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# Educational Weekly

Vol. II.

THURSDAY, NOVEMBER 26TH, 1885.

Number 48.

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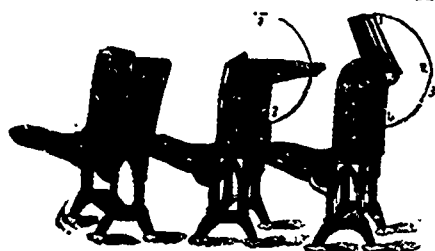
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# The Educational Weekly.

TORONTO, NOVEMBER 26, 1885.

WE must pause for a while in the discussion of the working of our education system as affected by legislation, to consider things of much more importance to the school-room. Defective as our school system is, and crying out for remedy so loudly as do some of its deficiencies, it is, in its massive whole, the best system in the world—the one that with help from the State, and direction and control, secures to the child the most thorough instruction, and to the teacher the most ample liberty and protection, and to the parent the surest guarantee that the mental and moral training of his children are entrusted to competent persons—all this at the smallest possible cost to all concerned. In criticizing our system, as we shall often be found doing, we should like always to be understood as being ready first to defend it from any unjust attack.

SCHOOL discipline and school punishments are what we shall treat of to-day, especially the latter. Without punishment of some sort discipline is impossible. Despite all that theorists may say to the contrary, there is enough of evil in every child to necessitate his punishment, more or less frequently. And without discipline, as perfect as may be, the school by so much is destitute of that formative influence by which growth of character becomes possible. The essence of good conduct is, that it shall spring from within, and not be imposed from without. But the habit of orderly behavior which school discipline implies, accustoms the mind to look upon its orderly environment as good and right, and so strengthens the child's tendencies towards good conduct and represses his tendencies towards bad conduct, and hence develops a moral bias, which in time strengthens the good principles which the child innately possesses. Discipline then re-acts on character, and character as it develops, makes discipline less and less irksome, and voluntarily puts conduct more and more in harmony with an environment of order.

WE shall not now enquire what good discipline is. That is a question to which many answers have been given, and upon which we have some very definite views which we shall sometime present. But every teacher has his own ideal of discipline. He has, or ought to have, some standard excellence of order to which he wishes the actions of his pupils to conform. This standard should be wisely chosen, and the higher and the nobler is the teacher's conception of his office, the more attention will

he bestow upon his standard of order, and the more surely will he base it upon a foundation of love, and fashion it in accordance with a wise knowledge of child-nature. The standard of discipline chosen marks the character of the teacher.

WHATEVER be the standard of order chosen there will be many violations of it, and these constitute the disorder of the school. Misconduct must be met by punishment—not always severe—not always of the same kind—but *always* by punishment; this is the law of nature. But in nature—in blind, unthinking, unloving nature—punishment is simply retributive; in human action, where the law of love prevails, its principal function is remedial; and so the efficiency of punishment consists in its being mainly corrective and exemplary. In human society this basic character of punishment must not be lost sight of. A forgiven wrongdoer is sometimes permanently corrected of his wrongdoing. But the example of his unpunished act may provoke others to transgression, or at least it may not deter them from transgression when on the point of entering upon it. So clemency is often mis-bestowed. Hence the teacher, as well as every governor, must remember that to prevent wrongdoing in others, the defaulter must not be allowed to go scot-free.

THIS consideration of the necessary sequence of punishment upon wrongdoing permits us to see very clearly how indispensable it is that a teacher's standard of order be chosen with a due regard for the conditions of child-nature, and be based on love. Else the teacher's rule would be a terrible despotism to which no parent should subject his child. But going on, and examining the character of punishment, it must not be thought that it is to be always severe. Its three characteristics must always be present. (1) It must be retributive, *i.e.*, it must be as certain as nature's inflictions for violated law. If a child persists in putting his finger in the flame of a candle, every time it does so it experiences pain. Nature invariably retributes an offence. (2) It must be corrective. The erring child must feel in the punishment the influence of love—that principle which distinguishes human law from every other, whether of the animate or inanimate world. (3) It must be exemplary. Society, whether of men or children, must feel both that punishment follows wrongdoing as certainly as re-action follows action in the physical world, and that the tendency of punishment is also to put the wrongdoer upon the right track, to correct his evil habits, to eradicate his vicious principles, to substitute better motives of action for

those that are base. As long as these three characteristics are present punishment may infinitely vary. Its severity should, as a rule, be proportioned to the gravity of the wrong done, but harsh it may rarely be; cruel, never.

NO question respecting school discipline has been more debated than the necessity and value of corporal punishment. The severe, and one may say the brutal, abuse of it in days gone by, brought on it such public opprobrium that to inflict it has been stigmatized as a wicked use of unlawful power. It has been prohibited in many states and nations, notably in France. The truth seems to be, that like every sort of punishment, it is in itself an evil, an imposition of pain, a violation of individual liberty; no sort of punishment is free from these maleficent characteristics—they are of the essence of punishment; but punishment is not necessarily wrong on that account. The only valid objections to corporal punishment are (1), it is extremely liable to abuse; and (2) it can rarely be inflicted without arousing in both the administrator of it and the culprit the baser animal passions, thus rendering nugatory the influence of love, or that which secures the correction of the wrongdoing in supplanting base motives by noble ones. Corporal punishment should be confined to young children, whose immature minds and restricted experiences do not permit the effective operation of other punishments which derive their efficacy by appealing to the self-respect, the sense of shame, the regard for the opinion of one's fellows, and the value put on personal liberty, which are developed only when a certain maturity of age and experience is reached. Dr. Arnold, whose system of government was based upon the implanting of principles so that conduct should be regulated thereby, retained corporal punishment "on principle, as fitly answering to, and marking the inferior state of boyhood." But so soon as that state is reached in which principles can be appealed to, and those powerful feelings enumerated above, corporal punishment should be abandoned, and it was Dr. Arnold's custom then to abandon it.

WHEN the teacher possesses that self-control which is essential to good government, and uses such methods of teaching as are natural and in harmony with child-nature, there will be little need of severe punishment, since there will be very few infractions of the standard of order more grave than mere temporary ebullitions of youthful spirit.

## Contemporary Thought.

THE way for the organizing of attractive public amusements is being opened by the taste and talent developed in all our schools. The musical instruction of school children, in all our larger towns, is sending forth multitudes of youth who will not be satisfied with street music, the blare of the beer-garden or the attractions of the lower order of public entertainments. It is perfectly feasible to provide a great variety of musical performances, all of a genuine character, at nominal cost, which shall be open to everybody, and which anybody can enjoy. How completely the musical affectation of the fashionable concert-going public has banished the whole beautiful world of ballad-singing and patriotic harmonies, we all know. Certainly, out of this vast body of graduates and their families, can be found the performers and audiences to create a new musical life in every considerable town.—*N. E. Journal of Education.*

THE subject of examinations and transfers of pupils is one of the most difficult of solution of any connected with our city school system. A few years ago educators thought that they had found the true solution in per cented written examinations. Such examinations were held in every subject in which it was possible to hold them. The per cents were posted up in the offices of superintendents, exhibited and commented upon in the different schools, carried around in triumph by the principals, paraded in the daily papers, and published in the school reports. But it has been found that attaching undue importance to per cents leads to the driving and cramming process; to narrow, rut teaching; offers an inducement to teachers to resort to improper devices and expedients, which keep the children from thinking for themselves, to adopt pernicious methods that contract rather than expand the mind, that retard rather than develop the reasoning faculties. For these reasons there is a growing sentiment in favor of their abolishment.—*Supt. Peaslee, Cincinnati.*

It is not true, as some say, that there is nothing original in it, but certainly by far the greater part is the mere outpouring of memory. Subjects are tapped, and the current flows without stopping. Wonderful as it is, it is certainly oppressive after a time, and his departure is rather a relief than otherwise. Dundas, who is very agreeable, and very well informed, said to-day that he was a bore; but that he is not. It certainly must be rather oppressive after a certain time, and would be intolerable, if it was not altogether free from conceit, vanity, and arrogance—unassuming, and the real genuine gushing out of overflowing stores of knowledge treasured up in his mind. We walked together for a long time the day before yesterday, when he talked of the history he is writing. I asked him if he was still collecting materials, or had begun to write. He said he was writing while collecting, going on upon the fund of his already acquired knowledge, and he added, that it was very mortifying to find how much there was of which he was wholly ignorant.—*Macaulay as a Talker, in the Greville Memoirs.*

WE are surprised and sorry to see that a statute has been passed by the Senate of Toronto University, providing for the creation of four addition-

al scholarships at junior matriculation. The principle of awarding prizes and scholarships from public funds is bad in any case. Why should the citizens generally and other poor students in particular be taxed for the benefit of a select few who, because of greater advantages, or possibly by means of better memories, are able to take a higher marking at examinations? We are aware that distinguished men support the custom, and some have gone so far as to affirm that they themselves could never have got through college but for the help afforded by scholarships. This may well be questioned, for every year sees men completing their collegiate courses with credit, who were as impecunious at setting out as their most brilliant competitors could possibly have been, and who have made their way without the aid of the exceptional parts of the latter. The argument that these prospective rewards are necessary as a stimulus to ambition, or an incentive to draw students to the halls of the college, is even worse in theory and unsupported by obvious facts. Above all, it surely is eminently inconsistent for an institution which is crippled for want of funds, and declares itself unable to establish chairs in some of the most essential departments of liberal culture, to divert any portion of its income to so unnecessary and doubtful a use.—*Canada School Journal.*

DR. RAND, after a connection of some two years with Acadia, as Professor of the Theory and Practice of Education, and History, has resigned his position to accept a professorship in Toronto Baptist College. In him Acadia has lost a strong man. His connection with the college, though short, was sufficiently long to exhibit his proficiency in the art of teaching as well as to endear him to all. Perhaps the highest compliment which can be paid to the Doctor's abilities is to say he is a good teacher. He needs, however, no commendation of ours to establish this fact. His connection with the cause of education in Nova Scotia and New Brunswick has become a matter of history. It is one thing to have knowledge, but quite another thing to have the power of imparting it. The possession of the latter is indispensable in the teacher; and it was possessed in no ordinary degree by Dr. Rand. That he has an enviable faculty of securing attention by getting the student in love with a subject, all who have met him in the classroom will be quite willing to affirm. Perhaps one of the best things to be said of one at his departure is that he is missed. This may truthfully be said of Dr. Rand. Indeed, so large a place has he won in the affections of the students that it is difficult for them to be reconciled to his departure.—*Athenaeum.*

THE utterances of Dr. Purslow and Mr. Houston on the scholarship question have drawn upon these gentlemen several base and cowardly attacks from an anonymous correspondent of the *Mail*. The letters are clearly the outcome of the personal animus of the writer. They are a tissue of falsehood and malicious misrepresentation. The assailant does not make direct charges, but takes the utmost license in insinuation and innuendo. Statements of this nature, made under cover of anonymity, show only too plainly the character of their author. Whether we agree with Mr. Houston and Dr. Purslow or not, we must give them credit for expressing their views and furthering their aims in an open and above-board manner, and this is not a virtue of their opponents. The

truth is that Mr. Houston's energetic efforts for university reform have awakened into unscrupulous activity persons who never were active before—at least not active in any movement which would benefit the university. Mr. Houston was elected by the graduates of the university as their representative on the Senate because he has always shown a vigorous and intelligent interest in university affairs. The undergraduates have shown their appreciation of his views by electing him for the second time to the highest office in their gift—the presidency of the Literary Society. He has been a regular contributor to the *Varsity* ever since its inception, and his articles therein have been widely copied and comment upon by both American and Canadian journals. In short, during the last ten years there has been scarcely an organization or enterprise calculated to benefit the university to which Mr. Houston has not rendered valuable assistance. It is impossible, then, that his reputation can be injured by the scurrilous insinuations of an anonymous newspaper scribbler, and the attempt meets only the contempt of all right-thinking men.—*Varsity.*

WE are sorry to find that some words in our last number have been construed by one reader at least as a renunciation of University Confederation. Nothing could be further from our meaning. We are firm in the faith that a secular university with religious colleges is the true solution of the question between secular and religious education; and we remain just as convinced as ever that a combination of all our resources and a concentration of our academical life are necessary to enable the Province of Ontario to maintain an institution worthy of the name of a university, and capable in the long run of holding its own against wealthy rivals on the other side of the line. The University of Toronto has not at present one-quarter of the revenue requisite to keep it, in the scientific department especially, on a level with the requirements of the times, while its professors, instead of having any leisure for research and for the advancement of learning and science, are engaged without remission in turning the educational wheel like the teachers of a common school. Nor is there the slightest prospect of any further endowment so long as the great denominations stand aloof and give their political support to separate universities of their own. Moreover, this separation, which is inevitably attended by a certain degree of antagonism, stamps the Provincial University with distinctive secularism and thus makes it sectarian in that sense. The president may with perfect truth disclaim any opposition to religious education, but he cannot get rid of the appearance or indeed entirely of the reality. We would earnestly commend this last consideration to those members of the University of Toronto who are either openly opposing confederation or tacitly contributing to the miscarriage of the scheme by cold approval and faint support. We should be exceedingly sorry to be misunderstood, because this evidently is the turning-point; the question whether the Province is to have a great university or not will soon be decided, and it will be decided once for all. If confederation is finally rejected the religious universities will appeal to their friends, who will respond to the appeal, and the "one-horse" system will strike roots such as no minister of education, even if he were much more like Hercules than party politicians are, would ever dream of attempting to pluck up.—*Week.*

## Notes and Comments.

AMONG our contributors this week are: D. C. McHenry, M.A., Principal, Cobourg Collegiate Institute; A. F. Ames, B.A., Mathematical Master, St Thomas Collegiate Institute and H. R. Fairclough, Classical Master of Brockville High School.

