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Educational Weekly

VOL. IV.

THURSDAY, DECEMBER 9TH, 1886.

Number 99.

The Educational Weekly,

Edited by T. ARNOLD HAULTAIN, M.A.

TERMS: Two Dollars per annum. Clubs of three, \$5.00. Clubs of five at \$1.60 each, or the five for \$8.00. Clubs of twenty at \$1.50 each, or the twenty for \$30.00.

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PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.,
TORONTO, CANADA.

JAMES V. WRIGHT, General Manager.

TORONTO, DECEMBER 9, 1886.

THE "Bible in Schools" question is again being hotly contested. Mr. Kerr's letter to the *Mail*, explaining the origin and history of the Scripture Selections, which we republish in another column, will interest our readers, and the writer may be relied upon—this cannot be said of all the correspondents who have of late written on this subject to the journals.

THE *Mail* in its issue of November 20th, quoting from the *Westminster Review*, arguing on behalf of the whole Bible in schools, says that because "a great part of civil history consists of the history of religious controversy, and of events arising out of religious controversy, it is difficult to conceive any teaching of civil history from which the history of such controversies could be excluded. The history of

England, France, or even of Canada, would be unintelligible without the history of religion or of religious controversy. The religious elements of civil history would be equally unintelligible without some historical instruction as to the tenets of the religions which were the subject of such controversies." This reasoning is perfectly logical thus far. But the *Mail's* conclusion is a *non sequitur*. What the *Mail* is trying to prove is that because civil history and religious controversy are woven together, *therefore*—the Bible in its entirety should be read in schools. But by extending precisely the same argument a little further, the *Mail* could prove that the Koran should be read in schools, the Talmud, the Pali books, or the Vedic hymns even, and, if we like to accept "Theosophy" as a newly-born religion, it might with equal propriety and perfect logic prove that *The Occult World* or *Hints on Esoteric Theosophy* should be read in schools. The fallacy is concealed in the fact that teaching certain theological tenets in elucidation of civil history is a very different thing from teaching theological tenets as a ground-work of a particular system of morals; in the fact that in the one case sacred texts have an authentic, in the other case merely a literary and historical, value.

THIS "Bible in Schools" question is after all only a party cry. Politicians, finding at hand a powerful weapon which had already begun to sever the community into parties, laid hold of it and turned it to their own use. The origin of the discussion is in all likelihood to be found in the religious section of society, and more especially in the leaders of religious thought. These cannot but recognize the fact that the Bible does not now wield the influence it did half a century ago, that it no longer is seated on the throne of unquestioning belief, that it has lost its former powerful hold on the sceptre of verbal inspiration—that it has, in short, been compelled to abdicate. Seeing this, the loyally orthodox have attempted to reinstate it by calling attention to the ques-

tion of the reading of Scripture in schools. At once, naturally, was created a noisy disputation. In a country possessing no state church, where almost every creed was represented, and where these different creeds strove with each other for state favour, nothing else was to be expected, and no more useful weapon existed for use in political combats.

But for the country's sake, say we, let an end be put to this interminable struggle. Everybody cannot be suited: we cannot have the whole Bible, "Ross's Bible," and no Bible, all at once. One party must give in. There is no compromise, no alternative, possible. Cannot the morals, the creed, the religion of our youth be safely left in the hands of those in whose hands alone they should be placed—in the hands of the parent, the pastor, and the Sunday-school teacher? The State has nothing to do with different bases of morals. It cannot recognize creed. It merely punishes crime. Must our educational system be forever distracted by the perpetual struggles of interested parties to gain their own ends? Surely anything, the whole Bible or no Bible, is preferable to incessant bickerings and janglings.

Does it signify overmuch whether to the pupils of our schools are read connected or disconnected passages of scripture, or whether no scripture is read to them at all? If parents are desirous that their boys and girls should be made familiar with the Bible, let them read it at home. If they do not, there is an end to the matter. What are our churches and our Sunday schools for, if one of their most important functions is not to teach the children of Christian parents biblical truths? Whether is it preferable—to spend five minutes, not necessarily in hearing texts of scripture, but in sitting still while texts of scripture are being read, or to spend half an hour in actually reading texts of scripture at the family table? And this latter can be done by ninety per cent. of all who lift up their hands in horror at the idea of what they term "God-less education."

Contemporary Thought.

SOME day, in a very far and rosy future, perhaps an artist may arise who can and will select a house—the Langham Hotel might do, or the house Baron Grant built—or that artist may choose rather to build one on a corresponding scale. He will decorate it from ground floor to attic with true animal and foliage shapes. Men and women shall only take their place as constitutional sovereigns in that vast realm, where movement, colour and mass shall be everything, and the almighty dollar shall seek in vain for some pocket to hide in, or a solitary sixpence to scratch himself against. The greatest swells in that kingdom shall be the possessors of the most variously-patterned skins, the noblest, most massive, or most graceful lines of form, the subtlest and richest colours. Intellect shall not exist in that house, but in its stead the plastic impulse which is the absolute governor of the decorative design throughout the building. And I conclude with this: that in no square inch of it shall any line or colour appear which is not a direct imitation of nature.—*Magazine of Art.*

EMIGRATION statistics, which have lately been published by Mr. Robert Griffin, Statistical Secretary of the British Board of Trade, present information of a special interest to the United States, and the various British colonies. From the figures of this gentleman, which are undoubtedly correct, it appears that 98,350 persons left England during the first eight months of this year, and while 55,467 went to the United States, only 17,343 came to British North America, and the Australian provinces together only secured 20,301. It is commonly supposed that Scotch emigrants favour Canada, but of the 17,146 who bade adieu to their homes in the land of Wallace during this time only 2,301 intended to settle in the Dominion, while 2,687 purposed to dwell in Australia, and 11,453 set their faces toward the American Republic. Irishmen, as usual, mainly went to the United States. Out of a total of 45,878, 40,200 chose that country, 2,214 went to Canada, and Australia received 3,240. As the year draws toward a close the emigration from England constantly increases, and the proportion of English and Scotch over Irish is steadily becoming more marked. In August, 14,124 sailed for the United States from these countries, and the Irish emigrants going in the same direction only numbered 4,901.—*Quebec Morning Chronicle.*

"GIVE me a fulcrum," cried the ancient sage—"give me a fulcrum, and I shall move the world." "Grant me a few postulates," says the modern reasoner, "and I shall read you the riddle of the universe." An unchallengeable postulate, however, is almost as difficult to find as a stable extra-terrestrial fulcrum. The scientific "spirit of the age" walks by sight and not by faith. It revels in facts. It numbers, and weighs, and measures; it catalogues and describes; it compares and classifies. To make progress among the secrets of nature its highway is experiment, and its watchword is demonstration. For any interpretation of a natural phenomenon it demands proofs that can appeal to the senses, and it looks with wholesome suspicion, if not contempt, on mere "arm-chair" speculation. The marvellous success in advancing knowledge, and in gaining power over the forces

of Nature that has resulted from its use, is convincing evidence that the scientific method of interrogation is sound, and that it should always be adopted wherever possible. But it is not always possible to apply the method. The nearer we approach the region of subjective phenomena, the more difficult it becomes to test particular interpretations by an appeal to experiment. The galvanometer may reveal agitation in a sensory surface, but it tells nothing about sensation. The convolutions of a dog's brain may be tampered with, but he will not describe to us his feelings. Consciousness alone can discriminate the facts of consciousness; and the character, or succession, or relation of these can only be described in terms of metaphysics. Theories of physical relationship here must at first be tentative, and at the best they will require to be stated in very general terms. The argument must consist in the application of general principles; and, in choosing these, analogy balanced by common sense must be our guide. In drawing our conclusions, we may be satisfied if these can be held with some moderate degree of probability.—*From "The Physiology of Attention and Volition," by James Cappsie, M.D., in Popular Science Monthly.*

