetic decline of his genius?

33. Name Coleridge's two best odes.

34. What is the undertone in the ode to "The Departing Year?"

35. Give, in your own words, the meaning of Stanza VIII, "Ode to the Departing Year."

36. Develop the following, and show how it was applicable to the French Revolutionary party:

"The sensual and the dark rebel in vain,
Slaves by their own compulsion! In mad
game
They burst their manacles and wear the name
Of Freedom, graven on a heavier chain!"

37. Quote a stanza from the "Ode to the Departing Year," that contains a beautiful picture of England.

38. Quote the passage where Coleridge deals with the origin of poetic ideas.

39. Explain the following, and show how it forms the basis of the philosophy of Coleridge's poetry:

"O lady! we receive but what we give,
And in our life alone does nature live:
Ours is her wedding-garment, ours her
shroud!"

40. In what odes do the following lines occur? Write explanatory notes on each.

(a) "Driven as in surges now beneath the stars."

(b) "I viewed in the choir of ever-enduring men."

(c) "Of that dear hope affected and struck down."

(d) "Are these thy boasts champion of human kind."

(e) "Like friends embattled by a wizard wand,
The monarchs marched in evil day."

(f) "When France in wrath her great limbs unspread."

(g) "The dissonance ceased and all seemed calm and bright."

THOMAS O'HAGAN.

BROADER CULTURE NEEDED.

ONE of the sorest temptations that beset our common school teachers, and professional educators in general, is the inclination and tendency to become mere specialists. in the narrow sense of the term—mere technical schoolmen. Their duties are so many, their time so fully occupied with the routine work of the schoolroom, that they are naturally apt to confine their studies and activities, even their ambition, to the attainment of proficiency in what they consider the most immediately necessary, practical qualifications for the specific task before them.

The same temptation is felt to a greater or less degree in all professions. That is

why there are so many narrow-minded theologians, bigoted scientists, lawyers who know nothing outside of Kent and Blackstone, doctors who are like fish out of water in polite society. But in no profession is such a one-sidedness of development more inexcusable, more harmful, than the professional educator. He above all others needs to be many-sided. It is essential to the true fulfilment of his lofty calling to be a man of genuine, broad culture. That this need is not sufficiently realized and appreciated among our teachers, superintendents, and directors, and in our normal schools, is one of the great weaknesses of our public school system. Our teachers have as a rule been open to the reproach of being mere "walking text-books," nothing but "teaching machines." While possessed of great technical skill, while being adepts in arithmetic, in grammar, in geography, in penmanship, etc., they often have not enjoyed the respect of cultured society, or have not been admitted to it at all, because utterly lacking that breadth and comprehensiveness of mental attainment, that general information, and especially that refinement of the sensibilities, of taste and feeling, which are the fruits of a well-balanced and symmetrically developed mind and character, the marks of the only real education, the characteristics of true culture. This lack has, of course, greatly lessened the influence of our teachers outside of the school-room.

But its injury to their comfort and usefulness has been even greater in their specific work of teaching itself. Not only has it been the chief cause of the purely mechanical methods, the bare-text-book-teaching, that is still too prevalent; it has made the attainment of the only correct ultimate aim of all our education an impossibility. For that aim is not the mere training of a few of the intellectual faculties of our children, but the equal and harmonious development of all of them, and of their tastes and feelings, their judgments, desires, sympathies, and aspirations as well—in a word, the laying of the foundations for the highest culture of their whole character. And this cannot be done by rule. Its first condition is the possession of such culture by the teacher himself. He can never impart what he does not possess. Its chief means is personal example and influence. Nothing cultivates the finer, higher nature of the pupil so surely and readily as simple intercourse with a teacher of true culture and refinement. The mere presence of such an one in the school-room is an education. As was said once of a lady of rare refinement as well as of literary and heart culture, "To know her is a liberal education."

And even in the work of technical instruction, experience abundantly shows the value of a liberal culture on the part of the teacher.

In the long run he is the best teacher of arithmetic, geography, grammar, reading, history, who knows most besides, outside of these special branches. Who are our best teachers to-day? The narrowly technical pedagogues? No; but those who have the most liberal education, and the widest, broadest culture. They are the ones who rise most steadily in the profession. They are the ones who are coming rapidly to fill all the highest positions, simply because they are the most competent and best fitted for them.