THE enterprising Boston publishers, Messrs. Ginn & Company, are about to publish a *First Reader*, by Miss J. H. Stickney, whose *Primer* we noticed very favorably in our issue of September 24th. The *Primer* and the *Reader* are together introductory to an excellent series of *Classics for Children*, which Miss Stickney is editing.

AT the meeting of the executive committee of the Ontario Teachers' Association held last week it was decided that the following should form subjects of discussion at the next annual meeting:—"Our Profession"; "A College of Preceptors for Ontario"; "Conservatism and Reform in Educational Methods"; "Prizes and Scholarships"; and "The Teacher as a Student." The second, fourth, and last of these topics are very timely; and a wise and skilful treatment of them will do much good.

By kind permission of the editor we reproduce from the columns of the *Week* an interesting and instructive article on that unknown, archaic people, the Mound-Builders. It is from the pen of Mr. T. A. Gregg, of the *Toronto News*. Any information concerning the Mound-Builders would be interesting for its own sake; to teachers it is additionally interesting in being supplementary to Mr. Higginson's account of the Mound-Builders given in the *Fourth Reader*. As Mr. Gregg shows, positive knowledge of the history and origin of this strange people has not yet been obtained; little can be affirmed of them beyond what he states; and yet they were once the occupants of this continent!

WE owe an apology to our readers for treating of discipline and punishment in the issue in which Mr. Ames so ably discusses these same subjects. The coincidence is an inadvertence on our part; and we are conscious that we suffer thereby. Our only excuse is that our remarks were written before we had read Mr Ames' paper. We do not think, however, that the law of natural consequences is a *sufficient* criterion by which to determine the nature and extent of punishment in human affairs, especially in the microcosm of the school, where the dominant law, it seems to us, should be the law of love. But we acknowledge, none the less freely, that Mr. Ames has stated his views on the matter much more clearly than we have stated ours.

WE notice in the St. Mary's *Argus* a letter from Miss M. Lennox, a student in attendance at University College, stating that the *Argus*, in publishing a criticism concerning the ill-treatment alleged to have been bestowed by the young men in attendance at the college, upon the young ladies in attendance, "had been misinformed as to the facts"; that the "young ladies had been treated with uniform politeness"; and that they are "unanimous in grateful acknowledgment of the courtesy which has been extended to them by the professors and students." This is as it should be; and the denial, coming from such a source, and in such a way, completely disproves the charges made.

WE have received from the publishers *Grip's Comic Almanac* for 1886. To those who, as we do, enjoy a hearty laugh whenever it can be got, we recommend this amusing book. It is full of drollery from end to end, and its silhouette portraits and pictures are very funny. Of course our public characters come in for much caricature; but the political element is absent, and even those elevated mortals who are most laughed at can hardly be other than amused at the parts their "phiz's" are made to play on every page. At any rate, one of them does not mind being poked fun at, to judge from his own act. We were shown the other day an autograph letter from the Premier of Canada—whose countenance is perhaps best known to the public through the medium of *Grip*—in which he orders his copy of *Grip's Cartoons*, although in them, unlike the *Almanac*, the political element is not absent.

WE have received from Mr. Doan, the energetic and efficient secretary, the Minutes of the twenty-fifth annual convention of the Ontario Teachers' Association. In our issue of September 24th, we commended, as strongly as we could, the work and methods of this association. These needed no commendation from us; and it would have been gross presumption on our part to offer it, if we had not been convinced, as we now are, that the association suffers, and the cause of education in Ontario suffers, from the little support which, as a whole, the teachers of the Province give to the association. These Minutes contain not only a full record of the proceedings of the convention, but also accurate reports of the public addresses given and papers read at its various sessions. Copies can be had from Mr. Doan at ten cents each; and in lots of thirty or more at seven and a half cents each. Mr. Doan's address is Toronto.

THE progress of musical culture in Toronto is evidenced by the great and increasing success of the Monday Popular Concerts—the last being attended by 1,300 people. This concert was the most pleasing of the series. The increasing delight which

people take in high-class music when it is heard sufficiently often to have an educative effect, was demonstrated in the sympathetic enthusiasm with which the audience listened to Herr Jacobsen's magnificent rendering of Mendelssohn's famous concerto for the violin. Another evidence of musical progress in the Province is the success with which Mr. Torrington is meeting in making arrangements for a grand musical festival for a week in summer, similar to the great sängerfests of Buffalo and Cincinnati, and to the great musical festivals of Leeds and Birmingham. Some thirty musical societies have promised to take part in this festival, and \$2,500 have been guaranteed to Mr. Torrington as an insurance against loss. The educational chronicler delights to record these evidences of advancing musical taste. But what the educationist should be most delighted with is evidence of the progress of musical culture in the schools of the country. Here little, alas! has yet been done. But there are signs, though small, of commencement and progress even here.

IT is not at all likely that a reading primer will ever be made that will be beyond criticism that will not contain some objectionable features, and that will not omit others that are excellent. Size and cost have to be considered; and the abnormal condition of our English alphabet, and the absurd inconsistencies of our spelling, make a perfect, or even a fairly unobjectionable primer impossible. We have received from a valuable contributor a criticism, made for a purely scientific purpose, of one of the primers in use in our Ontario schools; but we shall not insert it, because we think its object would be misunderstood, and its insertion would be attributed to other, and unworthy, motives. And we repeat publicly what we stated to the writer, that we believe that no primer can stand a scientific criticism. Teachers and parents that can afford it will always supply their children with every possible help to reading. The phonic system is excellent, but it cannot be carried very far, and insuperable difficulties are met at the very commencement. The word-system is good, but there are children, with little power to distinguish and remember forms, who cannot be taught with it. The wise teacher will use each method in its place, and supplement the text-books by sentences of his own, and others composed by the children, which describe and are concerned with things within the children's range of experience—which they can talk about, or portray in pictures, or otherwise make present to their imagination and associate with the word-forms they are learning. No one can be a successful teacher of little children who is not a thinker, an inventor, a ready-witted adapter of every sort of circumstance to the end proposed,

## Literature and Science.

### THE MOUND-BUILDERS.

T. A. GREGG.

AN article which recently appeared in the *Mail* suggesting that the Government should aid scientists in investigating the ancient mounds found in Southern Manitoba and throughout the North-West should be given attention at Ottawa. The Government of the United States has devoted money to such purposes, and so have several of the colleges as well as the Smithsonian Institute at Washington, with the result of throwing much light upon an obscure subject, yet not enough to permit us to distinguish with any degree of certainty when or by whom the mounds were built. So eager are scientists in the pursuit of data relating to the mound-builders, and their supposed contemporaries, the cliff-dwellers, that some years ago Mr. Frank Cushing, a young American collegian, was commissioned by several scientific associations to give his entire time and energies to investigating the cliff-dwellers' relics and the pueblos of Arizona and New Mexico. In order to equip himself the better for the task, he became a resident member of the Zuni tribe of Indians and studied their language and customs so that he might prosecute his researches with more diligence; he has become a chief of the tribe, and at the meeting of the British Association in Montreal last year he reported most satisfactory progress.

The late Charles Darwin pointed out that the region which cradled the human race can never be satisfactorily identified. This has not decreased the ardor of the tireless gropers into antiquity who, day by day, are demolishing Ussher's Chronology, and dragging to light from the dimness of the ages astonishing facts regarding civilization long swept away. Theorists have pointed to the great plateau of Afghanistan as the region whence sprung the races which populated the earth. Others have pointed to Yucatan, Central America, India, Egypt, the legendary continent of Atlantis; while a more recent writer advances the polar regions, ere the earth lost her equilibrium and when her atmosphere was that of perpetual summer, as the cradle of mankind.

These theories, however, take us far away from the mound-builders. Their work is recent, when we consider the immense period of time which must have elapsed since Adam was driven from his domain to labor and since Cain first taught covetous man the use of weights and measures, and conducted the first barter of land. There are no monuments which carry us back to that past; but the mound-builders have left remains which establish their existence. It has been remarked that these remains are

nearly all along the great watercourses, and this is pointed to as evidence that they were a nomadic people who followed the great rivers in their wanderings. The mounds are found along the Mississippi, the Ohio, the Missouri, the Yellowstone, in the vicinity of the great lakes, and along the great streams of the North-West to the foot of the Rocky Mountains, and are said to extend beyond.

Ignatius Donnelly, in his highly interesting work "Atlantis," says that the mound-builders were wanderers from a great continent which once existed in the Atlantic Ocean, connected by isthmuses with Africa and South America, which continent, according to Plato's transcription of a conversation between an Egyptian priest and Solon, was swept away in a single night by a mighty convulsion of nature as a punishment for the grievous sins of its inhabitants. The Atlantians or antediluvians were, according to this writing, a highly-favored people; arts and manufactures had been brought to a state of perfection amongst them. Their cities were magnificent, the people wealthy and powerful, and their ships sailed to every sea. But their opulence made them insolent; they drifted away from knowledge of God, became fire-worshippers and idolaters with hideous rites; for which their country was entirely obliterated, and only a mere handful of them escaped to Europe and America. It was from this continent, according to Mr. Donnelly, who weaves the web of his theories in a most entertaining way, that the mound-builders came, and they penetrated the utmost parts of the earth in quest of gold and silver, which were dedicated to their chief gods, the gold to the sun and the silver to the moon.

The remarkable similarity between ancient remains found in Central America and Peru and remains in Egypt and the East, pointed out by Humboldt, and later by Captain Spiere, suggests a connecting link and intercourse in early times between the peoples of America, Europe and Africa. These travellers instance the arch in architecture similar to that found in ancient buildings in the East, sculptured heads of Ethiopians, and carvings in stone of elephants and other animals purely Eastern and altogether foreign to America, as evidence of such connection; but the most remarkable fact is the similarity which exists between the writings found in Central America, the only ancient writings discovered on this side of the Atlantic, and those of the Phœnician, the oldest written language known to man. It is improbable that this similarity is accidental, and if the civilization of which these writings are testimony came from the far East, it is improbable that it found its way to Central America

from Asia by the Aleutian Islands and North America, as some would account for the populating of this continent.

The mound-builders came from the South. There they erected their greatest monuments. They entered the Mississippi from the Gulf of Mexico. A short time ago a fragment of bone bearing a rude carving, was found in a North-West mound, which was pronounced a fish-bone such as is found only on the shores of the Gulf. The mounds which they erected either for defence, for places of sepulture, or as altars upon which to sacrifice to their gods, are plentiful along the great rivers of the South. Had these works, some of which are circular enclosures, others square, and others again in the shape of animals and reptiles, the serpentine design seeming to have been the most popular, been designed for defence, they would suggest the proximity of settlements. No such settlements appear to have existed. People taking up permanent residence and throwing up such gigantic works to mark their presence would surely have built their homes with equal solidity; but no remains of habitations have been found, with one exception. The exception is a case in Tennessee, where a concrete or hard clayey floor, supposed to have been a threshing-floor, was uncovered many feet below the surface of the earth, and in an adjacent mound bones were found which decided a question medical men have long pondered over. Had they been an agricultural people, implements of tillage would have been found. They apparently had no settled life. Wherever they tarried during their wanderings they erected mounds. In these mounds they buried certain of their dead—perhaps their distinguished dead—and in the burial or other rites celebrated on the mounds fire played a part, for ashes are invariably found in the mounds. What more plausible than that these mysterious people wandered from place to place in search of metals, base and precious? In Arizona, Sonora, and in other parts of the Southwest, miners' cuttings and shafts have been found which have been pronounced to far antedate the Spanish conquest of Mexico, and there is evidence that the Lake Superior copper mines were worked in ages long past, even beyond the traditions of the Indians. They must have been expert miners who did this, for Professor Wilson instances, in one of his writings, a block of copper weighing many hundredweights, which had been mined with great skill and had been raised from its bed on supports ready for removal. A derrick of some sort must have been used in moving the block. In the cavity from which the ore had been cut were found the tools of ancient miners.