THROWN with others from the first, a child soon finds that he is affected in various ways by their actions. Thus another child takes a toy from him, or strikes him, and he suffers, and experiences a feeling of anger, and an impulse to retaliate. Or, on the contrary, another child is generous and shares his toys, etc., with him, and so his happiness is augmented, and he is disposed to be grateful. In such ways the child gradually gains experience of the effect of others' good and bad actions on his own welfare. By so doing his apprehension of the meaning of moral distinctions is rendered clearer. "Right" and "wrong" acquire a certain significance in relation to his individual well-being. He is now no longer merely in the position of an unintelligent subject to a command; he becomes to some extent an intelligent approver of that command, helping to enforce it, by pronouncing the doer the selfish act "naughty," and of the kind action "good." Further experience and reflection on this would teach the child the reciprocity and interdependence of right conduct; that the honesty, fairness, and kindness of others toward himself are conditional on his acting similarly toward them. In this way he would be led to attach a new importance to his own performance of certain right actions. He feels impelled to do what is right, e.g., speak the truth, not simply because he wants to avoid his parents' condemnation, but because he begins to recognize that network of reciprocal dependence which binds each individual member of a community to his fellows. Even now, however, our young moral learner has not attained to a genuine and pure repugnance to wrong as such. In order that he may feel this, the higher sympathetic feelings must be further developed. To illustrate the influence of such a higher sympathy, let us suppose that A suffers from B's angry outbursts or his greedy propensities. He finds that C and D also suffer in much the same way. If his sympathetic impulses are sufficiently keen he will be able, by help of his own similar sufferings, to put himself in the place of the injured one, and to resent his injury just as though it were done to himself. At the beginning

he will feel only for those near him, and the objects of special affection, as his mother or his sister. Hence the moral importance of family relations and their warm personal affections, as serving first to develop habitual sympathy with others and consideration for their interests and claims. As his sympathies expand, however, this indignation against wrong-doing will take a wider sweep, and embrace a larger and larger circle of his fellows. In this way he comes to exercise a higher moral function as a disinterested spectator of others' conduct, and an impartial representative and supporter of the moral law.—*From "Development of the Moral Faculty," by James Sully, in Popular Science Monthly.*

TO-DAY [Oct. 28th] New York will witness a curious festival—the dedication of the colossal Statue of Liberty which a French committee has presented to "the Sister Republic." The notion seems to have grown out of the American centennial celebration, and of the mission from France—the mission in which General Boulanger may be almost said to have made his political *début*—to glorify the memory of Lafayette and the old comradeship between France and America. On such occasions it is convenient to treat history with a good deal of freedom. Accuracy is not so much in demand as a serviceable power of abstraction. It is useful, for example, to forget that the old alliance between France and America was not by any means the result of Republican fellow-feeling, since it was an alliance between Republicans and the subjects of a despotic Monarchy; and it is not desirable to recall the fact that the real motive of France in aiding the American colonies was to deal a blow against Great Britain. In 1876, at the centennial festivities, the desire of French Republicans was to make a Republican *fête*; and hence sprang the idea which then took shape in the fertile brain of M. Bartholdi, the Alsatian sculptor. M. Bartholdi is a convinced Republican, and he is also a man who likes to find opportunities to work on a scale that shall insure him against obscurity and oblivion. The "Lion of Belfort" was big; but he yearned to produce something bigger—and the American Centennial gave him his chance. The result was the proposal that France should present the United States with a statue of Liberty which, like many a genuine American product, should "whip creation." America accepted; a French committee began to collect funds; the sculptor got to work; and now, after many years and much modelling, remodelling, and enlarging, a Liberty one hundred and fifty feet high stands over New York Harbour "enlightening the world." A hundred and fifty feet is, to say the least, respectable. It beats the Rameses of Egypt; it beats the Colossus of Rhodes; above all—great satisfaction to the mind of the French sculptor and his committee—it very decidedly beats the Arminius of the Teuto-berger-wald, the personification of the genius of Germany. Set down in Trafalgar square, the lady with her uplifted torch would reach (excluding her pedestal) pretty nearly to the top of the Nelson column. In one sense this is great art, though perhaps not in the best sense—for great artists do not indulge in *jours de force*. It is quite enough, anyhow, to have taken old M. de Lesseps across the Atlantic, and to have led him to fall on M. Spuller's neck at the reception on Tuesday night, and to embrace him in an ecstasy of fraternal and Republican enthusiasm.—*London Times.*

Notes and Comments.

We learn of the death of Mr. Édouard Carrier, Inspector of Schools for the Counties of Levis and Dorchester, Quebec, at the age of 70 years. Mr Carrier has devoted 50 years of his life to the cause of education, and was named School Inspector in 1868.

JOHN WADDELL, of Halifax, has been appointed professor of physics, chemistry and geology, at the Royal military college, Kingston, *vice* Dr. Bayne deceased. There were a number of applicants for the position. Mr. Waddell graduated at Dalhousie college, Halifax, after which he took courses in Scotland, Germany and France, perfecting himself in the special lines which he has adopted.

At a recent meeting of the Halifax board of school commissioners the committee recommended the following resolution for adoption by the board: "Resolved, that in the opinion of this board public education should, as far as reasonably practical, prepare directly for the practical duties of life. This board therefore commend to the favourable consideration of the public and of the teachers in their service an exhibition of school work, to be held in Dartmouth next summer, for the encouragement of industrial education." Commissioner Sweet stated that a delegation from Dartmouth had appeared before the committee on Tuesday in reference to the latter matter, and presented it favourably to the committee. The report was adopted.

THE following unique piece of educational intelligence will perhaps amuse as well as edify our readers. It is taken from the *Huntsville Forester*.—"The public sentiment of the quiet and peaceful village of Bracebridge has been greatly disturbed over a school question the last week or two. One of the unruly scholars undertook to run the school and the teacher, Mr. Thomas, took him to task and punished him severely, but probably not any more than the boy deserved. Complaint was made to the school board and the board passed a strong resolution condemnatory of the action of the teacher, which satisfied the enraged parents and the people in the village. One or two vindictive parties were not satisfied with the course pursued, and urged the parents to take the matter into court, and in due course the matter came before one of 'Mowat's basswood magistrates,' who sentenced Mr. Thomas to two months in Barrie gaol, and he was taken and locked up in the Bracebridge lock-up intending to be sent on next day to Barrie. When the sentence of the court reached the ears of the *habitants* great was the indignation thereof, in fact so great was the heat in the body politic that if the prisoner had not been released Bracebridge

would have probably suffered the same fate as Sodom and Gomorrah. Such a thing as allowing the teacher to go to Barrie for doing his duty by punishing a very unruly boy the villagers would not submit to. But there was the magistrate's verdict, and for the magistrate to change his verdict—if it was a correct one—to satisfy the whims of the people was something unheard of, and any magistrate to do such an act is not fit for his position. And more than that the people could not bear the thought of the teacher spending the night in the "cooler," and large sums of money were offered as security to the magistrate to allow him out on bail. This the magistrate refused, and he even refused to allow the teacher to go across the road from the lock-up and sleep in a neighbour's house with the constable, the pair of course to be chained together. This action on the part of the basswood official so enraged the citizens that they were prepared to do anything unconstitutional to gain the prisoner's release. One after another of the most respectable taxpayers approached the beak and characterized his action as most despicable, but he refused to yield until one man went up to the basswood official, and, metaphorically speaking, took him by the coat collar and drew his attention to a statement he made before the hearing of the case, of what he would do when the case came before him, and threatened to expose him for sitting on the case after giving vent to his prejudiced feelings. This so staggered the basswood sapping that the bark loosened and he yielded, and instead of sending the teacher to gaol he was let off with a \$20 fine. That is one way of changing a verdict."

OUR readers may wish to know how the question of teachers' pensions is dealt with in Quebec. We take the following from the *Montreal Witness*:—

The administrative commission appointed under the Teachers' Pension Act sat in Quebec from November 19th to November 22nd inclusive, and, after appointing Mr. F. N. Couillard secretary of the commission, adopted at its several sessions the following resolutions, defining its mode of applying in particular cases the provisions of the Pension Act 14. The sections named are those of the Act to which each resolution refers.