It is therefore to our Normal students' and our teachers' own immediate interest to take advantage of every means for their liberal culture, and to use them diligently, as a necessary, indispensable part of their work and study. Not to do it only incidentally, when they happen to get the time, but regularly, systematically, to take the time for it. It is essential to their true success as teachers, and to the highest usefulness and continued progress and improvement of their noble profession. And to assist them as far as may be, has been and shall continue to be a main purpose of the *Journal* in general, and of this Department of it in particular. For the means of paramount importance to all true culture is the right use of the right kind of literature. It is essential to become familiar with the classic productions of the past and present. Therefore do we give all possible attention to the best works of general literature, the leading essayists, poets, historians, critics, novelists, all books acquaintance with which is necessary to them who would become the best teachers, real educators. Believing that on the whole *he is the best teacher who is the best reader of the best literature*, we want to help our readers by guiding them to the best books and warning them against worthless ones; and shall endeavour to do all we can to merit their confidence in us as honest and earnest guides.—*Pennsylvania School Journal*.

Educational Intelligence.

TEACHERS' ASSOCIATIONS.

INTERESTING reports of the many different meetings of Teachers' Associations have been waiting for insertion in these columns till it is perhaps too late to publish them in full.

The annual meeting of the Lanark County Teachers' Association was held in the High School, Almonte, on Thursday and Friday, May 13 and 14, and is said to have been one of the most successful gatherings of the kind that ever was held in the County. The able assistance of Dr. McLellan and W. Houston, M.A., of Toronto, contributed in no small part to the success of the meeting. The calling of the roll showed there were in attendance about 100 teachers. Dr. McLellan closed the list of discussions by a long and instructive address on "The Art of Question-

ing." It is better to lead the pupil to discover the truth himself than to make a mere parrot of him, by having him repeat merely what the teacher tells him, and to those inexperienced in the art of questioning.

At the Elgin Teacher's Association Mr. J. J. Tilley, conductor of Teachers' Institutes, read a paper on discipline, based on the chapter bearing on that subject in Mr. Fitch's lectures on teaching. He spoke approvingly of the action of the Minister of Education in making provision for the reading of standard works on education by all teachers, and of the selection that was made after much deliberation. A variety of works was chosen, that all might be suited. It was not expected that each teacher would read the whole course. He thought also, that it would be best to set apart a portion of a work, and thus all could come, knowing that a subject would be dealt with about which they had read.

At the seventeenth session of the Oxford Teachers' Institute there were about 150 teachers present, and great interest was shown in the proceedings of the Institute. During the afternoon a committee was appointed to visit the Methodist Conference and present an address of greeting and welcome to the ministers in Conference assembled. The committee was warmly received. The following is the address of the Institute and reply by Conference.

To the President and Members of the Niagara Conference of the Methodist Church, in Session assembled.

The Oxford Teachers' Institute, this day, by resolution, appointed the deputation now before you to convey to your venerable body their fraternal greetings, and to extend to you a hearty welcome to the County of Oxford.

They deem it of the highest importance that the work of cultivating the moral and intellectual faculties of the youth of our land should ever be in harmony with the teachings of the Word of God, the principles of which are so faithfully and efficiently inculcated by the church which you represent, and which has so greatly contributed to the moral and spiritual elevation of the people of this Dominion.

We pray that Divine Wisdom may guide you in your deliberations, and that the blessing of the great Head of the Church may be richly showered upon you in your self-denying efforts for the elevation of fallen humanity.

RESOLUTION OF CONFERENCE.

Moved by the Rev. Dr. Burns, seconded by Rev. S. J. Hunter, and resolved, that this Conference has been much pleased with the visit of the delegation from the Teachers' Convention of the County of Oxford, and would assure them of the sincere and hearty sympathy of the Conference with them in their honourable, patriotic and Christian work. We can promise them the unbroken and unequivocal co-operation of the Conference, and we may say of the Church we represent. Next to the work of the Christian minister and hardly less important, would we place that of the teachers of our land, and we sincerely pray that in their patient, plodding efforts for the intellectual development of our country may find their brightest and fondest anticipations more than realized.

WM. J. HUNTER, J. S. WILLIAMSON,
President. Secretary.

NORTH YORK TEACHERS ASSOCIATION.