Who were these miners? Whence did they bear the result of their mining opera-

tions? What great calamity overtook them that they were swept away without leaving any identifying marks save these dumb remains which refuse to reveal their secrets? They must have been numerous. The mounds could not have been thrown up by a few. Many hands wrought long upon them. They were before the Toltecs of Mexico, for the mounds or pyramids, presumably the work of the Toltecs, are of stone and like to the pyramids of Egypt. If they were the mound-builders it is surprising that they should content themselves to work rudely in clay when they were so expert in working stone, which was plentiful in the vicinity of many of the mounds. The Hittite migration, one of the theories to account for the mound-builders, may be the solution of the mystery; but there is no proof to set against conjecture. The Hittites, in the days of Solomon, occupied the country between Palestine and the Euphrates, and to trade with them Solomon imported horses from Egypt. The Hittites then dealt in horses and, by implication, were horsemen. If they had wandered into America from Asia, it is reasonable to suppose that they would have brought the horse with them. There is no record that the horse was known in America previous to the conquest of Mexico by Cortez. The Mexicans had never seen a horse until they encountered Cortez' mounted men, and then they thought that horse and rider were one piece, and were filled with affright when they beheld the men dismounting. The Indians, which the "Book of Mormon" says are the remnants of an early Hebrew immigration to this country, came upon the scene long after the mound-builders, about whom their traditions are silent. The bulk of authority favors the theory of the Mongolian extraction of the Indians, and it is said, but not verified, that there are Indians in Southern California who speak a language intelligible to North Chinamen. While the indications are that the Indians were out of Asia, their legends, or at least the legends of a great many of the tribes, point to the East as the land of their origin. Then how must we account for the Mandans, who are Indians with blue eyes, flaxen hair and beards, who, at certain seasons of the year, practise rites strongly resembling Hebraic ceremonies? There is a wide field for research in these questions. Canadian scientists should proceed at once with the search of the mounds to be found in the North-West. There is no doubt but that the Government should act on the *Mail's* suggestions and grant aid to such undertakings. The man who said that he was more concerned in discovering whither he was going rather than whence he came will take no interest in these investigations; but a large part of the community will watch eagerly for the great developments which they promise.—*From the Week.*

### THE RIGHT HONORABLE JOHN BRIGHT.

REV. S. G. SMITH, M.D.

(Concluded from previous issue.)

It is his natural constituency, and with this place his name will be united in history. Birmingham, with its great masses of workingmen, is the natural home of democracy, and John Bright is its voice. There are busy brains as well as hands in that bleak town, and for twenty years they have been asking questions, in the town hall, and in Aston Park, that when answered, will be answered by vast changes in the constitution of English society.

Perhaps no public man ever received such an enthusiastic ovation as that given to Mr. Bright by his constituents in August, 1884. It was to celebrate the completion of twenty-five years as their representative in Parliament. The celebration lasted from Monday until Saturday, and was crowded with presentations, receptions, banquets, and public meetings. All classes united to do him honor. On Wednesday evening no less than twenty thousand people met in Bingley Hall, and the meeting opened with the singing of "Auld Lang Syne" by that vast multitude. Gifts and engraved addresses were presented almost without number. During the whole week the enthusiasm of the people was seeking new forms of expression. If it be asked what is the secret of this man's hold upon the hearts of his people, I think the answer is not far to seek. In the first place he has the gift of eloquence, perhaps unsurpassed by any man in England. In presence he is commanding, with a strong English head and face, and a voice of surpassing strength and melody. He speaks without manuscript in a warm, picturesque style, with a torrent of feeling, yet under control, out of a fulness of knowledge, in copious yet exact Saxon words, so that his audiences yield to his spell, and own his mastery. Yet his is not the strength of mere oratory. He holds the faith of the English masses by his ceaseless efforts in their behalf. No measure of reform for forty years has failed of his support. So has he moved in advance of public sentiments to urge measures which have been first derided, then considered, and at last adopted, that he deserves the title: Prophet of English Politics. But most of all it is, because they believe in him as a true man, that John Bright has held the hearts of his people. This is as real a tribute to them as to him. His earnestness is not the mere force of declamation, but the conviction of his soul. "Not alone in matters which pertain to the future life must a man use his conscience," said he, on one occasion, and that sentence is at once a revelation of him, and a sermon to others. His career as a Cabinet Minister in two administrations

has been inconspicuous. He lacks the judicial balance, and above all, he lacks patience. With him whatever is right to be done must be done now. This is an aphorism which is certainly true enough in theory, but the world has not grown up to it yet, and cabinet ministers are generally both in the world and of the world. Another quality of his which fascinates the English soul is high courage. It has never failed him in Parliament or out of it. If John Bright had not been a Quaker he would have been a general. As it is, he has been a warrior from his youth, and still belongs to the host militant.

It must not be supposed that Mr. Bright is not a man of practical sagacity. In his private business he has been successful. In his knowledge of East Indian affairs he is unsurpassed, and in his statement of facts and figures he is thoroughly accurate. Nor is his style of speaking wanting in vivacity and humor. Some of his political jokes have travelled far, and have performed unheard of tasks. That one about the Scotch terrier, so hairy no one could decide which was the head and which was the tail, has done heroic service, probably in every State in the Union. The following extract from a speech in the Town Hall, Birmingham, will show how he stoops sometimes to catch the common people: "The Government of Lord Derby in the House of Commons, sitting all in a row, reminds me very much of a number of amusing gentlemen, whom I dare say some of you have seen and listened to. I mean the Christy Minstrels. The Christy Minstrels are, when they are clean washed, white men; but they come before the audience as black as the blackest negroes, and by this transformation, it is expected that their jokes and songs will be more amusing. The Derby minstrels pretend to be Liberal and white; but the fact is, if you come nearer and examine them closely, you will find them to be just as black and curly as the Tories have ever been. I do not know, and I will not pretend to say, which of them it is that plays the banjo and which the bones. But I have no doubt that in their manoeuvres to keep in office during the coming session, we shall know something more about them than we do at present."—*The Chautauquan for October.*

THE grounds of Brantford Central School were at one time, even as late as 1845, used as the town burying ground, and for some time past trough-like hollows, caused by the sinking of the graves, have been making their appearance. An excavation made in one of these lately brought to light a well-preserved coffin containing a skeleton wrapped in a blanket, which, though very rotten, still clung to it. The feet were clothed with two pairs of socks. A quantity of tobacco was also found in the coffin. The skeleton is apparently that of a male Indian of considerable age. It will be polished and mounted, and placed in the school.



## Educational Opinion.

### HIGH SCHOOL GRADUATION.

GENERALLY speaking, our teachers are familiar with the causes that led to an agitation in favor of high school graduation, and also with the present position of the scheme. There are some, however, whose remarks and enquiries indicate a want of familiarity with the plan in its conception and with the form it has finally taken. With your permission I shall recapitulate the main reasons that were urged in favor of the movement, adding a few suggestions for giving practical effect to the scheme.

The principal reason was found in the fact that a large number of our pupils were pursuing a rather indefinite, aimless, and limited course, instead of aiming to complete a full course, leading to a definite result.

This was felt to be the case with the great majority of those not directly preparing to become teachers, to enter a university, or to pass some other prescribed examination. It was found that an exceedingly small percentage of these remain at school after passing the intermediate examination, mainly because there was no motive sufficient to induce them to do so.

The powerful incentives to diligence connected with a regular course, terminating at a definite result, were wanting in case of these general pupils. In a word, the scheme was suggested to supply certain additional motives, as aids to pupils themselves, and to their teachers in their effort to lead them to the best attainable results.

No one will dispute the statement that, other things being equal, we are successful as teachers in proportion to our appreciation of the real needs of our pupils, and our power to aid them in supplying these wants.

In this educative process and back of every conscious effort to advance in learning, lie motives or springs of action; and the teacher who can supply good motives and skilfully operate upon these secret springs, may reasonably expect to succeed.

A motiveless pupil is but a piece of machinery, and the teacher who cannot definitely supply this lack, or who, ignoring its worth, blindly manipulates such pupils, is but a complementary piece of machinery—neither imparting power, nor evolving it in others.

Very young pupils study mainly because they are held to it as a duty—the motive of obedience. At a later stage, combined with this motive is that connected with the earliest appreciation of the real value of knowledge. In more advanced pupils are added previous motives the potent utilitarian incentives connected with examinations. These are now placed at the entrance of every acces-

sible avenue, and appear to decide the fate alike of our primary pupils and our intellectual athletes.

An analysis of the complex motives surrounding our examinations would be an interesting task. Unquestionably these motives exist, and for some time at least they are destined to prevail. To attempt to destroy them would be both useless and undesirable. Work, intellectual or manual, devoid of motive, is not only impracticable but comparatively valueless.

Our aim as teachers should be to guide and elevate—not suppress; enlighten—not destroy. The motive, "the pursuit of knowledge for the love of it," is differently accepted by two classes of teachers: those who make it their *beau idéal*, but who gradually attain its fulfilment through first employing subsidiary incentives; and those opinionative pedants who decline to employ any ordinary methods, or to condescend to deal with common motives. The former are generally successful; the latter never realize their expectations.

Archdeacon Farrar remarked the other day in Baltimore: "The true end of education, of whatever kind, we must set steadily before us. There are some who wish to know that they may know; this is base curiosity. There are some who wish to know that they may be known; this is base vanity. There are some who wish to sell their knowledge; this is base covetousness. There are some who wish to know that they may edify; this is charity—and those who wish to be edified, this is heavenly prudence."

The first object, then, was to induce as many pupils as possible to take the full high school course, and to furnish a good motive for doing it.

According to the scheme, as now embodied in the Departmental Regulations, the graduation diploma will be awarded to any pupil who completes the work prescribed for (1) Second Class Teachers, (2) First Class Teachers, (3) Junior or Senior Matriculation, or (4) a Commercial Course.

It by no means follows, because second and third form pupils happen to take the same subjects as those prescribed for teachers, that they are therefore to be reckoned as attending teachers. Taken along the regular form-work—a course very well suited to them, even if no teachers were prepared in the school—they pass to graduation incidentally through an examination common to them and teachers. If at any time thereafter they wish to teach, they will possess the necessary literary qualification—a circumstance that certainly ought not to lessen the value of the diploma. The same document will doubtless be accepted as a ready passport to other fields of usefulness, thereby adding to its practical worth.

We can safely assume that our teachers will continue to exercise such an influence over their pupils that their advice will generally be followed. Let us venture also to hope that this advice will as a rule be worth taking.

This being the case, many pupils who attain the lowest grade for a diploma will be induced to remain and complete the course before graduating—say that for first-class teachers or advanced matriculation.

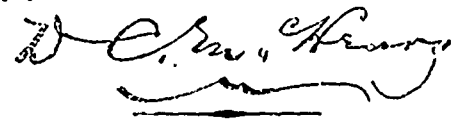
The commercial course is peculiarly suited to those pupils who have decided not to teach nor enter a profession; admirably adapted to boys intending to follow mercantile pursuits, and also furnishing an excellent education to our girls who are neither to teach, enter a university, nor lead a commercial life. This course provides for a liberal education in all the usual English subjects, giving special prominence to drawing, writing, book-keeping, and *précis*-writing—including also, if desired, French and German, music, botany, and phonography.

Another reason urged in favor of this movement was that we shall thereby extend and deepen local interest in our high schools. The annual graduation exercises will bring together teachers, pupils, parents, and other friends—giving an opportunity for presenting the claims of the school, for awakening general interest in education, for correcting misapprehensions—in a word, for leading the people to feel that it is their school and that it must be fairly supported.

In regard to graduation exercises, the recommendation of the Department is that they be held in each high school and collegiate institute, at a suitable time during the autumn term of each year, when graduation diplomas may be presented to the successful candidates.

It was wise to leave the regulation in this general form. Every school can make its own arrangements—introducing such features as are best suited to the particular locality.

A few suggestions on the details of graduation exercises may be reserved for another paper.



### THE SCIENCE OF EDUCATION.

THE distinction between a science and an art is this:—"Science," from *scio*, I know—tells us what a thing is and why it is what it is." "Art derives its rules from science, and says: 'Do this or that with the thing in order to accomplish the end in view. If you act otherwise you will violate the laws of it being.'"

Science tells the man he is long-sighted because the rays of light entering the eye

come to a focus behind the retina. "The reason of this," she says, "is that the eye has lost a portion of its convexity. Acting upon this suggestion, Art directs the artist to make a pair of convex eyeglasses to remedy the defect. Science tells the physician that his patient has congestion of the brain. His art says, "prescribe this medicine and the patient will recover, that and he will die."

In the teaching-process two parties are to be considered, the teacher and the child. The object of the teaching-process, to quote from Prof. Payne is, "to convert desultory and accidental force into organized action, and its ultimate aim is to make the child operated on by it, capable of becoming a healthy, intelligent, moral and religious man," i.e., the educator "has to direct forces already existing in the child to a definite object, and in proportion as his direction is wise and judicious will the object be secured."

The nature of the child is three-fold, physical, intellectual, and moral. In order to have a science of education it is necessary, as far as the child is concerned, to study the facts of his nature, and to deduce therefrom the laws which govern it. We should, therefore study the physical, intellectual, and the moral nature of the child.

It is manifestly impossible for each of us to make independent investigations. We have not sufficient time, nor could we be sure of the correctness of our observations and inferences. We must then unite with our own observations and thought, the results of the investigations of those who have made a special study of this subject.