Sections 1, 7 and 14.—That a teacher holding a diploma becomes an officer of primary instruction. He can, in consequence, in accordance with the provisions of service from the age of eighteen, whatever may be the date of his diploma.

Section 2.—That the words elementary, model and academy in section 2 of said Act apply to the school and not to the teacher.

Section 9.—That in the opinion of the Administrative Commission the word "pendant" in the French version of the word "during" in the English version of section 9 of said Act, should be interpreted in a liberal sense in the case of a teacher who has not been able, for reasons beyond his control, to teach during a certain part of the

five last years preceding his application for a pension.

Section 4. That as no grant is allowed for a service of more than thirty-five years, it follows that no stoppage can be made on the salary of an officer of primary instruction after he has paid stoppage for thirty-five years.

Section 5.—That the average salary is obtained by dividing the total amount of the salary upon which the officer has paid his stoppage by the number of years of teaching, the quotient obtained by this division cannot exceed fifteen hundred dollars.

Section 7.—That the years passed as a Normal school pupil are included in the number of years of service, but the officer pays no stoppage for these years, as he receives no salary.

Section 11.—That an officer who wishes to qualify his wife to receive a pension must pay, in addition to the stoppage payable by himself, a sum equal to half said stoppage for the years during which said officer has been married.

Sections 11, 14 and 15.—Now, as the stoppage for the years previous to 1880 is fixed at 5 per cent, it follows that the stoppage will be 7½ per cent for the years during which said officer has been married. Two-fifths of 3 per cent must be paid before the 1st of January, 1887, and one-fifth or 1½ per cent must be retained annually from the pension of said officer during the first years in which he receives his pension. If such officer dies before he obtains his pension, there will be retained from the widow's pension one-half per cent to complete the sum which her husband should have paid for her.

Section 14.—That an officer of primary instruction may pay the stoppage for the years since 1880, provided he establishes to the satisfaction of the administrative commission that his failure to pay the stoppage has been due to just and reasonable causes.

Sections 28 and 33.—That the salary of an officer of primary instruction who opens a private school, or temporarily accepts a position therein, shall be fixed according to the scale of salaries provided in section 33 of said Act.

Section 34.—That an officer of primary instruction who teaches a night school, opened and directed by school commissioners, may add to his salary the sum which he receives for teaching therein, provided that he is engaged and paid by the school commissioners, this sum being considered as salary and not as an emolument.

Section 34.—That the board of an officer of primary instruction which has been given by the school authorities, or by the rate-payers, or by the institution in which said officer has taught, shall be estimated and included in his salary.

Since the meeting of the Commission, a return of the capitalized fund now in the hands of the Government has been made by the Provincial Treasurer, showing that the amount accumulated is \$115,407.19, the semi-annual interest on which in aid of the pensions now to be paid, is \$2,885.17. The amount available for the payment of the half-yearly pensions due January 1st, 1887, may be estimated at \$11,750. It is not probable that the rate of stoppage will be more than 2 per cent this year. Teachers are reminded that back stoppages must be paid before the end of December.

Literature and Science.

EXTRACTS FROM THE SPEECH

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

(Continued from last issue.)

ONE is sometimes tempted to think that all learning is as repulsive to ingenuous youth as the multiplication table to Scott's little friend Marjorie Fleming, though this is due in great part to mechanical methods of teaching. "I am now going to tell you," she writes, "the horrible and wretched plague that my multiplication table gives me: you can't conceive it; the most Devilish thing is 8 times 8 and 7 times 7; it is what nature itself can't endure." I know that I am approaching treacherous ashes which cover burning coals, but I must on. Is not Greek, nay, even Latin, yet more unendurable than poor Marjorie's task? How many boys have not sympathized with Heine in hating the Romans because they invented Latin Grammar? And they were quite right, for we begin the study of languages at the wrong end, at the end which nature does not offer us, and are thoroughly tired of them before we arrive at them, if you will pardon the bull. But is that any reason for not studying them in the right way? I am familiar with the arguments for making the study of Greek especially a matter of choice or chance. I admit their plausibility and the honesty of those who urge them. I should be willing also to admit that the study of the ancient languages without the hope or the prospect of going on to what they contain would be useful only as a form of intellectual gymnastics. Even so they would be as serviceable as the higher mathematics to most of us. But I think that a wise teacher should adapt his tasks to the highest, and not the lowest capacities of the taught. For those lower also they would not be wholly without profit. When there is a tedious sermon, says George Herbert,

God takes a text and teacheth patience,
not the least pregnant of lessons. One of the arguments against the compulsory study of Greek, namely, that it is wiser to give our time to modern languages and modern history than to dead languages and ancient history, involves, I think, a verbal fallacy. Only those languages can properly be called dead in which nothing living has been written. If the classic languages are dead, they yet speak to us, and with a clearer voice than that of any living tongue.

Gralls ingenium, Gralls dedit ore rotundo
Musa loqui, præter laudem nullius avaris.

If their language is dead, yet the literature it enshrines is rammed with life as perhaps no other writing, except Shake-

spere's, ever was or will be. It is as contemporary with to-day as the cars it first enraptured, for it appeals not to the man of then or now, but to the entire round of human nature itself. Men are ephemeral or evanescent, but whatever page the authentic soul of man has touched with her immortalizing finger, no matter how long ago, is still young and fair as it was to the world's gray fathers. Oblivion looks in the face of the Grecian Muse only to forget her errand. Even for the mastering of our own tongue, there is no expedient so fruitful as translation out of another; how much more when that other is a language at once so precise and so flexible as the Greek? Greek literature is also the most fruitful comment on our own. Coleridge has told us with what profit he was made to study Shakespeare and Milton in conjunction with the Greek dramatists. It is no sentimental argument for this study that the most justly balanced, the most serene, and the most fecundating minds since the revival of learning have been steeped in and saturated with Greek literature. We know not whither other studies will lead us, especially if dissociated from this; we do know to what summits, far above our lower region of turmoil, this has led, and what the many-sided outlook thence. Will such studies make anachronisms of us, unfit us for the duties and the business of to-day? I can recall no writer more truly modern than Montaigne, who was almost more at home in Athens and Rome than in Paris. Yet he was a thrifty manager of his estate and a most competent mayor of Bordeaux. I remember passing once in London where demolition for a new thoroughfare was going on. Many houses left standing in the rear of those cleared away bore signs of the inscription "Ancient Lights." This was the protest of their owners against being built out by the new improvements from such glimpse of heaven as their fathers had, without adequate equivalent. I laid the moral to heart.

I am speaking of the College as it has always existed and still exists. In so far as it may be driven to put on the forms of the university—I do not mean the four Faculties merely, but in the modern sense—we shall naturally find ourselves compelled to assume the method with the function. Some day we shall offer here a chance, at least, to acquire the *omne scibile*. I shall be glad, as shall we all, when the young American need no longer go abroad for any part of his training, though that may not be always a disadvantage, if Shakespeare was right in thinking that

Home-keeping youths have ever homely wits.

I should be still gladder if Harvard should be the place that offered the alternative. It

seems more than ever probable that this will happen, and happen in our day. And whenever it does happen, it will be due, more than to any and all others, to the able-energetic, single-minded, and yet fair-minded man who has presided over the College during the trying period of transition, and who will by a rare combination of eminent qualities carry that transition forward to its accomplishment without haste and without jar—*ohne Hast, ohne Rust*. He more than any of his distinguished predecessors has brought the university into closer and more telling relations with the national life in whatever that life has which is most distinctive and most hopeful.