THE regular meeting was held in Aurora's new school house, on Thursday and Friday, 10th and 11th June. About 80 teachers were present. Dr. McLellan was there, and gave addresses on the "A B C of Arithmetic," on the "Teaching of English Literature, and on the "Art of Questioning," besides a public lecture, Thursday evening, on the "Teacher's Work." His lectures and addresses were interspersed with considerable humor and were highly appreciated by all present.

Excellent papers were also given by Mr. Price of Queensville, on "Composition to Third and Fourth Classes"; by Miss Lizzie Ross, on "Look, and Say, and Phonic Reading"; by Miss Wylie of Richmond Hill, on "Primary Writing"; by Mr. Wilson, of Sharon, on the "Uses and Abuses of Text-Books"; and by Mr. Dixon of Newmarket, on different points in "Teaching of Grammar."

Mr. Lent of Richmond Hill H. S., gave an address on "Teachers' Unions," during the course of which he emphasized the necessity of increased efficiency of each teacher to secure an elevation of the profession, at the same time, he advocated a union for the sake of greater protection, and of securing more control over the entrance to the profession. To this end he suggested a remodelling of our Central Committee, making it an elective body, chosen by the teachers. It should be given extensive powers over the examination and admission of candidates to the profession, and over the authorization of text-books, etc. This would remove the possibility of such blundering as had characterized the work of the Department the last few years. He pointedly contrasted the action of the Department in the case of the Scripture Readings and in case of the Readers and the Public School History. In the former, they had submitted the work to the revision of a representative body of clergymen, the ones most competent to express an opinion on such matters, and then, after getting their approval, they authorized it for use in schools. In the latter case, more especially in the case of the History, they had authorized and published the work before securing the approval of any competent representative body. No one outside of the Department has had a chance to pronounce on the merit of the work, and yet we are ordered to turn out the other works we have been using for years and use the new. Had such a representative body as suggested had control no such mistake would have occurred. He moved a resolution "That in the opinion of the Teachers of North York, the time has arrived for a closer union of the Teachers of Ontario, for the sake of mutual aid and protection."

It was carried unanimously, as was also a resolution expressing approval of the course of the Department in preparing a series of Scripture Readings.

Mr. Dixon and Mr. Lent were elected delegates to the Provincial Association. Mr. Fotheringham, I.P.S., was re-elected President, and Mr. Rannie, of Newmarket, Secretary, the other officers being about the same as before.

There was a marked absence of discussion, a matter much to be regretted. It was suggested that in future parties introducing a subject take only twenty minutes—not read lengthy papers. It

would be better too if they had a less number of subjects on the programme; then there would be no excuse for attempts at summarily shutting off discussion.

A proposal to try Township Associations next fall was voted down. Aurora was fixed on as the place of next meeting. The hospitality of the people was very marked; and everyone went into raptures over the new school house, certainly no finer or better equipped school is in Ontario.

D. H. LENT.

THE FIRST MEETING OF THE PORTAGE LA PRAIRIE AND DISTRICT TEACHERS' ASSOCIATION.

In our last issue we were enabled to give a very short digest of this very important meeting only, and now furnish the following more definite particulars:—The meeting was held in the Central School, and was fairly well attended by teachers and the patrons of education. Mr. Jos. Martin M.P.P., took the chair and referred to the rapid and excellent progress Manitoba had made in the matter of education. Mr. McCallum read a paper on "Examinations," which he thought should be treated as a means of education, and also as a means of perfection. Their object is to develop the mind. The candidate has time for thought; then he acts on his own judgment, and as "reproduction is a necessary part of the knowing act," the facts already learned are thus impressed upon his mind. Questions should be clear and terse, and neither too hard nor too easy, and covering only the ground gone over. Such examinations would be a key to other blanks left in the work, care should be taken with examination papers, which should be read over once before being marked to avoid being prejudiced by any one style of composition, neatness of paper or other cause.