In works on Physiology and Sanitary Science are found the facts and laws of the physical nature, as well as methods of preserving the health. The practical application of these studies to the schoolroom would ensure the prevention of much of the near-sight, which is so common among children. It would ensure a proper method of lung-management, and I should rather undertake to prove that four out of every five persons breathe improperly than that one out of five breathes properly. It would also go far to ensure the better ventilation of our schools. Society at large owes much to Sanitary Science but she has yet to earn the gratitude of school-children.

The intellectual nature can be studied in works on Psychology—the moral, in those treating of Moral Philosophy.

In all three divisions the teacher should study the child, and himself as reflected in the child.

But granted that we understand child-nature, where can we find a teacher, from an analysis of whose methods we can deduce principles, on which to base methods of teaching which shall enable us to develop the powers of the child as we wish? This, also, is necessary to the science of education.

Were I to assume that any great educator—as Pestalozzi or Dr. Arnold—was a perfect teacher, you might question the truth of the assumption and deny the validity of the principles which an analysis of his methods would deduce. There is, however, I think, an educator whose success justifies careful investigation of her methods to discover principles of universal application to whatever subject we may be teaching. I refer to Nature. To her school go all the children long before they come to ours. Since the child has been taught by Nature for seven or eight years before he is entrusted to the care of the public school teacher, evidently the latter ought to study deeply Nature's methods. He is bound to work in harmony with Nature unless he can discover bad results arising from her teaching, or is able to show the principles on which her teaching-methods are based are not to be trusted. Were there sufficient time at my disposal I should ask your attention to the wide range of the facts and laws which the child has been taught by Nature, and his wonderful mental development under her tuition during his early years. The serious consideration of this for the first time is enough to cause one to reverence the teacher, Nature. In order to prevent any misconception, let me here state that Nature is not a perfect teacher; but since her defects are easily detected and avoided I shall not notice them, as it will serve no useful purpose.

I shall then look to Nature for principles to guide me in intellectual training, but I shall first illustrate, too briefly, her methods of moral discipline, and then derive the corresponding principles. If a child strikes his head against the table he hurts his head. This pain cannot be avoided, it is a necessary consequence. If the child puts his finger in the fire, he is burnt. In these cases nature illustrates her principles of moral discipline.

The punishment of a child who puts his finger in the fire is to have that finger burnt; nothing more and nothing less. The burning was the necessary consequence of the action. Again, the pain was proportionate to the offence. The pain from a slight accident is slight, while a more serious accident produces greater suffering. Nature does not say to the child: "If you put your finger in the fire I shall burn you." She does not threaten but she metes out to the child who transgresses her law, punishment that is "constant, direct, unhesitating, and not to be escaped." Thus we have these guiding principles:—1st. The teacher must not threaten, though he may occasionally point out the necessary consequence of a certain line of action. 2nd. Punishment—I use that term for the lack of a more suitable one—should be proportionate to the offence. 3rd. It should be the natural consequence of the offence.

To illustrate:—The obvious punishment for doing an exercise poorly is to do it again; for scattering paper on the floor, to pick it up; for injuring the property of others, restitution at one's own cost. One great advantage of this method of discipline—the discipline of natural consequences—is that the child is able to see that no injustice has been done him. He experiences the consequences of his acts as when he burnt his finger. If, on the other hand, a child is whipped for carelessly injuring the property of others, he can trace no relation between the offence and the punishment. In a word, it appears to him as though he did a wrong act in the first place for which the teacher afterward took revenge.

This discipline of natural consequences follows the man all through life, an additional reason it should be a guiding principle in school discipline. I am aware that several serious objections have been urged against the discipline of consequences. The majority of writers on this question, however, agree in stating that it covers the treatment of many, though not all, school-offences. It is the theory of Rousseau and Mr. Herbert Spencer. To the teacher who has hitherto lacked principles to guide him in the administration of discipline, I wish to recommend a more or less faithful adherence to the discipline of consequences.

In addition to this, the teacher should endeavor to refer questions of discipline to the pupil's sense of right and wrong. Believing, as I do, however, that if we could trace the continuous and ultimate consequence of every thought and action, we should be able to derive a moral code in harmony with that found in our sense of right and wrong, the advisability of an appeal to the pupil's conscience seems to me included in the theory of the discipline of consequences, and not as some writers think, opposed to that theory. I should like to have written more on this subject, to have guarded it more carefully, but I must now pass on to observe how Nature develops the mental powers of the child.

*A. H. Ames.*

(To be concluded next week.)

MR. BARTON EARLE, English master in Peterborough Collegiate Institute, is conducting evening classes for men, in English Literature.

MESSRS. J. R. JOHNSTON and D. E. Sheppard have been re-engaged for the Carleton Place High School for next year. Mr. Johnston gets an increase of \$50.—*Carleton Place Herald.*

THE Inspector of High Schools in his half-yearly report of the Almonte High School, just to hand, concludes as follows: "This is undoubtedly one of the best high schools in the Province. The work done in the English branches is particularly noteworthy."—*Almonte Times.*

TORONTO:

THURSDAY, NOVEMBER 26, 1885.

## A CURIOUS AND UNFORTUNATE SCHOOL CASE.

OUR attention has been called to the position of school affairs in the village of Beeton, in the township of Tecumseth, and county of Simcoe. We have not been able to reach original sources of information, but the facts seem to be these:— On the first of January last, Beeton was incorporated as a village, under by-law of the County Council. After the municipal elections in January legal proceedings were taken by some dissatisfied persons to quash the by-law of incorporation. These were successful, and early in October the by-law was declared by Judge Wilson to be null and void.

At the usual time in January last, as the by-law of incorporation was then in force, six school trustees were elected for the village section in lieu of three for the rural section, as formerly; but the three trustees of the previous year, were among the six for the present year. These trustees, as a board, entered into written agreement with three teachers for the conduct of the school during the year. When the by-law was quashed, the village corporation ceased to exist: so also did the school corporation constituted under it.

Now, in consequence of this decease of the corporation the three teachers do not know where to look for the money due to them on account of salary. They feel themselves, also, to be in this dilemma:— Should they continue teaching until the end of the year they are uncertain as to their claim for salary from the date of Judge Wilson's judgment till the 31st of December. Should they abandon the school they voluntarily put themselves out of any moral claim for their salaries for the fourth quarter, and besides will be losers in that they cannot possibly hope to secure other engagements at this season of the year. They have determined to go on with their work in the usual way; and in this we think they have acted wisely, and their conduct deserves the commendation of every parent in the village.

We have the following remarks to offer. The school corporation, during the continuance in force of the by-law, had an existence both *de jure* and *de facto*; and all its contracts are, and will remain until discharged, liabilities of the property of the

section comprised within its authority; and these liabilities must, sooner or later, be paid with interest. Obstacles may be put in the way of payment; but of the validity of the liabilities there can be no doubt.

From the date of the judgment, the case is different. The village and school corporations both being defunct, those under contract with them must protect themselves; though in the case of a yearly contract, such as that which the teachers of the school entered into with the school board, we still think the property of the section is liable for the amounts of their salaries for the whole year—even if the teachers were not protected by a special clause in the School Act, which we shall refer to later on.

The school corporation which existed under the by-law being now defunct the old corporation resuscitates. Two of its members need no new election; the third one, his successor not being appointed, is also a member of the board [48 Vic., Cap. 49, Sec. 12]. But it becomes the duty of the board at once to call a special meeting of the ratepayers, for the election of his successor [48 Vic., Cap. 49, Sec. 40 (1), (1)]. But the two trustees of the old board, who remain in office, form a majority in any case, and their plain duty is to pass a resolution continuing the teachers at their posts at the salaries agreed upon by the village board in January last.

There is another difficulty. The salaries of the teachers will soon be due. If the old board, as we may call them, desire to pay the teachers' salaries for the entire year they cannot easily do so, as for this purpose requisition should have been made to the Township Council in August. This date is passed, and such a requisition cannot be made till next August. For the present quarter there need be no difficulty. The trustees are empowered by 48 Vic., Cap. 49, Sec. 40 (4), to borrow money on their promissory note for the payment of teachers' salaries quarterly. There need be, therefore, as we have said, no difficulty. Nor do we think there need be any difficulty about the three previous quarters.

The teachers' salaries for these three quarters *must* be paid. Their amounts are a legal charge upon the property of the section as it existed under the abortive incorporation, and its limits then, fortunately, were conterminous with its original limits, and thus with its present limits.

The Act plainly empowers trustees to pay salaries quarterly by borrowing money if necessary. It is surely within the spirit of the Act to borrow the necessary money for the payment of the whole amount when due. At any rate the *interest* must be paid to the teachers upon the amounts held over; and the teachers may, if they enter action within three months from the expiration of their agreement, collect from the section an amount equal to the continuance of their salaries at their present rate until full payment is made [48 Vic., Cap. 49, Sec. 159]. But no such step should be taken. The whole affair should be settled without legal squabbles which make everybody suspicious, and set everyone at ears with his neighbors. But if interest is to be paid at all, it is as well for the trustees to pay the teachers at once, and make requisition upon the township in August next for principal and interest in return.

If the three trustees of the old board refuse to act as above described, then the sensible people of the village have the remedy in their own hands. *No school corporation can cease to exist* [48 Vic., Cap. 49, Sec. 27]. Any two ratepayers are empowered to call a meeting of the section by giving six days' notice thereof. At this meeting trustees can be elected as at the inauguration of a section. We would suggest that if such a meeting be called, the three members of the old board be re-elected, and that resolutions be passed asking them to ratify the actions of the late board of six trustees; also authorizing the board to borrow money for the payment of the total amount of salaries due at the end of the year. We admit that this authorization would have no legal value. But, supposing it were done, when the trustees next August made requisition to the Township Council for the collection of the necessary rate, the only amount that could possibly be resisted by the township would be the interest of the borrowed money. Then surely the public spirit and spirit of justice of those who at the special meeting voted authorizing the trustees to borrow the money, would be sufficient to secure the recoupment to the trustees of the amount paid for interest. But we do not think any resistance would be made. As we said above, it is far better that interest should be paid, than that the salaries should be allowed to run on at their regular rate, unpaid.

In conclusion we should advise everyone to act with conscience and public spirit. We see no real difficulty in the way of an amicable and just solution. We think the teachers have acted very wisely in continuing in their places. Public opinion must be on their side, and will certainly see that they are recompensed for their labors. We were asked to comment upon this case, and we have done so with some diffidence, as we have found no precedents to guide us, and believe that there are none. The view we have taken will, we think, be found quite correct.

#### OUR EXCHANGES.

*Wide Awake* (Boston: D. Lothrop & Company. \$3.00 per annum) in its November number closes its twenty-first volume. The principal artistic features of this number are the exquisite drawings of Mrs. Browning's "Aurora Leigh," and Mr. Browning's "Balaustion," by F. H. Lungren, and the frontispiece by Hassam, "In November Woods." "Some School-girl Recollections of Fenimore Cooper" is very interesting, and forms a fine addition to Miss Harris' sketch of the same author farther on. Prose and poetry, grave and gay, serious and interesting, with many pretty illustrations, make up a very excellent number. *Wide Awake* is intended for the moral and intellectual improvement of boys and girls no longer mere children, and its mission is without doubt finely accomplished.

*The Chautauqua Young Folk's Journal* (Boston: D. Lothrop & Company. \$1.00 per annum) is intended to supply interesting and suitable matter for young people's reading clubs or circles. Dr. Vincent and Dr. Hurlburt, of Chautauqua fame, are among its conductors. We can recommend it highly.

#### BOOKS RECEIVED.

*Elements of Algebra.* By G. A. Wentworth, A.M., Professor of Mathematics in Phillips' Exeter Academy. Boston: Ginn & Company. 1885. Shorter Course. 282 pp. \$1.00.

*Language Lessons in Arithmetic;* written and oral exercises. By Ellen L. Burton, Principal, Portland School for the Deaf. Boston: Ginn & Company. 1885. 434 pp. 85 cents.

*Elements of Inorganic Chemistry—Descriptive and Qualitative.* By James H. Shephard, Instructor of Chemistry, Ypsilanti High School. Boston: D. C. Heath & Company. 1885. 377 pp. \$1.25.

*Questions for Classical Students,* on the first books of Cæsar's Gallic War and Xenophon's Anabasis, with grammatical references. By E. C. Ferguson, Ph.D., Professor of Greek and Latin in Chaddock College, Quincy, Ill. Boston: Ginn & Company. 1885. 283 pp. \$1.12.

*Movements of Religious Thought in Britain During the Nineteenth Century;* St. Giles' Lectures. By John Tulloch, D.D., LL.D., Senior Principal in the University of St. Andrews. New York: Charles Scribner's Sons. Toronto: Rowse & Hutchinson. 1885. 338 pp. \$1.50.

#### BOOK REVIEW.

*The Place of Art in Education.* By Thomas Davidson, M.A. Boston: Ginn & Company. 1885. 44 pp. 24 cents.

This little book, being only a lecture delivered by the author before the American Social Science Association, at Saratoga, in September last, does not profess to go very deeply into the subject. It merely calls the attention of the reader to the benefits to be derived from art education, and to the great want of it in America, and suggests a course of study for school children and students of all ages, whether in the public school, high school, college or university.