But we still mainly occupy the position of a German Gymnasium. Under existing circumstances, therefore, and with the methods of teaching they enforce, I think that special and advanced courses should be pushed on, so far as possible, as the other professional courses are, into the post-graduate period. The opportunity would be greater because the number would be less, and the teaching not only more thorough, but more vivifying through the more intimate relation of teacher and pupil. Under those conditions the voluntary system will not only be possible, but will come of itself, for every student will know what he wants and where he may get it, and learning will be loved, as it should be, for its own sake as well as for what it gives. The friends of university training can do nothing that would forward it more than the founding of post-graduate fellowships and the building and endowing of a hall where the holders of them might be commensals, remembering that when Cardinal Wolsey built Christ Church at Oxford his first care was the kitchen. Nothing is so great a quickener of the faculties or so likely to prevent their being narrowed to a single groove as the frequent social commingling of men who are aiming at one goal by different paths. If you would have really great scholars, and our life offers no prizes for such, it would be well if the university could offer them. I have often been struck with the many-sided versatility of the Fellows of English colleges who have kept their wits in training by continual fence one with another.

(To be continued.)

THE meteorites in the Peabody Museum of Yale College now embrace 75 meteoric stones and 72 meteoric irons—a total of 147 specimens, weighing 1,956 pounds. The largest specimen is an iron found in Texas in 1814, which weighs 1,635 pounds. Other large meteorites are one in Stockholm weighing 25 tons, one in Copenhagen of 10 tons, one in the British Museum of 5 tons, and one in St. Petersburg weighing 1,680 pounds.

Special Papers.

AGRICULTURAL EDUCATION.

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

(Concluded from page 726.)

THE Maritime Provinces are all very much interested in the question of agricultural education, and with limited resources are doing what they can to provide for it in their public schools, and otherwise. There has been some agitation for a union of New Brunswick, Nova Scotia, and Prince Edward Island, in the matter of an agricultural school with attached farm and experimental station; but as yet it has not amounted to anything practically.

New Brunswick has a live stock farm under provincial control, about fifteen miles from St. John, on the line of the Intercolonial Railway; but it has not been managed in such a way as to command public confidence. One of their own people says "it is a poor affair, which has had its recognized place in the domain of politics, and is about to be removed or got rid of."

The Nova Scotians have no provincial farm, stock or experimental; but at the last session of their Legislature, they passed an Act which displays a good deal of sound common sense, and is likely to be very helpful to the farmers of that Province. It is entitled "An Act to encourage agricultural education." It was passed in April, 1885, and reads as follows:—

Be it enacted by the Governor, Council, and Assembly:

1. The Council of Public Instruction shall have power to appoint a Lecturer on agriculture in connection with the Provincial Normal School.

2. It shall be the duty of the Council of Public Instruction to define particularly the duties of the aforesaid Lecturer, with reference to the following general objects:

a. Instructing the pupil teachers in Agricultural Chemistry and the sciences bearing on Agriculture, according to the provincial standards of examination, as announced from time to time.

b. Conducting a regular course of lectures on Agricultural Science, with experiments and laboratory practice, for the benefit of young men generally who may wish to fit themselves for the successful prosecution of agriculture, and with a view of training teachers for the special schools provided for in this Act.

c. Inspecting and reporting upon any schools receiving special grants under authority of this Act, so far as the teaching of Agriculture is concerned.

d. Delivering public lectures on Agriculture throughout the Province, so far as his other duties will permit.

3. Any male teacher of the first class (grade A or grade B), who shall have attended the course of lectures above provided for, and shall have passed a satisfactory examination on the subjects thereof, shall be entitled, subject to the conditions hereinafter named, to receive, when teaching school, in addition to the ordinary grant of his grade, a special grant of one hundred dollars for the school year, or ratably, according to the time he may have taught.

4. It shall be the duty of the Council of Public Instruction to frame regulations as to the outfit and management of schools in charge of teachers holding an agricultural diploma, and claiming the special grant aforesaid; and without the due observance of such regulations by both trustees and teacher the special grant shall in no case be paid.

5. To encourage teachers to qualify themselves as agricultural instructors, the Council of Public Instruction is authorized to distribute annually a sum not exceeding two hundred and fifty dollars, as prizes among the five teachers who shall pass the best examination on the subjects of the course.

6. The grants authorized by this Act shall be paid out of the moneys appropriated annually by the Legislature for Education.

Since the passing of this Act a Lecturer on agriculture has been appointed, and is now actively engaged in carrying out the provisions of the Bill.

Prince Edward Island, like New Brunswick, has a stock farm, which is situated near Charlottetown, and is noted more for the breeding of horses than anything else. This farm is not generally reckoned among the educational appliances, but it has a tendency to develop a taste for a better class stock, and is indirectly helpful to the cause of education.

Some of the leading men of Prince Edward Island, such as the Hon. Donald Ferguson, are among the best informed and the ablest advocates of agricultural education that can be found anywhere. They are fully abreast of the times, and I have no doubt it is largely due to their influence that a place has been found for a primer on the first principles of agriculture in the schools of that Province.

British Columbia has done little or nothing in the matter of agricultural education; but Manitoba has already voted a sum of money to assist in establishing an agricultural school or college within its bounds; and our Federal Government at Ottawa is at the present time collecting information with the view of founding somewhere an agricultural college or experimental station for the whole Dominion, or it may be one in each of the Provinces.

In view of all this it is evident that the interest in agricultural education is growing;

and I think the day is not far distant when this branch of study will receive something like the attention which its importance demands.

After careful consideration of the subject, with some experience in teaching, I am of opinion that the first principles of agriculture could and should be taught in the rural schools of this Province. Underlying, as it does, the prosperity of every class in the community, agriculture claims consideration and a place on the programme of studies before anything and everything else, except those elements of a general education, which we all insist on as the first and most important work of every public school.

If we could, by any means, give such information to the rising generation of farmers in Ontario as would induce them to raise a better class of animals than their fathers have raised; or enable them to grow five or six bushels per acre more than their fathers are growing; or make good butter everywhere, instead of the wretched stuff which has almost ruined our reputation as butter-makers at home and abroad—if, I say, we could only effect all or any one of these changes, the beneficial effects on every profession, trade, and department of business would be marvellous. No one, I think, can gainsay this conclusion: and hence, I maintain that whatever is done to make labour on the farm more productive is not for one, but for all classes of the people.

Now, there is no doubt that a young man on a farm will work to better advantage in any of the lines mentioned above, and will produce more wealth in a given time, if he is at the outset made acquainted with some of the principles that underlie the best agricultural practice in this and other countries. Consequently, I claim, on behalf of the whole population, that steps should, as soon as possible, be taken to introduce and make compulsory the teaching of the first principles of agriculture in all our rural Public Schools. A good primer on the subject might be used. The one now authorized would serve the purpose. I am, of course, aware that some persons have a prejudice against primers, and I am quite willing to admit that they are not the best books to unfold the secrets of a subject; but when written in plain, simple language, stripped of technicalities as far as possible, they are pleasant reading for beginners, and often excite an interest which leads to the perusal of more extensive works.

The mere reading of a book on such subjects as the origin, nature and constituents of soil; the relation of plants to the soil, the atmosphere and the animal; tillage operations, the rotation of the crops, stock-raising, etc.,—I say the mere reading of a book on such subjects, without any teaching what-

ever, would be a benefit to our farmers' sons. It would excite their curiosity, and, as Hugh Miller says, teach them to make a right use of their eyes in noticing the common objects and scenes of every day life; would foster in them a love of nature, and lead to the formation of most valuable habits of observation; would cause them to think and enquire into the causes of things; and, above all, would develop in them a taste for reading books and papers that treat of the operations which they are called on to perform in the daily routine of farm life.

In this way, a desire for agricultural education would be created, and before long the Minister of Education would be justified in establishing in every agricultural district, and, after a time, in every county, an agricultural High School, with a good laboratory, where young men could get instruction in agriculture, live stock, veterinary science, chemistry, geology, botany, reading, writing, spelling, arithmetic, English literature and composition. And why should not the farmers of Ontario have such High Schools? They greatly outnumber all the other professions put together; and the preparation for farming is no less difficult than for other occupations; but, in spite of all this, we are maintaining over a hundred High Schools to prepare boys for various other pursuits, and not one in which a young man can get the kind of training which he needs for life on the farm. This, I hold, is a mistake. It is impolitic. It is not for the best interests of the State; and something should be done to remove the anomaly as soon as possible. Even the High School masters admit that we have a greater number of the ordinary High Schools than are necessary. Hence, it would not be a grievance or injury to any one to convert some of these schools into agricultural High Schools, such as I have described. The arts universities and this college would furnish suitable teachers for these schools; so there would be very little difficulty in making the change, whenever it might be required.