Mr. Somerset was then called upon to address the meeting. He said he was glad to see the determination of the teachers to meet and discuss education in all parts of the Province. He thought that teachers in this Province isolated as they were were liable to get into certain ruts injurious to the profession. In Ontario the general public were waking up to the importance of Teachers' Associations. There they received a considerable sum of money from the Government, and they generally engaged men to lecture on teaching at their gatherings. Owing to the state of the treasury it would be some time before Manitoba could do the same thing. He asked the Portage Association to keep together and referred to the Toronto Association as an example of progress. Their labor would be now but the reward would come afterwards. In regard to our educational system he said the board of education were doing all in their power to increase the value of the system. But this could only be brought about by the teaching of to-day. Therefore, teachers whose experience is of value must be recognized in the carrying out of any arrangements for the improvement of the system.

At the last meeting of the Rowmanville High School Board Miss Chapman was appointed to the position about to be vacated by Miss Birnie, at the same salary, \$275 per annum.

OWING to ill-health Mr. Hodgson, School Inspector for the southern portion of the County of York, has resigned, and has been succeeded by

Mr. Fotheringham, lately Inspector in the North Riding. Mr. C. A. Davidson, who has had much experience both as a public and high school teacher, has been engaged as Mr. Fotheringham's successor.

ONE of the gold medalists at the recent examination for the degree of B.A., at the University of Toronto, was Miss Balmer. Of Miss Balmer *The Varsity* says: "Her university record is an exceedingly brilliant one, including as it does a double scholarship at each of the three first examinations of the course, the Lansdowne gold medal in the third year, and a first-class all around in the Modern Language Department at graduation. The Modern Languages have been her special study throughout the course, but she has at times, by way of diversion, taken up Mathematics, Metaphysics, and the Blake work. She has also been an active officer in the Modern Language Club. It was not Miss Balmer's privilege to attend lectures in University College until her third year. She was one of the first to enter when the college was open to women two years ago, and has been to some extent the representative of this reform among her fellow-students. Their well-wishes follow her.

The teachers of Oxford met in convention at Woodstock, on Wednesday morning. D. H. Hunter, B.A., Principal of the High School occupied the chair; Mr. J. T. Parr, Recording Secretary. The attendance was large. About 150 teachers of the County were present. The comparative merits of the educational journals of the Province, and the best way of securing them for teachers was discussed. At the second session the first subject taken up was the "Teaching of Literature," introduced by Mr. Archibald, Beachville. Mr. Dowler followed. J. W. Westervelt of London then took up "Book-Keeping." Mr. Carlyle followed with a most interesting account of the system of education with Normal, High, Grammar and Primary Schools. The expenditure for school purposes was \$700,500.00 per annum. Mr. Houston's remarks on "Spelling" were listened to with approval. In the evening the teachers met in the Court House to hear Dr. McLellan's lecture. As the Doctor was unable to be present Mr. Houston kindly supplied his place and gave an excellent address on the "Relations Between the School and the State." At Friday morning's session Mr. Houston took up "Composition." Mr. Taylor, Ingersoll, explained his method of teaching Arithmetic. At the afternoon session an address on the "Art of Questioning" was given by Mr. Smith, Inspector of Public Schools for the County of Wentworth. Prof. Freeland of London followed with an address. Staff notation was then explained by Prof. Misner of Norwich. It was decided to hold the next meeting of the Institute in Woodstock.

THE following sentences from the *New York School Journal* might well be used as a motto for teachers: "The grandest thing in the world is to know what is right and have the courage to stick to it. Enjoyment isn't the end of life. Enjoyment will come in the course of duty, but if a man says: 'I'm going to make it the business of my life to have a good time,' he will have a very poor time; but if he says: 'I'm going to do my duty,' he will meet enjoyment very soon on the road, and they will go hand in hand to its end."

Promotion Examinations.

NORTH HASTINGS—JUNE, 1886.

ENTRANCE TO SECOND CLASS.

SPELLING.

1. THE two friends walked merrily back with the cow.
2. Their father rode along the road with them, driving their animal to the fair.
3. It's coming, boys, its almost here ;
It's coming, girls, the grand New Year !
A bright New Year ! O, hold it dear !
For God, who sendeth, He only lendeth.
4. In the holidays, on a Saturday, they cleaned the floor and ceiling.
5. Tongue, sugar, cream, busy, prettier, soot, four o'clock, a stalk of corn, a blue color.
6. He and the little maid made peace among the squirrels with a piece of cane.
7. It is wrong to coax the fish with bait.
8. Her niece, cousins and aunt saw a real reaper, and ate some peaches from their own tree and had a rough ride.