Briefly stated, the author's views are, that the fine arts should constitute the amusements of children before they attend school; that nearly the whole of their time should be devoted to playing at building houses, moulding figures, drawing, painting, dancing, singing, reciting, and acting little plays. That in the public schools, these should give place to drawing from architectural models and casts, gymnastics, singing and playing music by note, reading, reciting, and easy dramatics. That as years go on, and the children pass from the public school to the high school or college, less time should be given to actual practice of the arts, and more to the history of art, until, in the university, instruction should be given in the history of art alone, and practical work should cease, or be left to the free will of the student.

This book is one of those which are always taken up with pleasure. The typography is well nigh perfect, and about the only fault of the book is that there is not enough of it.

*Schelling's Transcendental Idealism;* a critical exposition; by John Watson, LL.D., F.R.S.C., Professor of Mental and Moral Science, Queen's University, Kingston. Chicago: S. C. Griggs & Company. 251 pp. \$1.25.

Germany is the home of idealism. Kant, Fichte, Schelling and Hegel mark four distinct stages from its germ to its maturity. The revolution in philosophy, of which Kant is the leader, contains idealism in germ; in Fichte it takes the form of subjective idealism; with Schelling it appears as transcendental idealism; while Hegel raises it to the maturity of absolute idealism. With Kant, the subject determines the object as phenomenon, while the (supposed) "thing in itself" is left undefined and unexplained. Fichte dispenses with the "thing in itself," and announces that the object is but a barrier (within the subject) to the activity of the subject. Schelling seeks a solution of the opposition between the subject and object in an identity, which, as transcendental, embraces both subject and object as its opposite poles. Hegel, taking a step higher, finds the common ground for the unity of subject and object in the absolute, which, as rational, affords adequate explanation of both. To understand this movement of thought is to understand modern speculative philosophy in its highest forms.

Professor Watson, in the concise little volume before us, gives a valuable statement of the part Schelling took in the development of idealism. The task undertaken has peculiar difficulties, inasmuch as Schelling's speculations have several

distinct stages, and his writings are often immature in matter and incomplete in form. The work under review contains 251 pages, and is divided into ten chapters. The first and second chapters are taken up with Kant and Fichte, while the remaining eight deal with Schelling. The fourth chapter contains a good statement of the fundamental principle of transcendental idealism in the unity of pure self-consciousness. In chapters five and six, we find expositions of Schelling's theoretical and practical philosophy respectively. A chapter is devoted to Schelling's principle of identity; the line of thought in Schelling's later speculations is indicated; and the treatise closes with some well-weighed remarks regarding the import of Schelling's works.

The critique deserves commendation, though some of our readers may be inclined to think that the author himself has a good deal of quiet sympathy with idealism. In particular, some may feel that there is a strong tendency to Hegelianism pervading the critique throughout. The somewhat full exposition of Kant and Fichte, occupying 70 of the 250 pages, though helpful in understanding Schelling, exhausts the patience of the reader in some degree. Much of the subject matter of these chapters might have been introduced into the direct exposition of Schelling's views.

The publishers, Messrs. Griggs & Company, deserve credit for enterprise in issuing the series of philosophical classics, of which this work forms a valuable number. Though there are grave difficulties in the way, the experiment merits success. In such compends as these there are two dangers. The one is that of superficiality; the other is that of obscurity. If the work be but a nicely written sketch that does not grasp fundamental principles it can have little philosophical value. If it be a concise and technical statement and criticism, only those readers who have gone over more extended works will derive profit from it. The work before us certainly avoids the first danger. It is by no means superficial. The average reader, however, will likely feel that he is taken far beyond his depth, while the student of philosophy will greatly relish the concise and able statement of profound doctrines, which the work contains.

It is exceedingly gratifying to know that we have in this young country such an able exponent of the problems of philosophy as Professor Watson proves himself to be, and we heartily congratulate him on the excellent number which he supplies to Griggs' series of philosophical classics.

We have often wondered how Mr. Howells found time to write so much—to produce so many books and articles apart from his manifold works of fiction. The announcement is now made in *The Sun* that hereafter he is to produce a still greater quantity—that he is to contribute monthly to *Harper's Magazine*, beginning with the January number, an editorial department, purely literary in its character, styled the "Editor's Study." It will not be a review of books, but a discussion of literary topics suggested by the salient features of current literature in America and Europe.—*The Critic*.

## Special Papers.

For the EDUCATIONAL WEEKLY.

### THE ALLEGORICAL ELEMENT IN THE ANCIENT MARINER.

(Continued from page 716)

#### PART III.

WEARY, indeed, is the time that ensues! Many and horrible are the sufferings! All are on the look-out for aid, but what aid can come to the impenitent sinner? Let him but repent and he will receive pardon and peace. "The day was well nigh done"; the crew had been buoyed up with the hope that surely, ere the sun sank, relief would come, but now night, bringing despair, was rushing down apace, when suddenly there is a flash of joy—on the western horizon there appears an uncertain shape. Can it be a ship with deliverance? Nay, 'tis but a mockery and yet a grim reality—it is a *skeleton* ship, laden with death. "The wages of sin is death." But there is a fate worse even than death—the ever-present consciousness of guilt, the stings of remorse, a Life-in-Death. It is natural that the worst fate should fall to the lot of the worst sinner, even the Ancient Mariner, who committed the crime in which his shipmates became accomplices. And now "at one stride comes the dark"—the terror that seizes the conscience-stricken soul, shutting him out from light and joy.

With curses in their eyes and hatred in their hearts, his comrades

"With heavy thump, a lifeless lump,  
... dropped down one by one."

What agony of mind, what remorse now pursues him! How vividly he is reminded of that careless, sinful act!

"And every soul, it passed me by,  
Like the whizz of my cross-bow."

#### PART IV.

And now deserted by man, in his lonely condition, he feels as if God Himself had forgotten him.

"So lonely 'twas that God Himself  
Scarce seemed there to be."

How he envied his dead shipmates! how he despised the living creatures of the deep, in whose lot he, a human being, was forced to share! And so with feelings of envy, hate and selfishness, he fain would offer a prayer to heaven. Surely there he may find aid. But no prayer can go up from the heart when in such a state. The mariner is in the tempter's hands, who suggests to him that God, if there is a God at all, is cruel and unjust to plunge him into such miseries. This is the "wicked whisper," the breath of atheism that dries up the well-springs of his heart and sets him more and more at "enmity with God."

And now note the steps whereby his conversion is effected. *He is gradually warned from self.* "In his loneliness and fixedness

he yearneth towards the journeying moon" as she mounts up the sky, attended by the stars. In her pale light, which

"Bemoaned the sultry main,  
Like April hoar-frost spread,"

he watched the beautiful water-snakes.

"They moved in tracks of shining white,  
And when they reared, the elfish light  
Fell off in hoary flakes."

Still more beautiful did they appear as they "coiled and swam" in their attire of richest hues where

"The charmed water burned away,  
A still and awful red."

In his admiration for God's creatures, his hatred, envy, miseries, the curse, self—all are forgotten. The springs of love gush forth from his heart and he blesses them. Then, and not till then, can he pray. His prayer, too, is acceptable, for at once the load of sin is removed—forgiveness is granted.

"The albatross fell off, and sank  
Like lead into the sea."

#### PART V.

And now with the new life comes that "balm of hurt minds," gentle sleep—the peace and repose with which God blesses the Christian soldier who has wrestled with sin and conquered. But not in a spiritual way only is he blessed—"When I awoke it rained"—material blessings are his too. "Seek ye first the kingdom of God and His righteousness, and all these things shall be added unto you." The new life into which the mariner has been born seems to be typified in the "strange commotions in the element," while that striking contrast in the lines,

"And the rain poured down from one black cloud;  
The moon was at its edge,"

would seem to represent the passing from the old life of darkness and sin to the new one of light and righteousness. The "troop of spirits blest" who re-animate the dead bodies, are a proof of the goodness of God, who will protect His own from harm. "He shall give His angels charge over thee."

The inner meaning of the music of those wonderful verses describing the sweet sounds heard by the mariner, seems to be that, with the peace and joy of the mariner's soul, all nature is in sympathy. He recalls to memory the happy days of childhood—the lark of the English skies, the green woods in spring, the murmuring brook—and his soul is filled with music, the music of heaven, so clear and sweet and pure are the sounds he hears.

The "short, uneasy motion" of the vessel, when at the line, represents the conflict between Justice and Mercy, the two attributes of God. Justice,

"The spirit who abideth by himself  
In the land of mist and snow,"

in itself is stern and cold, but here "Mercy seasons Justice." A compromise is effected

—and in obedience to Justice, the mariner is doomed to do penance throughout the rest of his life.

Even so, sin will leave its mark in the enfeebled frame, or the weakened mind, or perhaps, even, in the remorse and self-reproaches with which one must often recall his misdeeds. We learn here, too, what the crime of the mariner was in the eyes of Justice,

"He loved the bird that loved the man  
Who shot him with his bow"—

not only wanton cruelty, but also base ingratitude.

#### PART VI.

In Holy Writ, the great "unharvested" ocean is frequently chosen as the scene of the manifestation of God's power. "They that go down to the sea in ships, that do business in great waters; these see the works of the Lord, and His wonders in the deep." It is in the midst of the mighty seas, when "they mount up to the heaven, and go down again to the depths," that men realize how wholly dependent they are upon an unseen power, who guides the ocean, "smooth or grim."

God in His mercy will now save the mariner, who has become reconciled to Him. The ship is very frail—

"The planks looked warped and see those sails,  
How thin they are and sore!"—

the least storm would shatter it, but God "stilleth the raging of the seas"—saves the sailor; that is, from trials harder than he can bear. Under the guidance of the angelic troop, the ship is carried swiftly homeward, "without a wave or wind."

"He shall give His angels charge over thee,  
to keep thee in all thy ways."

But once more the mariner's penance is renewed. He woke; in the bright light of the moon the dead men fixed on him their strong gaze.

"The pang, the curse, with which they died,  
Had never passed away."

Though forgiven, he can never forget—remorse for his crime will cling to him until his dying day.

"I could not draw my eyes from theirs,  
Nor turn them up to pray."

Once before he had made a vain attempt to pray, but the tempter had come to him and prevailed. The prayer died upon his lips. Now, however, so strong is his faith in God and in His love, that Satan is discomfited. "This spell was snapt." Having felt, by sad experience, how heart-withering and desolating is the chill of doubt, which, as

"a frightful fiend  
Doth close behind him tread,"

the sailor "looked far forth"—kept his eyes firmly fixed on the light before him of God's love, turning neither to right nor left, and fearful of again falling into the tempter's power, and of losing his hold on Heaven.

*H. R. Fairclough.*

*Practical Art.*

For the EDUCATIONAL WEEKLY.

**ELEMENTARY DRAWING—VIII.**

THIS principle, regarding the relative positions of the axis of a circle, and the long diameter of the ellipse which represents it when it is viewed obliquely, is one of the most important that we will have anything to do with, as it is the principle which chiefly governs the representation of all objects which embody in their forms the circle. These are very numerous, comprising a large majority of the objects which will be found available and useful for introduction to a class, and therefore much attention should be paid to explaining to the children as clearly as possible the fact that these two lines, the axis of the circle and the transverse axis of the ellipse, are always perpendicular to one another. Such objects as a tin cup, a funnel, a flower-pot, etc., are easily handled and should be on hand. It would be well to make drawings on the blackboard of these objects, purposely violating the above rule, and ask the children whether they look right, and if not, where they are wrong. Perhaps they may be able to see that the drawings represent the objects as they would appear if cut off obliquely, that is, not at right angles to the axis. The axis of an object is the line upon which it will revolve evenly. In a cup, funnel, or flower-pot, it is the line drawn through the centre of both top and bottom.

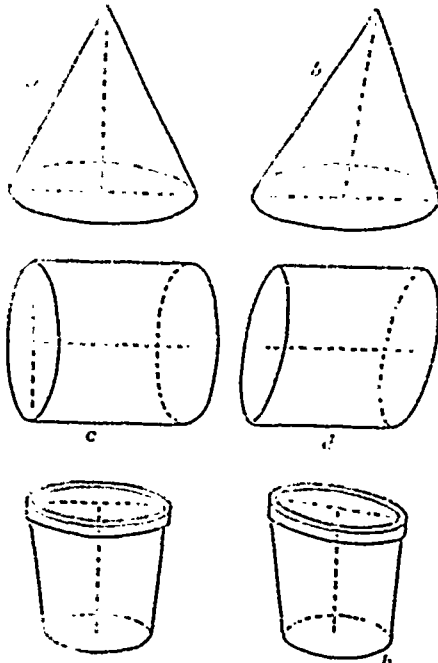


Fig. 13.