But, in order to prepare the way for the introduction of the subject into the Public Schools, the Normal Schools at Toronto and Ottawa should do something towards preparing the teachers for the work which will, ere long, be required of them; and I venture to suggest, that to the teachers in training at the Normal Schools, a course of lectures should be given every session on agriculture, live stock, dairying, forestry, the beautifying, etc.; and that lectures on the same subjects should be delivered at convenient centres throughout the Province, on Saturdays, for teachers who have already passed through the Normal Schools.

If such changes are ever made, I venture to predict that they will prove a great benefit to the community at large.

Educational Opinion.

THE VALUE OF TRAINING PUPILS TO QUESTION.

WHAT one thinks and say is, to himself, more vivid, and pervades his mind more completely than anything that is said or written by others; and the problems which teachers and pupils make for themselves are more clearly defined and have a greater educational value than those which are already prepared by the text-book. A pupil's power to interpret readily the language of the problems in the book will be greatly strengthened by the habit of making problems himself.

Teachers should question, but their questions should be for the purpose of testing the investigations of the pupils and to awaken thought in directions in which their minds have not travelled. Training pupils to state what they see in a number, without the aid of suggestions or questions, furnishes the teacher the best means of determining the difference in the mental powers of his pupils.

If, in the beginning of any subject, the student is always questioned, his attention is fixed on answering the questions, and not on making new discoveries. Incessant questioning fixes on the part of the pupil the habit of waiting to be questioned, and, when this condition is induced, the pupil's thinking generally ends with the questioning. After years of training, pupils, as a rule, cannot take a number and investigate it for themselves. They have been interrogated so persistently that they are helpless. The thought that they might discover something in a number for themselves does not suggest itself.

If a pupil discovers number relations he can put what he sees into the form of questions, and in this way he acquires a living apprehension of a number. In any subject the pupil that can ask the most pertinent questions has the clearest conception of it.

Making their own questions, interests and animates a class. It fixes the habit of investigation, and necessitates independent thinking as no questioning by the teacher or text-book can do. The attempt to express what they have observed in the form of questions or declarations leads to closer study of what is dimly seen and partially comprehended, and makes the knowledge gained a permanent possession.

We must, however, expect great proficiency in the work in a short time. It is an education in itself, and when pupils can do such work readily they are well on the road to a mastery of number.

The observer's power grows slowly. His statements are an exact measure of his thought.

The pupil taught to investigate number for himself needs no explanations, and is always

ready to verify his statements. Many pupils are so taught that they do not know that they do not know. They think themselves master of a subject when they have only the language. The training which enables a pupil to know when he knows and when he does not know cannot be too highly prized. —*School Journal.*

IDLLE GIRLS.

A GREAT mistake that many girls are making, and that their mothers are either encouraging or allowing them to make, is that of spending their time out of school in idleness or in frivolous amusements, doing no work to speak of, and learning nothing about the practical duties and the serious cares of life. It is not only in the wealthier families that girls are growing up indolent and unpractised in household work; indeed, I think that more attention is paid to the industrial training of girls in the wealthier families than in the families of mechanics and people in moderate circumstances, where the mothers are compelled to work hard all the while. "Within the last week," says one of my correspondents, "I have heard two mothers, worthy women in most respects, say—the first, that her daughter never did any sweeping. Why, if she wants to say to her companions, 'I never swept a room in my life,' and takes any comfort in it, let her say it; and yet that mother is sorrowing much over the shortcomings of that very daughter. The other said she would not let her daughter do anything in the kitchen. Poor deluded woman! She did it all herself instead!"

The habits of indolence and of helplessness that are thus formed are not the greatest evils resulting from this bad practice; the selfishness that it fosters is the worst thing about it. How devoid of conscience, how lacking in all true sense of tenderness or even of justice, a girl must be who will thus consent to devote all her time out of school to pleasuring while her mother is bearing all the heavy burdens of the household. And the foolish way in which mothers sometimes talk about this, even in the presence of their children, is mischievous in the extreme. "Oh! Hattie is so absorbed in her books, or her embroidery, that she takes no interest in household matters, and I do not like to call upon her." As if the daughter belonged to a superior order of beings, and must not soil her hands or ruffle her temper with necessary housework. The mother is the drudge; the daughter is the fine lady for whom she toils. No mother who suffers such a state of things as this can preserve the respect of her daughter, and the respect of her daughter no mother can afford to lose. The result of all this is to form in the minds of many gifted girls, not only a distaste for labour, but a contempt for it, and a purpose to avoid it as long as they live by some means or other. There is scarcely one letter I have received which does not mention this as one of the chief errors in the training of our girls at the present day. It is not universal, but it is altogether too prevalent. And I want to say to you, girls, that if you are allowing yourselves to grow up with such habits of indolence and such notions about work, you are preparing for yourselves a miserable future.—*Rev. W. Gladden.*

THE HISTORY OF THE SCRIPTURE SELECTIONS

(To the Editor of the Mail.)

SIR,—Will you allow me space in your paper to say, in reply to a letter signed "James L. Hughes," which appears in to day's *Mail*, that it is grossly unfair to Hon. Mr. Ross, as the following facts will demonstrate?

1. The selection of Scripture readings for use in schools was begun by me a year before Mr. Ross was thought of as a possible Minister of Education; at all events a year before his appointment was spoken of or known. I did not at that time know the hon. gentleman, and only became acquainted with him after his accession to office.

2. At that time I intended publishing the book on my own account as a private enterprise, trusting to the general excellence and utility of the work to secure its adoption in the public schools. I did not then fully realize how little room there was for individuality in an educational system, and how completely our public schools were in all things subject to departmental control. My idea was, that I should get the approval of leading clergymen of the different Churches and trust to the book thereafter making its own way. I also thought that it might, with advantage, be extensively used for family reading; and I am confident that, if its merits were more generally known, it would command a large sale for this laudable purpose. Let those who are talking about this book, without knowing what it contains, procure a copy and judge for themselves.

3. I used King James' translation, as being the one most generally known and likely to be the most widely acceptable. I proceeded leisurely with my selections, my work being only undertaken in the evenings, and then often interrupted. Moreover, I wrote a short comment on each of the lessons which appear in the second part of the selections, under the heading "Didactic and Moral." In this little explanation and enforcement of the text of the lesson, I avoided all dogmatic teaching of any sort, and it was with reference to this that it was said that there was nothing written to which the apostle of "sweetness and light," or any agnostic, could well take exception. From an educationist's standpoint pure morality ought to be the ultimate end of all teaching. The absence of colour in the comments would doubtless condemn them in the eyes of those who are not willing that the children should have the "sincere milk of the Word, that they may grow thereby," but the strong meat of James L. Hughes' "whole Bible."

4. From the very first I intended to try and secure the approbation of the Archbishop of Toronto, with a view to having the Scripture readings generally acceptable. This heinous mistake of mine, doubtless, arose from supposing that I was living in a Christian country, and that his Grace of Toronto was a Christian minister who was entitled to be consulted. I was aware that there were many thousands of Catholic children in the public schools and some hundreds of Catholic teachers also. I knew for example, that many of the well-behaved and promising pupils in the Brantford Collegiate Institute, and that Mr. Simon,

a successful classical teacher in the same institution were Roman Catholics. I understood, too, that the latter, a most estimable young man, did not absent himself from prayers, and I doubt not, had the occasion arisen, would have "taken prayers" himself. Why should he not? But, then, Brantford is a city of exceptional culture, and the people there of different creeds have the grace to live together in amity.