ENTRANCE TO THIRD CLASS.

1. What is it to be a gentleman? It is to be honest, to be gentle, to be generous, to be brave to be wise, and, possessing all these qualities, to exercise them in the most graceful outward manner.
2. A sudden rush from the stairway,
A sudden raid from the hall !
By three doors left unguarded
They enter my castle wall !
3. Tomato, fruits, melons, carrots, chimney, ravel, pumpkin, tough little stalks.
4. Modest and shy as a nun is she ;
One weak chirp is her only note.
Braggart and prince of braggarts is he,
Pouring boasts from his little throat.
5. George bade the bad boy bury the bird which he had bruised to death.
6. Andy watched the engine belching out great clouds of smoke and steam, and screeching through the valleys.
7. Finding itself pursued, it begins to run slowly at first, not in a straight line, but in a circle.

MENTAL ARITHMETIC.

1. Complete the following :
 $17 + 20 + 45 - 20 + 18 + 30 = 60.$
 $8 + 5 + 7 + 9 + 3 + 2 + 12 + 10 - 4 - 8 - 9 - 18 =$
2. Multiply 30 by 4, divide by 12, add 25, divide by 7, multiply by 11, add 9, divide by 8, multiply by 5, subtract 7, add 3, divide by 9.
3. Six men bought a horse for \$80, and paid \$2 a week for keeping him ; at the end of ten weeks they sold him for \$82 ; how much did each man lose ?
4. When 9 bushels of rye were worth 45 dimes, 12 bushels were given for ten yards of cloth : how much (in cents) did each yard cost ?

5. A man's wages were \$14 a month : he spends \$6 a month : how much does he save in a year ?
6. John and James start from Madoc to walk, one going north and the other south ; John travels 4 miles an hour, and James travels 5 miles an hour ; how far apart will they be at the end of 5 hours ?

LITERATURE.

1. Explain the italicised words in the following :
(a) A fair compensation he'll surely receive.
(b) William generously resigns himself.
(c) Personal remarks are never in good taste.
(d) The natives of India look upon him as being gifted with reason.
(e) Was it exactly just to take vengeance on the artist ?
(f) Thy mill is worth my kingdom's fee.
2. Give two meanings for each of the following words, and write a sentence showing the correct use of each : Except, mate, erect, couple, shaft.
3. Give the opposite of the following words : Native, smooth, remembered, often, leisurely.
4. In the lesson of " Will and the Bee,"
(a) What question did Will ask the bee ?
(b) Give the bee's answer.
(c) What were Will's thoughts after he heard the answer.
(d) How did he profit by this conversation ?
5. In the lesson entitled " Grandmamma " this line occurs :
" Her ' placid ' brow its story tells."
(a) Explain ' placid.'
(b) What is the story written on Grandmamma's brow ?

6. (a) Write a stanza (verse) which tells us what we should live for.
(b) Write two lines which urges children " to be good " and do great and good things instead of only thinking of doing them.
(c) If the advice given in those lines be followed what will happen.
7. " And tell me now what makes thee sing,
With voice so loud and free,
While I am sad, though I'm a king,
Beside the river Dee ?"
(a) What was the king's name, and to whom was he talking ?
(b) What song had the king heard sung ?
(c) Answer the king's question which is contained in the first two lines of this verse.
(d) This king says he is sad : can you give any reason why he should not be as happy as the person to whom he is speaking ?

ENTRANCE TO FOURTH CLASS.

SPELLING.

- Dictate the punctuation marks. Be careful to pronounce each word correctly.
1. In delighting the sense of smell they stand pre-eminent—almost alone.
 2. Are not flowers especially the generous dispensers of grateful odours ?

3. You will see imbedded in its petals the thread-like organs called stamens with little yellow knobs at their ends.
4. The delicious grape, the grateful apple, the luscious pear, the clustered cherries, the tart currants, the golden orange, the refreshing melon, the purple plum, are not the only products of plants that are entitled to be called fruit.
5. Fertile, sterile, tassel, dandelions, truly, literally, indigestible, forty, hundred, a statue made of metal.
6. He knew that no moral strength could possibly break into his treasure-room, and concluded that his visitor was a ghost.
7. Birch, maple, elm, hickory, walnut, sycamore, tulip, chestnut, cedar, balsam, beech.
8. The muscles of his brawny arms
Are strong as iron bands.
His brow is wet with honest sweat,
He earns what'er he can.
9. Perish policy and cunning,
Fiends can look like angels bright ;
Cease from man, and look above thee ;
Trust in God, and do the right.
10. Then burst their wild and frightful cry
Upon the British ears,
With whirr of bullets, glare of shields,
And flash of Zulu spears.
11. Of the British corps only one captain and some men escaped. The young hero of the ballad was the son of the colonel of the regiment.