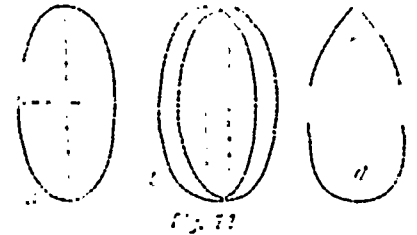
Reference to fig. 13 will make this matter clearer. In each of the objects marked *a*, *c*, and *e* the long diameter of the ellipse is at right angles to the axis of the object. These are shown by the dotted lines, and it will be noticed that when they are in these relative

positions, the objects are properly represented. In *b* the axis of the cone is inclined to the right; in *d* the long diameters of the ends of the cylinder are inclined to the right; and in *f* the long diameter of the top of the flower-pot falls towards the right. The difference which these errors make in the appearance of the objects will be seen at a glance. The cone and cylinder (*b* and *d*) suggest the thought that they are falling to pieces, and the flower-pot (*f*) appears to be cut off obliquely at the top. These and similar objects can be distorted in different ways, and, so treated, they will be useful, as instances of bad drawing. If the children are taught to criticise the drawings on the board they will also learn to criticise their own work, and they will improve more rapidly than when they depend entirely upon the teacher to point out their mistakes to them. If they are unable to say what is wrong with one of these distorted drawings, a correct one may be made by the side of it, and if, even then, they fail to decide just where the difference lies, it should be pointed out to them.

While the children are being drilled in detecting errors purposely made by the teacher, they should be given opportunities of examining the disc of cardboard and other objects, not only to see how they are constructed, but also how they appear. They should be shown that the long wooden axis of the disc may be placed so that it will appear to be at every conceivable angle with the ground, and of different lengths; that when it appears to be longest, the disc will look like a straight line, and when the disc is seen as a circle the axis will be represented by a point. The cracks in the floor, the edges of the desks and blackboards, window and door frames, the maps and pictures can all be mentioned as showing that lines may be represented as inclined in any direction, according to their position. It would not be wise to attempt to introduce any rules or principles of perspective yet, but the children can be taught to notice these things, and to judge somewhat accurately the position in which any particular line of an object should be drawn. With a little ingenuity a frame could be constructed, having a hand pivoted in the centre so that it could be moved and made to indicate the exact direction of any line. The teacher would find it very useful, especially when the children are drawing from the object itself, to help them to detect errors in their own work. He might call a child's attention to the fact that a certain line is drawn in the wrong direction, hand it the frame and let it find out where the mistake is, and then correct it. Besides this, it would be an easy means of measuring angles in case of doubt.

In fig. 14, *a* is an ellipse, drawn by means of its two axes. They should be at right

angles, and should also bisect one another. It will be better at first to draw these lines and trace the curve through their extremities, taking care that the ends are neither pointed, as shown in *c*, or blunt as at *d*. In *b* the hoop is formed by two ellipses drawn a little distance apart, and having their extremities joined by straight lines. The long diameter of each should be drawn first, then the short diameter common to both, on which is marked the proper width of each, and the curves last.



As soon as the children are able to draw with some degree of accuracy they should be directed to go over their first sketch with india-rubber, until the lines are only barely visible, and then trace them in firmly with a sharp-pointed moderately soft pencil. This practice is well calculated to cultivate precision and freedom of movement of the hand. The faint sketch will be a guide as to where the lines are to be drawn, and the mind has to attend to nothing but following them. Before the drawing is traced over, or "strengthened," it should be made as correct as possible. This practice of tracing over all work will tend to the cultivation of neatness, and the children will at the same time have the advantage of going over every drawing twice at least. When tracing over their drawings they may be permitted to turn their paper or book so as to place it in a convenient position for drawing the curves. In order to draw a curve with ease and accuracy the hand should be inside it; that is, the joints of the fingers should be as near as possible in the position of the centres of the different portions of the curves.

The drawings should not be made too small. The exact size will depend largely upon the ages of the children, but the teacher should see that they do not get into a habit of working on a lilliputian scale. Increased size means increased difficulty. It may be very easy to draw a certain object on a small scale, say one inch in length, but it will probably be very difficult to make the drawing of the same object three or four inches in length. The children should be encouraged to make their drawings as large as they conveniently can.

*Arthur H. Reading*

## The Public School.

### LITERATURE FOR ENTRANCE INTO HIGH SCHOOLS.

XI.—TOM BROWN.

*Ontario Readers—New Series. Page 17.*  
SUGGESTIVE NOTES AND QUESTIONS.

"THE schoolhouse prayers." The schoolhouse was the boarding house under the care of the headmaster.

"Were the same on the first night." Same in what respect? On first night of what?

"Save for the gaps." Parse *save*.

"Who came late." Explain.

"Line of new boys." Parse *line*.

"Like young bears." In what respect?

"Tom Brown thought of it." Of what?

"Poor, slight little Arthur." Any mistake in punctuation? Distinguish these adjectives. Give another example from this piece of three adjectives qualifying one noun.

"To No. 4." What is meant? Give examples of other abbreviations.

"On the school close." Meaning? Pronunciation? See note in Reader.

"The discipline of the room." What is meant?

"All fags, for the fifth form." Meaning of *fags*? Effect of removing the comma?

"Up and in bed." Explain what is meant.

"By ten." Parse *ten*.

"Old verger." What in the extract shows that he was old?

"The oldest of them." Why not *eldest*?

"Within a few minutes of their entrance." Any word used unusually?

"The little fellows." What does *fellows* mean here? Has it always this meaning? What other word is pronounced in the same way?

"Poor little Arthur." Said to have been Arthur Stanley the famous English Dean.

"The novelty of his position." What is meant?

"Said Tom, staring." Why did Tom stare?

"Began his ablutions." Meaning?

"Attention of the room." What is meant by *room*?

"More nervously than ever." Why?

"To open his heart to Him." Why has *Him* a capital letter? Meaning of *to open his heart*?

"Laughed and sneered." Distinguish between *laughing* and *sneering*.

"Shied it"; "snivelling young shaver." What words in these expressions are peculiar to boys?

"At the head of the bully." Meaning of *bully*?

"Arnold's manly piety." Thomas Arnold was Headmaster of Rugby School for fifteen years and during that time much improved the state of affairs in the institution.

"The vice of all others which he loathed." What error in the use of English? What was the vice referred to?

"Ten minutes bell." Parse *minutes*.

"Words of the publican." To what is the allusion?

"It was not needed." What?

Explain the italicised words in: Little Arthur was *overwhelmed*; had never *crossed* his mind; *drawing* on himself the attention of the room; a *trying* moment; *beareth* the sorrows; every drop

of blood *tingling*; little scene was *taken to heart*; which *chased* one another through his brain; his *heart leaped* to *leaven* the school; the *tables turned*; through *thick and thin*; *glimmer* of another lesson.

How many lessons did Tom learn from this incident?

### XII.—INCIDENT AT BRUGES.

*Ontario Readers—Old Series. Page 200.*

#### AUTHOR'S LIFE.

William Wordsworth was born in 1770 at Cockermouth in Cumberland. His father died in 1783, leaving the family in rather straitened circumstances. In 1787 W. entered St. John's College, Cambridge, where he remained four years, paying, like many another poet, much attention to poetry and comparatively little to his regular studies. In his vacation in 1790 he made a pedestrian tour through France, and thither he returned after leaving college. At this time he was a strong friend of the revolutionary movement in France, and associated himself with one party of the Gironde so closely that, had not circumstances called him to England a short time before the overthrow of the party, he might have suffered on the scaffold. In 1793 he published "An Evening Walk" which was not well received. At this time his position was one of much perplexity. He had no inclination to take orders in the Church to which course his friends advised him, being ambitious to write poetry, which, unfortunately, when written did not bring the financial reward he thought it deserved. Just at the darkest point of this perplexity he received a legacy of £800, which relieved his necessities and took away anxiety as to the immediate future. He now moved to the south of England to be near Coleridge for whom he entertained a strong affection. After a trip to Germany he returned to his native county. In 1814 he published his great poem, "The Excursion," which added to a reputation which had increased slowly with his "Lyrical Ballads" (1802) and his "Poems in Two Volumes" (1807). His poetry was much ridiculed, often deservedly, but its merits gradually rendered necessary a general assent to its greatness. In 1843 he became Laureate, and died in 1850. Besides the works mentioned there appeared "The White Doe of Rylstone" (1815), "Ecclesiastical Sonnets" and "Memorials of a Tour on the Continent" (1822), "Yarrow Revisited and Other Poems" (1835). "With the charm of natural simplicity of manner common to him with these his predecessors (Cowper and Burns) W. combined a depth of philosophic meditation peculiarly his own; there was born with him, moreover, a passionate susceptibility to effects of beauty in the material world, such as few men ever have been gifted with; and out of these blended elements arose that mystical com-

munion with Nature which pervades the whole body of his poetry, and constitutes his highest claim to originality." This is not the place to discuss the correctness of his views concerning poetry. Limited space allows only the insertion of a few verses from a sonnet of Coleridge dedicated to Wordsworth.

"But, thou mighty Seer!

'Tis thine to celebrate the thoughts that make  
The life of souls, the truth for whose sweet sake  
We to ourselves and to our God are dear.  
Of Nature's inner shrine thou art the priest,  
Where most she works when we perceive her  
least."

SUGGESTIVE NOTES AND QUESTIONS.

"In Bruges town." Where is Bruges? Parse the word *Bruges*.

"Whence busy life hath fled." Bruges derives its name from its many bridges. The city is surrounded by walls pierced for seven gates. The streets have a venerable and picturesque appearance, but they are greatly deserted, the population of the city being scarcely a quarter of what it was during the middle ages. In 1873 the population was 48,113, of whom nearly one-third were paupers. In the beginning of the 13th century it was the central mart for the Hanseatic League; and in the following century it may be said to have become the metropolis of the world's commerce. Commercial agents from seventeen different kingdoms, and no less than twenty ministers from foreign courts, had mansions within its walls. Its population at that time amounted to nearly 200,000. In 1488 the citizens rose in insurrection against the Archduke Maximilian. Many of the traders and manufacturers were, when the rebellion had been suppressed, driven forth from their own country, and settled in England. In 1815 B. became a part of the United Netherlands, and in 1830 of the Belgian Monarchy."

"Without hurry." What does this indicate?

"Grass-grown pavement." Indicative of what?

"Prelude." What? What is an *interlude*?

"There heard we." A likely spot to hear a song?

"The measure. . . . the song." Point out the contrasts.

"Voice and *chorus*." Meaning?

"Strain." Other meanings.

"Doubly dear." Why?

"Yet *sad* as sweet." Is *sadness* ever a source of pleasure? Was it in this case?

"English words." Why did they cause sadness? Because *English* is the language of a free people.

"Breezy hour of eve." Meaning?

"Pinnacle and spire." Different things?

"Quivered." In reality?

"*Immaculate* fire." Distinguish from *innocent*.

"*But*." Emphatic as indicating a contrast.

"If the glory reached the nun." What glory?

"'Twas through an *iron grate*." This thought causes the poet's sadness.

"A passing stranger." Compare "the passing tribute of a sigh" in Gray's *Elegy*.

"Sighs for them who do not mourn." A contrast.

"One soft trickling tear." Who sheds it? What has the captive maiden been doing?

PILLETUS.

## NUMBERS MADE EASY.

S. LOUISE VALENTINE.

[THE following lesson is intended only as suggestive. The questions of the teacher, and the answers of the children are both stiff and unnatural. The by-play, the many variations both of questioning and answering, which are sure to occur when an intelligent teacher has the sympathy of his class cannot be here represented. For counters, large, flat buttons will do very well; or wooden toothpicks or shoe-pegs, which may be had in any village.—Ed. EDUCATIONAL WEEKLY.]

SHOW one counter, one book, one bell, etc. Make figure 1. Teach the child to make the figure.

Give each child one counter, then lead the class to answer the following questions:—

Teacher.—How many counters have you?  
Class.—One counter.

T. How many 1's have you?

C. 1 one.

T. 1 one is how many?

C. 1 one is one.

T. 1 in 1?

C. 1 in one once.

T. Cover the counter with your hand, what have you done?

C. I have covered the counter with my hand.

T. Yes, and we will say when we cover the counters with our hands that we have taken away the counters. Uncover the counter. How many counters have you?

C. 1 counter.

T. Take away the counter. How many counters have you taken away?

C. 1 counter.

T. How many counters are left?

C. No counters.

T. Then 1 from 1 leaves how many?

C. 1 from 1 leaves nothing.

Give each child another counter.

T. How many counters have you?

C. 1 counter and 1 more counter.

Some members of the class will know 2, and answer 2 counters.

Show two books, two bells, etc., make and teach the class to make the figure 2.

T. Add the counters.

Class adds, pointing to counters, 1 and 1 are 2.

T. How many 1's have you?

C. Two 1's; and two 1's are two.

T. 1 in 2?

C. 1 in 2 twice.

T. Take away 1 counter.

C. 1 from 2 leaves 1.

T. Which pile is the larger?

C. They are alike.

T. Then  $\frac{1}{2}$  of 2?

C.  $\frac{1}{2}$  of 2 is 1.

T. Place your counters in one pile. How many 2's?

C. One 2.

T. One 2 is how many?

C. One 2 is 2.

T. 2 in 2?

C. 2 in 2 once.

T. Take the counters away, *i. e.*, cover with hands. How many counters have you?

C. 2 counters.

T. How many counters have you taken away?

C. 2 counters.

T. How many are left?

C. No counters.

T. Then 2 from 2 leaves how many?

C. 2 from 2 leaves nothing.

Teach all the figures in the same way.