5. Meantime I consulted several prominent Protestant divines, receiving in every case nothing but unstinted encouragement in my work. One of the first persons to whom I broached the matter was the Rev. Dr. Nelles, the very same gentleman who, according to Mr. Hughes' incredible story, was five mortal hours drafting the resolution adopted by the Teachers' Association recommending selections from the Bible for use in the schools. I met him on the train between Toronto and Hamilton, and in the course of conversation mentioned the "Scripture Readings" which I had then only just begun. He said it was just what was wanted, and urged me to proceed with my work. I subsequently saw the Rev. Dr. Cochrane, a distinguished divine of the Presbyterian Church, of which he was at one time Moderator, a gentleman thoroughly conversant with the needs of our educational system—and he professed himself highly pleased with the proposed readings, but expressed doubts as to the propriety of there being any comments.

6. Having got my work well on the way to completion, I fixed upon the then firm of Campbell & Sons to publish it, and when in Toronto on other business called several times to see them and consult with them. Always convinced of the importance of procuring the authorization of the Education Department, it was from them I first learned that it would be almost a prime necessity to secure such authorization. The senior member of the firm undertook to see the Hon. Mr. Mowat, who then assisted Mr. Hardy in the management of the Education Department during the serious indisposition of the late Hon. Adam Crooks, then Minister of Education. I myself saw the Hon. Mr. Hardy in Brantford in regard to it, but he expressed no decided opinion in the matter, one way or the other. Mr. Campbell met with more encouragement from Mr. Mowat, and so reported to me. Mr. Campbell regarded my procuring the assent of Archbishop Lynch to the use of the readings as extremely problematical. I never for a moment doubted that I could obtain his Grace's approval of the selections, and the result justified my confidence in his liberality.

7. I had finally determined to go on and publish a Scripture lectionary myself, when the new Minister of Education was announced. After he assumed the duties of his office I submitted my work to him, but not until after I had myself shown the selected readings to Archbishop Lynch. In doing so, I did not clamour up the back stairs of the "Palace," nor chose "the very witching hour of night" for my purpose. I went boldly up to the front door in broad daylight, with my manuscript in a lawyer's bag slung over my shoulder, and was promptly shown into his Grace's library. The guardian of the Church, who did not know but that my lawyer's bag contained some objections to the title to St. Michael's Cathedral, experienced evident relief when I unfolded my mission and told him I only wanted him, in common with other Christian ministers, to combat the materialistic tendencies of the age, by sanctioning certain Bible selections for the use of schools. He received the proposal most kindly, and promised to look over my manuscript, which I left with him for that purpose. On calling again, I found he had accepted my selections, comments and all; the only emendation he suggested was the use of "who" instead of "which" in the Lord's prayer. When I informed my intended publishers that I

had secured the Archbishop's approval of the Bible readings, they were very much surprised. Now, sir, I hold that to the extent that the reading of these selections was intended to be made obligatory on Catholic as well as Protestant teachers, and that these Bible lessons might be recited in the presence of Catholic children, whose parents did not object, I unhesitatingly assert that the leading Roman Catholic clergy, the more especially as the selections were from the Protestant Bible, were entitled to be consulted. At all events, if a man is to be condemned for doing a praiseworthy act, it will be seen from the foregoing that I am the real culprit, and not the Hon. Mr. Ross.

8. And now, for a moment, let us contrast the enlightened liberality of Archbishop Lynch in this matter with the miserable, fanatical intolerance which some ultra-Protestant bigots have evinced in this matter. Here, on the one hand, is a Roman Catholic prelate consenting to selections from a translation of the sacred Scriptures which his Church does not recognize, being used in the public schools of the Province, together with a comment thereupon written by an uncircumcised lawyer who, as John Falstaff might say, was "little better than one of the wicked"—and, on the other hand, an intolerant Protestant faction, so exceedingly mad with the Archbishop for giving his sanction to the use of the readings that they threaten to have him arraigned before a special consistory at Rome and placed under the ban of the Pope for having exceeded his authority in giving countenance to the reading of a Protestant Bible! When James L. Hughes gets off the prancing charger on which he personates a monarch who had accurate notions of civil and religious liberty, and mounts a table in an Orange Lodge, under the skull and crossbones of a Royal Black Preceptory, to expound to the faithful the religious bigotry of Roman Catholics, let him remember that an opportunity was here afforded him to let the glorious light of the Gospel shine in upon the minds of the poor benighted Catholic and he refused to let it shine. My comments had to go, simply because a Presbyterian Minister of Education would have "the Bible without note or comment." What matter? The whole Bible is there. All that is ever read anywhere; in Church or Sunday school or the family. All that is dear to the Christian heart; the divinest Psalms, the most charming narratives, the most instructive Proverbs, the Gospel story complete, the Acts of the Apostles, the history of the early Church entire, many of the choicest epistles, including even the chapter on "Charity," which it would be well for some Christian bigots to study. Throughout the whole selection, I kept constantly in mind that they were for the children, for the boys and girls reading toem together in mixed schools, for adolescent young men and women. It is conceded that, under any circumstances, selections must be made any way. It is obviously impossible to administer to the children James L. Hughes' whole Bible, like a dose of brimstone and treacle at a gulp from an iron spoon. No one has heretofore ventured to point out any omission, important or unimportant. That the selections were made with some judgment and skill on the part of the compiler is evidenced by the fact that they passed the various committees of eminent divines who undertook their revision, practically unscathed. It must be a great gratification to every lover of the Bible to learn that the "Scripture Readings" are meeting with the general favour they deserve, and that the Province of Manitoba has adopted them for use in its public schools.

My excuse for the length of this communication is that I have had neither time nor inclination hitherto to notice the idiotic clap-trap that has been written to the newspapers on this subject by people who ought to know better. I trusted to the obvious malevolence of the writers being the best antidote to their words. There may be honest difference of opinion as to the method of using the Scripture lessons, but to the lessons themselves no one can successfully object without assailing the Bible itself.

— Yours, etc.,

Toronto, Nov. 29th.

W. H. C. KERR.

TORONTO:

THURSDAY, DECEMBER 9, 1886.

WOODSTOCK COLLEGE.

If the men who control the Woodstock Baptist College persist in their endeavour to have University powers conferred upon them they may ultimately succeed in exacting the concession from the Government. In political exigencies questions of national moment often give way to sectional demands. But such a concession would, in an educational view, be a mistake and a misfortune both to the people at large, and to the Baptists themselves. This, we are persuaded, is the opinion at present—the demand for University powers among the Baptists is confined to a small section of that body, and has probably originated in the natural ambition of the men connected with the Woodstock institution. Baptists are too intelligent a body of citizens to be ignorant of the relative merits of large and small universities. Indeed, this question has recently been so prominently before the people that the reading public in general are fairly well conversant with the matter. It is generally conceded that the best educational results are to be had from a large, well equipped university. This being granted, the Baptists should hesitate before they ask for the new powers which would saddle the Church with a heavy burden only to produce an inferior scholarship in its clergy. That clergy is now noted for its broad scholarship, but if in the future its young men are to be withdrawn from large universities and confined to a small isolated institution, the results must be disappointing. Baptists are among the best friends of education, and are least disposed to meddle with the affairs of State. If the State did not furnish proper educational facilities the church might be justified in building up colleges of its own, but since the State has established a thorough system of educational institutions—at once efficient and unobjectionable—open to all and practically free, there can be but little ground for the Baptist Church, or indeed any Church, to tax their people for secular education. But whatever reasons there may be for maintaining sectarian schools and colleges, there are no valid ones why the degree-conferring power should be given to such institutions. A degree is not scholarship, it is only the evidence of it, but as such it is of national importance. It is evidence