GEOGRAPHY.

1. (a) Name the two great railway systems of Canada.
(b) What are the terminal points of each ?
(c) Which of them passes through Galt, Peterborough, St. Thomas, Brockville, Brampton ?
2. If you wished to take a pleasure tour through Canada and the United States, and were anxious to see beautiful natural scenery, what three places in each country would you do well to visit ? Give reasons.
3. What and where are the following : Lyons, Aden, Pelee, Mandalay, Tchaou, Riga, Wight, Port Moody, Congo, Melbourne ?
4. Name the six great mountain ranges of Europe, and give their positions.
5. State briefly what you know of the climate and productions of Bermuda, Alaska, Egypt, Vancouver Island, Italy.
6. Describe the voyage of a propeller from Duluth to Montreal, naming the bodies of water through which it would pass, the ports at which it would be likely to call, and the principal islands which might be seen on the trip.
7. (a) Name the counties which border on Huron.
(b) Name at least three important places in each.
8. Sketch a map of North America, making four capes, six inlets, the boundaries of the countries, and the courses of five rivers.

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With the consent of the Hon. the Minister of Education, the undersigned will conduct a Shorthand Class in the Education Department concurrently with the sessions of the Botany Class in July. For particulars address,

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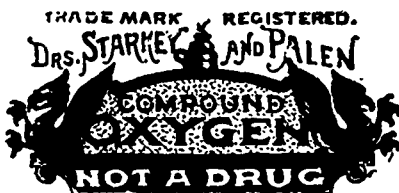
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EDUCATION DEPARTMENT, ONTARIO,
 TORONTO, May 21st, 1886.

DEAR SIR,—

From the replies already received respecting the proposed Summer Class in Botany, the Minister of Education has decided to complete arrangements for its final organization. The Opening Lecture will be delivered in the Public Hall of the Education Department, on Tuesday, July 20th, at 2 p.m.

Mr. Spotton suggests that those purposing to join the class should read the following portions of Thome's Text Book: Chapters 1, 2, 3 and 4, and so much of Chapter 6 as relates to Phanerogams and Vascular Cryptogams; or, the corresponding portions of Prantl's Text Book (Vines' Translation). Members should also come provided with Pocket Lens, Knife, Dissecting Needles, Collecting Box, Part II. of Spotton's Botany and Gray's Manual.

The Department will grant a Certificate, signed by the Minister, of Attendance on this Course, but will not undertake to conduct any examination with a view to test the proficiency of the class.

Yours truly,

ALEX MARLING,
Secretary.

CIRCULAR TO PUBLIC SCHOOL INSPECTORS.

EDUCATION DEPARTMENT, ONTARIO,
 TORONTO, May 1st, 1886.

SIR,—The Drawing Classes conducted at the Education Department, Toronto, during the last two summers will not be continued during the current year. It is nevertheless desirable in order still further to qualify teachers in this subject, that facilities of some kind should be offered for their self-improvement. Instead of the classes formerly taught at the Department it is now proposed to give a grant to each Inspectoral Division in which a class is formed for instruction in elementary drawing.

The conditions on which such classes may be formed are:—

1. The class must consist of at least ten persons holding a Public School Teacher's Certificate.
2. The teacher in charge must possess a legal certificate to teach drawing; or be approved of by the Education Department.
3. At least 30 lessons of two hours each must be given.
4. Teachers who attend this course will be allowed to write at the Departmental Examination in Drawing in April, 1887.
5. The Primary Drawing Course only shall be taught.
6. A grant of \$50 will be made for each class of ten pupils but only one class will be paid for in any Inspectoral Division.

Will you be good enough to inform the teachers of your Inspectorate of these proposals in order that they may make the necessary arrangements for organizing classes.

Yours truly,

GEO. W. ROSS,
Minister of Education.