The following is the formula for ten:—

T. How many counters have you?

C. 10 counters.

T. Place them in ten piles. Add.

Class adds, pointing to counters, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

T. How many 1's?

C. Ten 1's; and ten 1's are ten.

T. 1 in 10?

C. 1 in 10 ten times.

T. Make one pile of 2. Add.

Class adds, pointing to counters, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Reverse, 1, 2, 3, 4, 5, 6, 7, 8, 10.

T. Make another pile of 2's. How many 2's?

C. Two 2's; and two 2's are 4.

T. Add, pointing to the large piles first.

Class adds, pointing to counters, 2, 4, 5, 6, 7, 8, 9, 10.

T. Reverse.

C. 1, 2, 3, 4, 5, 6, 8, 10.

T. Make another pile of 2's. Now how many 2's?

C. Three 2's; and three 2's are 6.

T. Add.

Class adds, pointing to counters, 2, 4, 6, 7, 8, 9, 10.

T. Reverse.

C. 1, 2, 3, 4, 6, 8, 10.

T. Make another pile of 2's. How many 2's?

C. Four 2's; and four 2's are 8.

T. Add.

Class adds, pointing to counters, 2, 4, 6, 8, 9, 10.

T. Reverse.

C. 1, 2, 4, 6, 8, 10.

T. Make another pile of 2's. How many 2's?

C. Five 2's; and five 2's are 10.

T. Add.

Class adds, pointing to counters, 2, 4, 6, 8, 10.

T. 2 in 10?

C. 2 in 10 five times.

T. Put two piles together. How many in this large pile?

C. Four; and one 4 is 4.

T. Add.

Class adds, pointing to counters, 4, 6, 8, 10.

T. Reverse.

C. 2, 4, 6, 10.

T. Make another pile of 4's. How many 4's?

C. Two 4's; and two 4's are 8.

T. Add.

Class adds, pointing to counters, 4, 8, 10.

T. Reverse.

C. 2, 6, 10.

T. Make two piles of 3's and have three piles. How many 3's?

C. Two 3's; and two 3's are 6.

T. Add, pointing to the 3's first.

Class adds, pointing to counters, 3, 6, 10.

T. Reverse.

C. 4, 7, 10.

T. Make another pile of 3's. How many 3's?

C. Three 3's; and three 3's are 9.

T. Add, pointing to the 3's first.

Class adds, pointing to counters, 3, 6, 9, 10.

T. Reverse.

C. 1, 4, 7, 10.

T. Make two piles with the same number in each. How many in each pile?

C. Five; and two 5's are 10.

T. Add.

Class adds, pointing to counters, 5, 10.

T. How many 5's?

C. Two 5's; and two 5's are 10.

T. 5 in 10?

C. 5 in 10 twice.

T. Take away one pile.

C. 5 from 10 leaves 5.

T. Which pile is the larger?

C. They are alike.

T. Then what is one-half of 10?

C. One-half of 10 is 5.

T. Move one counter from one pile to the other. Add.

C. 6 and 4 are 10.

T. Take away the large pile,

C. 6 from 10 leaves 4.

T. Reverse.

C. 4 from 10 leaves 6.

T. Move one counter from the smaller pile to the larger pile. Add.

C. 7 and 3 are 10.

T. Take away the large pile.

C. 7 from 10 leaves 3.

T. Reverse.

C. 3 from 10 leaves 7.

T. Move one counter from the small pile to the large pile. Add.

C. 8 and 2 are 10.

T. Take away the large pile.

C. 8 from 10 leaves 2.

T. Reverse.

C. 2 from 10 leaves 8.

T. Move one counter from the small pile to the large pile. Add.

C. 9 and 1 are 10.

T. Take away the large pile.

C. 9 from 10 leaves 1.

T. Reverse.

C. 1 from 10 leaves 9.

T. Move the small pile on to the large pile. How many 10's have you?

C. One 10; and one 10 is 10.

T. 10 in 10?

C. 10 in 10 once.

T. Take away all the counters.

C. 10 from 10 leaves nothing.—*The School Bulletin.*



## Educational Intelligence.

### COOK COUNTY NORMAL SCHOOL.

THE training class is essentially the normal school, but the other departments are useful to give the members of the normal school practice in the art of teaching. Col. Parker believes that a pupil can obtain his preparation as well elsewhere as here, and many of the training class are from high schools, colleges, grammar schools, and have not been through the preparatory course. He makes *practice in teaching* the central point. To obtain practice-teaching he divides the primary and grammar schools into forty groups, with five to ten in each. Each member of the training class is assigned to a group to observe and learn the method of teaching. Over these groups are placed teachers of long and successful experience.

The members of the training department are thus daily brought into close contact and sympathy with the children. Each spends five hours in practice work, three hours in psychology and pedagogics, one hour in kindergarten, five hours in science, and two hours in elocution per week for a year.—*N. Y. School Journal.*

### WELLESLEY TEACHERS' CONVENTION.

THE second meeting of the local Teachers' Association was held in Wellesley on Saturday, Oct. 31. A large number of teachers were present. An active interest was manifested throughout, shown by the lively discussion upon the several subjects.

The programme consisted of the following:—

President's Address—Mr. Donnenworth.  
Stream Questions, Arithmetic.—R. W. Uffelmann.

Composition to Junior Pupils—J. W. Milington.

Geography to Junior Classes—B. Bean.  
Spelling—W. H. Becker.

Friday Afternoon Work—Association.

The Association adjourned to meet in Baden, at 1.30 p.m., on Nov. 28th. A Literary meeting will also be held in the evening.—*Correspondent of Waterloo Chronicle.*

### EAST BRUCE TEACHERS' CONVENTION.

THE East Bruce Teachers' Convention was held in Warton on the 15th and 16th Oct. There was a fair attendance of teachers. In the absence of the President, Mr. Hicks, Vice-President of the Association, occupied the chair. Mr. McCool spoke on "How Friday Afternoons Should be Spent." No lessons should be taught Spelling

matches, drawing and drill, also recitations, singing, etc., might be taken up. Mr. Clendenning thought it would be better to distribute the pleasures of the all-day throughout the week, than to give it to them all at once. Mr. Clendenning spoke on "How to Secure and Retain Attention." He said that the children should be kept comfortable, should be interested, their curiosity should be aroused, should be led, not driven. The teacher should be prepared, should be enthusiastic, not tedious, not too fast, should be simple. Miss Baird expressed her views in regard to the kindergarten system, of which she was strongly in favor. With the assistance of some ladies a few of the kindergarten songs were nicely rendered. Mr. W. F. Moore was called on to explain his method of "Teaching the Simple Rules." This he did in a very lucid and interesting manner. In teaching arithmetic to small children, there should be little theory, no text-books, no definitions. A numeral frame of ten balls instead of twelve should be used. Count quickly and not give time to the thoughts to wander. Do not use coins or fruit, or the children's attention would be directed to these, and not to the matter under consideration. By request of Association Mr. Moore continued his subject in reference to multiplication and division.

On Friday morning Miss McClure gave an interesting essay on "Order in School." Her remarks showed that she understood her subject thoroughly. Mr. Hicks read an excellent essay on "Home," contrasting its healthy influences over the young, as compared with the questionable freedom of a boarding house. It was decided that the next convention be held in Tara.

In the evening an entertainment was given in the stone schoolhouse.—*Condensed from Warton Echo.*

### WEST BRUCE TEACHERS' ASSOCIATION.

THIS Association met in the Model School, Kincardine, at 10 a.m., on Thursday, the 22nd Oct. The President, Inspector A. Campbell, occupied the chair.

In the afternoon Miss Mary A. Gunn read an essay on the "Teacher's Sphere of Labor." She drew special attention to the nature of the material upon which the teacher operates, the sacredness of his duties and the reverence he should have for the responsibilities inseparable from his office. Miss Mary P. Way gave an essay on "Promptness," showing how much it was valued by such men as Napoleon I. and Wellington, and also its value in the case of Grace Darling and the Boy of Haarlem. She emphasized the fact that duty's call should always be promptly obeyed. F. C.

Powell drew the attention of the teachers to the important lesson to be learned from the essay. D. D. Yule, of Lucknow, took up "Contracted Methods in Arithmetic." He confined himself to the four simple rules, and illustrated on the board in clear and elegant style numerous ways in which the teacher may give his pupils valuable and original exercise in calculation, both mental and on slates, without imposing a large amount of labor upon himself. Inspector Campbell introduced "Promotion Examinations." He gave it as his opinion that it would be wise to appoint a committee, to confer with the committee already appointed in East Bruce, and have the question carefully considered before taking final action. A committee was appointed to deal with the question and report at the annual meeting. T. R. Earngey read a paper on the "Advantages of Professional Training." He explained the subjects of the C. M. Schools and the Normal Schools, and showed the manner in which the latter continues and improves on the work done at the former. Two objects were always kept in view: the imparting of knowledge, and the training of the mind to think. He paid special attention in his paper to drawing, writing, reading, psychology, and the heating, lighting, ventilating, and seating of the schoolroom.

On Friday morning "Township Institutes" were discussed by Inspector Campbell and D. D. Yule, N. D. McKinnon and others. The discussion was closed by F. C. Powell moving, seconded by N. D. McKinnon, that the plan of organizing township institutes, submitted at the annual meeting last May, take effect after the next annual meeting. The President introduced Miss F. H. Churchill, of Toronto, who gave a long and interesting address upon voice building and vocal culture. In the afternoon, C. J. Cameron took up the "Railways of Ontario." He sketched the various lines on a piece of green holland. Each city he marked by a small square, each town by a large dot, each village by a small dot. No names were put upon the map. He would have the pupils name each place or railway as he pointed it out. He favored sketching only one road until it was mastered, and then taking up other roads in a similar manner. His treatment of the subject was ingenious, clear and practical, and showed careful preparation. Miss Churchill then read the "Famine Scene" from Longfellow's *Hiawatha*. A. H. McDougall, B.A., mathematical master in the High School, Kincardine, read a paper on the "Metric System." He explained fully the standard of measurement, according to the system, and the method of obtaining it. Miss A. M. Johnston introduced in an essay, the "Physical Education." She drew the attention of teachers to the great importance of cultivating habits of neatness and cleanliness,

and also the arrangement and height of seats and desks. She gave the Americans credit of being ahead of Canada on these matters. She believed gymnastics and calisthenics served a good purpose in schools, and should receive more attention. A discussion followed and was engaged in by S. E. Marshall, A. H. McDougall and N. D. McKinnon. They all agreed with the views of the essayist and believed that in towns and villages military drill should form a part of physical education. The President made a few closing remarks and expressed himself well satisfied with the work done during the two days. A conversazione was given on Thursday evening.—*Condensed from Bruce Telescope.*

THE teachers of the Ayr schools have all been re-engaged.

HANOVER School will have three new teachers next year.—*Port Elgin Times.*

A FOOTBALL club has been organized in connection with the Carleton Place High School.

MR. J. C. MCGILLIVRAY has been re-engaged in the Vesta School, at an increased salary.—*Durham Chronicle.*

CARLETON PLACE High School has had a concert by which \$56 was cleared—to be used in the purchase of prizes for next year.

THE Orillia High School Board invited the head master to be present when they were selecting a second master.—*Orillia Packet.*

THE staff of teachers in the Smith's Falls schools have all been re-engaged for next year at their present salaries.—*Brockville Recorder.*

MR. J. DAVIDSON, principal of the high school at Norwood, has sufficiently recovered from his recent illness, to be able to resume his duties.

FIVE out of the six new teachers secured for teaching in our public schools received their training at Goderich High School.—*Huron Signal.*

MISS BLANCHE WILLIAMS, of Brantford, Canada, is the first colored girl ever admitted to the privileges of the University of Toronto.—*Dufferin Post.*

MR. ALEXANDER, P.S.I. for Perth, reports that the Mitchell schools are in good order in all the departments, and the teachers giving good satisfaction.

NOTHING has been heard yet of the missing Byron school teacher, who disappeared so suddenly from there a couple of months ago.—*London Advertiser.*

THE pupils of the Orillia High School intend giving an entertainment about the end of this term. The proceeds are to go towards a library for the school.—*Orillia Times.*

A HIGH school scholar has been detected stealing the books of his comrades. He had thus accumulated a library of about one hundred and sixty volumes.—*Orillia Packet.*

MR. D. W. JOHNSON at present head master of Alexandria High School has been selected by the Orillia High School Board as second master, in place of Mr. G. J. Stewart resigned.

THE Goderich High School held a literary entertainment on the evening of Oct. 30th. The programme was carried out entirely by ladies, with the exception of a reading by the president.

THE silver medal given by His Excellency Lord Lansdowne for competition by senior classes of boys of the St. Mary's Model School at the last examinations, was won by T. F. Williams.