not only to the people of one Church, but to the community in general, and is recognized by the State as having a distinct value, and the State should regulate the conditions under which it is given. This is the natural outcome of a national system of education, and the Baptists, friendly as they are to that system, will, we apprehend, be slow to demand that this power be taken out of the hands of an institution established and controlled by the State and given over to the various Churches. Such a procedure would decapitate the general educational system, and such powers should only be demanded upon well founded belief in the inefficiency or unsuitability of the Provincial University. No such belief exists at present, and is not urged by the Baptists, but it is contended by the advocates of this new University that other Churches have their Universities, and it would be unfair to withhold similar powers from their Church. The mistakes of the past need not be repeated. Besides, there was more or less necessity in the early days of the Province for sectarian colleges. But that day is past, and the necessity does not now exist. In the days when education was almost confined to the clergy, the Church was the great patron of learning, but now that Governments recognize the duty of rendering education general, that duty is removed from the Churches and relegated to the now enlightened public. The traditional notion, however, that the Church should provide for the education of its youth, dies hard, but dying it certainly is, and the modern notion has already made great progress, especially in this Province, where we have a thoroughly efficient educational system in all grades. This is so much the case that the tendency at present, among the more enlightened and farseeing, is to leave mere secular education entirely to those institutions established and maintained by the general community, and aided and controlled by its best thought. This tendency is strong throughout the whole continent—so strong, that the demand of the men at Woodstock sounds like a voice from the dead—of several centuries. We hope that no promises of pecuniary aid will tempt Woodstock College into what is surely now recognized as a retrograde system of education. As we have already said, it would redound more to the glory of Woodstock College if it persisted in its career of independence.

OUR EXCHANGES.

THE most noteworthy part of the *Atlantic Monthly* for December is its Supplement, which contains Dr. Holmes' poem at the 250th anniversary of Harvard University, and Mr. Lowell's oration, delivered on the same occasion. In the regular number itself there is a story over the signature of Harvard B. Rooke, entitled "The Strange Story of Pragljna." A paper by the late Elisha Mulford on "The Object of a University," is a scholarly consideration of the subject by a man who was one of the deepest thinkers of his time. Miss Harriet Waters Preston has an amusing and carefully thought out criticism on "The Church of England Novel;" and Edmund Noble, who will be remembered as the author of a little book entitled "The Russian Revolt," contributes a paper, "Up the Neva to Schlüsselburg." The two political papers in the number are an account of Mazzini as a man and a statesman, by Maria Louise Henry, and an article on "The Dream of Russia." Miss Mufree concludes her serial, "In the Clouds," and Mr. Bishop brings "The Golden Justice" to a termination. Some criticisms and the "Contributors' Club" complete the number. In the latter department the little paper "On Being Ignorantly Praised" will be read with amusement.

THE December *Century*. The opening articles are on Lincoln's youthful idol, Henry Clay. His home at Ashland is described by Charles W. Coleman, Jr., and reminiscences forming altogether a definite picture of the man are contributed by his friend, political opponent and executor, J. O. Harrison. Three portraits of Clay are given: one from a daguerreotype printed as a frontispiece, one as a young man, from a miniature, the third being of himself and his wife, from a photograph. The other drawings, chiefly by Mr. Fenn, reproduce vividly the mansion at Ashland, its surroundings and mementos. The art paper of the number is the first of several short articles on "Contemporary French Sculpture," the critical text by Mr. W. C. Brownell, devoted this month to the work of Chapu and Dubois, the former being represented in the illustrations by his "La Jeunesse," from the Regnault monument, and by his "Jeanne d'Arc"; the latter, by his "Military Courage," from the tomb of Lemoricriere, and by his "Infant John." The latter half of Dr. Martin's "Old Chelsea" contains chat in regard to the literary and historical associations of this part of London, the drawings, by Pennell, including Carlyle's Statue and Home, Turner's House, Tile Street, Cheyne Walk, Battersea Church, etc. "The Food Question in America and Europe" is a vital and suggestive study, by Edward Atkinson, of a most practical subject, the victualing question as related to labour and wages, the comparison being greatly in favour of the United States. The topic in the War Series is "The Second Day at Gettysburg," treated by Generals Henry J. Hunt and E. M. Law, the latter with special regard to "Round Top and the Confederate Right." The number contains two short stories by American writers: one a London society sketch, "An American Beauty," by Mrs. Poultney Bigelow, the other a tale of the Far West, entitled "A Coward," by a new writer, Miss Ellen Mackubin. Mr. Howell's novel, "The Minister's Charge," comes to a conclusion

and in the second part of Stockton's "Hundredth Man," the boycott is touched upon, and toward the last is begun the serious part of the story, the theme being the interference with an engagement to marry.

REVIEWS AND NOTICES OF BOOKS.

The Making of Pictures. By Mrs. Sarah W. Whitman. Boston and Chicago: The Interstate Publishing Co.

"The Making of Pictures" is the title of twelve short conversations upon art with young people, by Mrs. Sarah W. Whitman. They deal with the principles which underlie the various branches and processes of art—oil and water-colour painting, etching, engraving, photography, and the reproductive processes. This instruction is prefaced by a chapter upon "The Beginnings of Art Training," and supplemented by one upon "Exhibitions and Sales." Although the volume is not a large one, it contains more sound, practical sense regarding art than many elaborate and costly works that have been written upon the same subject. Its author is an artist. She has a direct, straightforward style, opinions based on study and experience, and competent reasons for them. She insists that in art, as well as in morals or in mathematics, there are great laws to go by, and that without a knowledge of these laws one cannot speak of pictures intelligently. Art is not mere imitation; it is the expression upon canvas or paper, not only of what the artist sees, but of what he feels and thinks, and this is done in accordance with the laws of composition, of form, of colour, of light and of shade. However simple a picture may seem to be, the making of it involves careful and obedient intelligence to all these laws. In the chapters upon the processes, Mrs. Whitman does not attempt to instruct further than the broad, underlying principles of each, so that the book is not in any sense a "handbook." To the young reader with a taste for art in any of its forms it will afford valuable assistance.

Essential Lessons in English Etymology, Comprising the History, Derivation, Composition, and Relationship of English Words, with Lists of Prefixes, Suffixes, Stems, Doublets, Homonyms, etc., for the Use of Schools. By John G. R. McElroy, A.M. Philadelphia: John E. Potter & Co. Toronto: David Boyle.

The subject of English Etymology has long been taught in Canadian Schools, but it has suffered more from defective teaching than almost any other that can be specified. The ordinary practice has been to pay attention only to the Latin and Greek elements of the language, and to deal with these in the most mechanical manner, compelling the pupil to learn long lists of "roots," prefixes and affixes, and by means of which he is expected to be able to give the derivation of a large number of words. No attention has been paid to the etymology of the purely English elements of the language, though that is the most important of all, and little or nothing has been done to lead the pupil up to a knowledge of the general laws underlying changes in word-forms. English philology has been treated in an utterly unscientific manner, so far as it has found a footing in schools at all, and only a small part of it, and that not the most important, has ever met with recognition in any form.

During the past few years a change has been passing over the spirit of English scholarship, owing largely to the labours of such learned bodies as the Early English Text Society, the Philological Society of England, and the American Philological Association. The literary works produced at every stage of the history of English are now accessible to the student in editions at once cheap and scholarly, prepared with the utmost care by such men as Dr. Morris, Mr. Skeat, and Mr. Sweet in England, and Messrs. Harrison, Sharp, Lounsbury, Corson, and Carpenter in the United States, not to speak of the editorial work of plodding German scholars, whose labours have made possible the editions just referred to. English Philology is now studied in connexion with Old English texts in all the great universities in England and the United States, and in most of the universities of Canada, the University of Toronto being a notable exception.

Mr. McElroy is Professor of Rhetoric and the English Language in the University of Pennsylvania, and he has treated his subject from a pedagogical point of view. His book is a manual of method even more than a handbook of facts. The teacher, who cannot teach English etymology better by the aid of the suggestions it contains, fails either because he does not know his subject or because he has mistaken his calling. The method pursued is the inductive one. The author acts on the assumption that the function of philological science is to ascertain by analysis, classification and generalization the general laws in accordance with which words have changed their forms, and the language as a whole has developed. He begins, as he would do, with extracts from modern classical writers, and finds in them the materials for analysis and comparison. To use his own words: "The best exercises in applied etymology are had by selecting words for etymological praxis from a standard author. Such words—words in actual use—have a life and an interest that mere lists of disconnected words cannot have."