SALARIES for the Walkerton High School have been fixed as follows: Mr. Morgan, principal \$1,200; Mr. Wright, \$800; Mr. McKay \$800; and a mathematical and science master, \$800.

NEW chemical instruments for the scientific department of the Belleville High School have been ordered and are on the way from Chicago. *Report of Secretary of Guelph High School Board.*

MR. TILLEY, Inspector of Model Schools, paid an official visit to Napanee on Wednesday last. He expressed himself as well pleased with the working of the model school in Napanee.—*Napanee Banner.*

AT the meeting of the Literary Society of the Whitby Collegiate Institute, on the 4th inst., the president presented a photograph of the Art class, on behalf of the members, to their teacher, Mr. A. G. Henderson.

MR. J. A. SHANNON, who has taught Bannockburn School for nearly two years, has resigned his position and enters upon the studies of another profession. Mr. Shannon's departure will be much regretted.—*Acton Free Press.*

THE second regular meeting of the Model School Literary Society was held in the principal's room recently, and turned out a good success, showing that the students here appreciate literature and music in all its forms.—*Clinton New Era.*

THE games of the Athletic Association of the Petrolia High School were held lately and proved a great success. The programme was long and well contested. About \$25 was realized, which will be devoted to the equipment of a first-class gymnasium.

THE Winnipeg Board of Education has decided to authorize the scripture readings for schools used in Ontario, in the Province of Manitoba, with such regulations governing the same as may prove suitable to the circumstances of their schools.

THE athletic sports of the Ridgeway High School were held on the 23rd Oct. for the first time. A long and varied programme was carried out. The games and races were well contested. At the close the prizes were presented to successful competitors.

MR. DAY has been re-engaged as head master of the model school for next year with \$50 increase of salary. Mr. Ferguson and Miss Parsons have also been re-engaged, but a new teacher will have to be secured for the fourth division.—*South Simcoe News.*

IN the Galt Public Schools the number on the roll for September is 1,014, an increase of 55 when compared with the same month last year. The average attendance is \$19, an increase of 106 over the same month last year.—*Principal's Report in Galt Reformer.*

THE public school building at Almonte was destroyed by fire on October 22nd. The origin of the fire is a mystery, but it is supposed to be the work of an incendiary. During the summer the building has been on fire two or three times. Insurance \$3,000.

THE secretary read a communication from the Minister of Education, stating that he had received the communication from the board in reference to the establishment of a collegiate institute in Guelph, and that the matter was under consideration.—*From report of Guelph High School Board.*

MR. SEATH inspected Orillia High School this week. He remained two days, and gave the most thorough inspection, probably, the school has yet received. He has suggested changes in the lighting and ventilation of the building, a reference library, more apparatus, and—wood-boxes.—*Orillia Packet.*

AT the meeting of the Waterdown School Board on Monday evening, it was decided to advertise for five teachers—three assistants in the public and two in the high school. The change in the public school is caused by the resignation of three of the assistants; in the high school by a reduction in salary.—*Hamilton Times.*

FROM the result of the recent Provincial Teachers' examinations no less than seven hundred appeals were taken against the decision of the examiners. A large proportion of these appeals were found to be correct, on re-examination, and certificates granted those whom the first examiners had rejected.—*Bruce Herald.*

IN the Alma (St. Thomas) Ladies' College the enrolment for the present term is 117. The Rev. Dr. Sanderson, Dr. Parker, Dr. Gracey of Rochester, Rev. Hugh Johnston, B.D., Mrs. E. P. Ewing, Mrs. Osborne, and the Rt. Rev. the Lord Bishop of Huron, will address the students during the year. The following are among the subjects taught: vocal and instrumental music, drawing, phonography, and modern languages. Several new pianos, a technicon, a Remington type-writer and a large number of casts, models, etc., for the art department, have been ordered recently. The new term opens Nov. 19th. Owing to the crowded state of the college, the board has resolved to erect another building in the near future.

SCHOOLBOYS who complain of long hours, severity of discipline, and short holidays, should read the following rules and regulations for the government of the public schools in the town of Portsmouth, N.H., in the year 1807—just seventy-eight years ago:—Article I. The hours of attendance in all the schools shall be, viz., from the first day of April to the first day of October, from 8 o'clock a.m. to 12, and from 2 p.m. to 6 p.m.; from the first of October to the first of April, from 9 o'clock a.m. to 12, and from 2 p.m. to sunset. Article II. No boy shall be admitted into school one-quarter of an hour after the bell has rung, without a written apology from his parent or guardian. Article III. The holidays shall be, viz.: the Fast Day, the Fourth of July, Thanksgiving Day, Christmas Day, Thursday afternoons, Saturday afternoons, and one week in each year, provided that no two schools be vacant at one and the same time.

Correspondence.

THE MIS-RELATED PARTICIPLE.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—“Hodgson’s Errors in English,” of which a notice appeared some time ago in your paper, I have had for about two years; and by this time I should have it thoroughly appropriated. But whatever I should have done, I have not mastered it yet. The error called “mis-related participle,” is something that I cannot always detect. Hodgson has given many illustrations of it: but are all he gives for errors, errors, and are there forms of the error which he has not noticed? On page 119, I read: “Allowing for the exaggeration of friendship and poetry, *this* is not a bad description of what Lord John Russell’s style became at its best.” Here “allowing” is indicated to be in apposition to “this,” and so an error, since “this” does not perform the act expressed by the participle. But is “allowing” in apposition to “this”? In Bullion’s old grammar I read that in the absolute construction “the substantive is sometimes understood,” as *We* or *I*. Why, then, cannot Hodgson’s example be considered as an absolute phrase? If it be an error, the best writers frequently commit it. I will give a few instances:—

“Passing from the diction of Wordsworth’s poetry to its matter, the least plausible objection ever brought against it was that of Mr. Hazlitt.”—*De Quincy*.

“Waiving for the present the question raised by the French geologist, M. Michelin, in Britain at least the Belemnite, so abundant in the secondary formations, and so characteristic of them, has no place among the formations of the Palæozoic period.”—*Hugh Miller. Pop. Geol., p. 221.*

“Taking all these phenomena into account, it is quite clear that pleistocene accumulations owe their origin to no ordinary operations of water.”—*Page. Geol., p. 587.*

“But passing over all the revival period, and all the shocking stories of the state in which the manuscripts were found, what did Martene himself find in the eighteenth century?”—*Dr. Maitland. Dark Ages, p. 275.*

Were I satisfied that these writers were always careful in the management of the participle, I should be fully satisfied with their usage against the authority of Hodgson: but that they could be off their guard is plain from the following:—

“Seeing, by accident, a prisoner under arrest at the guard-house, Schroll’s thoughts reverted to his own confinement.”—*De Quincy. The Dice.*

“And, bearing direct on the retreating foot-prints from the opposite banks, and also exhibiting signs of haste, I detected the track of a dog.”—*H. Miller. Pop. Geol., p. 215.*

“Having ascertained the existence of such a sequence among the rocky strata, his next task is to determine that sequence in point of time.”—*Page. Geol., p. 22.*

“Finding that he was discovered, his suppressed grief and horror burst forth in tears and screaming.”—*Dark Ages, p. 182.*

These, I think, are certainly cases due to oversight, and offer good examples of the “mis-related participle”; but those of the first set are more

puzzling. Will one of your contributors prepare a short paper on the subject, and show not only how the participial snare can be detected, but also avoided? Will he also say whether such a way of using the participle (a very common way) as the following, is objectionable or not?

“Looking back to Ricardo’s table, let us take the case C.”—*De Quincy.*

“But having thus observed on the facts, let us now notice the *animus* and the *modus*.”—*Dark Ages, p. 147.*

Yours truly,  
J. P. T.

Ballantrae, Nov. 13, 1885.

Examination Papers.

JULY EXAMINATIONS, 1885.

THIRD CLASS TEACHERS.

(Continued from page 674.)

ARITHMETIC.

Examiner—J. J. TULLY.

1. Define: Prime number, factor, common multiple, discount, exchange.

Draw a diagram showing that there must be  $30\frac{1}{4}$  sq. yds in a sq. rod, if the linear rod contains  $5\frac{1}{2}$  yards.

2. A merchant bought 124 yds. of cloth at  $\$3.62\frac{1}{2}$  per yard, and  $87\frac{1}{2}$  yds. at  $\$4.12\frac{1}{2}$  per yd. At what price per yd. must he sell the whole to realize a profit of 20%?

3. Simplify the following, and give the result in £ s. d.:

$$\frac{3}{4}(3\frac{1}{3} + 1.25) \text{ of } £1 + \frac{1}{4} \text{ of } \frac{1.125 - \frac{1}{2} \text{ of } 1\frac{1}{2}}{\frac{1}{8} \text{ of } 3\frac{1}{3} + \frac{1}{2}} \text{ of } 9s.$$

$$\begin{array}{r} 2.16 \\ + \quad \quad \quad \text{d.} \\ \hline 2.09 \end{array}$$

4. A farmer sold two loads of wheat, in all 110 bushels, for  $\$94.95$ . One load was sold at 97 cts. per bushel, and the other at 72 cts. per bushel. How many bushels were there in each load?

5. A merchant bought cloth at  $\$2$  per yd. and sold the whole at a profit of  $\$120$ ; had he sold it at 20% less he would have lost  $\$96$ . How many yds. did he buy?

6. What will be the cost of insuring a property worth  $\$47,580$  at the rate of  $\frac{3}{4}\%$  of 1%, so that in case of loss the owner may recover both the value of the property and the premium paid?

7. Divide  $\$4,941$  among A, B and C, so that nine months’ interest on A’s share at  $3\frac{1}{2}\%$  per annum, nine months’ interest on B’s share at  $3\frac{3}{4}\%$  per cent., and nine months’ interest on C’s share at  $4\frac{1}{2}\%$  per cent. may all be equal.

8. I owe a man  $\$50$ , and give him my note at 90 days; what must be the face of the note to pay the exact sum, if discounted at  $1\frac{1}{4}\%$  a month, (bank discount)?

9. A & B engage in trade: A invests  $\$6,000$  and at the end of 5 months withdraws a certain sum. B invests  $\$4,000$  and at the end of 7 months  $\$6,000$  more. At the end of the year A’s gain is  $\$5,800$  and B’s is  $\$7,800$ . Find the amount A withdrew.

10. (1) If a brick 8 inches long, 4 inches wide, and 2 inches thick, weighs 5 lbs., what will be the weight of a brick of the same material 16 inches long, 8 inches wide and 4 inches thick?

(2) The top of a ladder reaches to the top of a wall when its foot is at a distance of 10 ft. from the bottom of the wall, but if the foot of the ladder be drawn 4 ft. farther from the wall the top of the ladder will reach a point 2 ft. below the top of the wall. Find the length of the ladder.

Promotion Examinations.

ARITHMETIC.

COUNTY OF PEEL.

FIRST CLASS TO SECOND.

1. Write in Roman Numerals: 999, 49, 419; write in words, 70803, 69004, 9086, XCIX, MDCCCLXXXV, CMXIX, CDIV.

2. Find the sum of seventy-five thousand and seven: nine hundred and eight; six thousand and nineteen: eighty thousand and fifty-nine; three hundred and three; seven hundred and nine, and sixty thousand and sixty.

3. How much is the difference between 628716 and 79019 greater than the sum of 56095, 2800, 10009, 7097, 159 and 90829?

4. In a school containing 419 scholars, 297 are girls; how many more girls are there than boys?

5. A boy spends 85 cents for books, 75 cents for a bag, and 215 cents for a jacket; how much change should he get out of 500 cents?

6. A butcher bought 20 sheep from one farmer, and 16 from another. He killed 6 of the first lot, and 5 of the second: how many had he left?

7. How much is the sum of 789 and 496 greater than their difference?

SECOND CLASS TO THIRD.

1. Write in words CDXLVI; CXCI, and express their difference in Roman notation.

2. Find the sum, difference, product and quotient of CMLVI and CDLXXVIII.

3. A man sold 168 bushels of wheat at 87 cents per bushel and bought a stove at  $\$16$ , a cow at  $\$42$ , 16 lbs. of sugar at 9c. and 2 cords of wood at  $\$3.50$  a cord; how much money had he left?

4. Simplify  $1345 - 47 \times 5 + 139 \times 19 - 785 \div 5$ .

5. When 217 is taken from a certain number, 1015 can be subtracted from the remainder 478 times exactly; find the number.

6. If one sheep is worth  $2\frac{1}{2}$  bushels of wheat at  $\$1$  a bushel, what are 76874 sheep worth?

7. If 8 horses are worth  $\$1648$ , what are 189 horses worth?

8. Two persons start at the same time to travel towards each other, one walking 24 miles a day, the other 29 miles a day; and after travelling 6 for days they meet. How far apart are they at starting?

9. A grain merchant bought a quantity of wheat for  $\$2,619.29$ , and sold it for  $\$2,797.30$ , gaining 7 cents a bushel; how many bushels did he buy?

10. A person sells 359 cattle at  $\$24$  each, and puts  $\$66$  of the money received into the bank; how many horses, costing  $\$150$  each, can he buy with the remainder of the money?

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