Mr. McElroy of course claims no credit for the wonderful results to which his system of treatment leads him. His book is little more than a series of suggestions for the more effective use of Skeat's Etymological Dictionary, which, he truly says, "marks an era in English language-study." Indeed, no teacher of English etymology can do without Skeat's Dictionary, and he will be all the better for having at hand also the "Specimens of Early English," edited by Mr. Skeat and Dr. Morris. Until our universities take the subject up, teachers of it in public and high schools will have to depend on such aids, and Professor McElroy's little manual will be found not the least useful.

THE series of articles recently appearing in the *Times* on the Canadian Section, have been reprinted in pamphlet form under the title of "Canada at the Colonial Exhibition."

REV. EDWARD EVERETT HALE has written a new serial story which makes its initial appearance in the December number of his magazine, *Lend a Hand*. It is entitled "Mr. Tangier's Vacations."

Lend a Hand is the name of the magazine over which Dr. Edward Everett Hale presides as editor.

It is devoted to the consideration of measures for the suppression of pauperism, the relief of poverty, the diminution of disease and crime, justice to the Indian tribes, and, in general, the elevation of society. Its special departments are: "The Associated Charities," "Temperance Societies," "Societies for the Help of the American Indians," "Woman's Work in Philanthropy," "The Wadsworth Clubs and Look-up Legions." Not only its philanthropic design but also the fact that Dr. Hale is editor ought to make it popular with all that want to "Lend a Hand."

THE December (Holiday) number of the *English Illustrated Magazine* contains, among other attractive features, nine full-page illustrations from drawings of L. Alma-Tadema, R. A., Clara Montalba, W. Biscombe Gardner, George Du Maurier, Hugh Thompson and J. Buxton Knight. Poetry is represented by Mr. Swinburne and George Meredith, who each contribute a poem, and the author of "John Halifax, Gentleman," a paper under the suggestive title of "Colonial Papers Please Copy." In lighter literature there is the continuation of Mr. Farjeon's novel, "A Secret Inheritance," and short stories by D. Christie Murray and the author of "John Herring." The most distinguishing feature of the magazine—the illustrated articles—comprise papers on "Venice," by H. F. Brown, and "In the Heart of London," by D. Rice Jones, both elaborately illustrated; together with illustrated articles on "Surrey Mill-Wheels," by Grant Allen, and "Hops and Hop-Picking."

MESSRS. CASSELL & COMPANY (limited) will issue as their leading holiday publication a collection of twenty-five etchings or engravings of notable American pictures, under the title of "American Art." They are bound in one large volume, with scarlet morocco cushion covers, designed in gold. The letter-press, which is both descriptive of the plates and retrospective in its treatment of the subject as a whole, is by Mr. S. R. Koehler. He gives an interesting account of the progress of American art in its modern phases from the time of William Hunt's return from Europe with the ideas of a revolutionary cast, and dwells at length upon the eventful period of 1877. Mr. Koehler has chosen for reproduction in this important work the most representative examples of American art which it was possible to procure. Realism and idealism, landscape and figures, decorative compositions, character subjects and portraiture, are all included in this many-sided collection. Charles F. Ulrich's "In the Land of Promise," engraved by F. Juengling, J. G. Brown's "Loneshoreman's Noon," also engraved by Juengling, and Thomas Hovenden's old darkey playing the banjo, engraved by Willy Miller, present characteristic scenes of American life. Jas. D. Smillie's etching of Winslow Homer's three statuesque women called "A Voice From the Cliff," is worthy of the original. Examples of the delicate side of the modern school of American wood-engraving, are Hopkin's plate of T. W. Dewing's decorative figure named "The Angel of Sleep," and Heinmann's reproduction of F. S. Church's "Spring Idyl." Two pieces of the kind of pictorial and semi-ideal portraiture are Abbott Thayer's portrait of a young lady, and Frank Fowler's "At the Piano."

Methods and Illustrations

THIRD-CLASS LITERATURE.

EXAMINATION QUESTIONS SUITABLE FOR CANDIDATES.

IV. DEATH OF THE PROTECTOR.

High School Reader, p. 274.

"DEATH of the Protector." Give a brief account of the Protector, showing why he is to be considered one of the greatest men in English history.

PARAGRAPH I. ". . . to utter the God's Message that was in him." What do you think the message was? or what do you think that Carlyle thought it was?

". . . have here what we call ended." Why the phrase—"What we call ended"?

"This summer of 1658 was likewise victorious after struggle." How so?

"Thenceforth he enters the eternities." Why *eternities*, and not *eternity*?

PARAGRAPH II. "Ten Years more of Life—which, we may compute, would have given another History to all the Centuries of England." Is this opinion just? Give your reasons.

". . . often 'indisposed.'" Why are quotation marks assigned to "indisposed"?

". . . continued for near Twenty years now." How "Twenty"?

". . . it afterwards appeared, had been gradually eaten out." Explain and account for this phrase.

". . . the fall of which, on any shock, may be sudden." How was this illustrated in Cromwell's case?

PARAGRAPH III. ". . . Congratulations about Dunkirk." Explain this.

". . . interesting to the street populations." Why so?

"Her disease . . . etc." [An internal cancer.]

". . . pale death knocking there as at the door of the meanest hut." Do you know the poetical prototype of this phrase?

"Poor young Frances, weeping anew in her weeds." Who is meant?

"For the last fourteen days." Why should the author put this phrase in quotation marks?

"Be still, my Child, etc." Who is supposed to speak these words?

PARAGRAPH IV. "George Fox's . . . interview." Give some account of George Fox.

"George dates nothing." Why should Carlyle make this remark?

"His facts everywhere lie round him, etc." What is meant by this comparison?

The "Manzini"; the "Ducs de Crequi." What is the allusion? Why is the plural form used?

* A copy of the whole section is supposed to be given to each candidate. There has been here made a slight attempt to frame an "Examination Paper"—merely a collection of questions.

"Going out of town." Explain the use of the quotation marks here? Is there anything Carlylean in the use of them?

PARAGRAPH V. "Sufferings of Friends." Who were the "Friends"? What were their "sufferings"?

". . . Or in favour of him, George?" Why does Carlyle break in with this question?

"Whenever the Commander-in-Chief required." What is the appropriateness here of this phrase "Commander-in-Chief"?

"Was thy own life merry, in the hollow of the tree; clad permanently in leather?" What is the pertinency, and what the purpose of this question?

"The waf of death is not against *him*, I think—perhaps against thee, and me." What does the author mean here? Explain fully.

"The Nell-Gwynn Defender." Who is meant, and why does Carlyle describe him by this phrase?

"Two centuries of all-victorious Cant have come in upon us." Explain (without criticism) what Carlyle means here.

"My unfortunate George—" What is the meaning of the author's use of this phrase here?

". . . had moved him according as I was moved to speak." Explain this fully. To what peculiarity of belief does it refer?

PARAGRAPH VI. "Friday the 20th . . . last time." What is peculiar in the construction of this sentence?

"Hampton Court;" "Whitehall." What are these?

PARAGRAPH VIII. "Prayers—strange enough to us; in a dialect fallen obsolete, forgotten now." Does this refer to the mere verbal phraseology? or to something else? Explain.

"Authentic" Explain the use of this word in this paragraph. What may we have expected instead?

"Awe-struck pieties." Explain and justify.

". . . which is full of such since the beginning." What is the meaning of this?

"The exit . . . of English Puritanism." Give a clear account of what "Puritanism" was. How may it be said to have had its "exit" with the death of Cromwell?

"One of our few authentic solar luminaries." Without attempting to criticise those acts of Cromwell's of which you disapprove, state what you think was the good he did for England. Why should Carlyle call him a "solar luminary"?

PARAGRAPH IX. ". . . that Thurloe and an Official person . . ." Why does Carlyle not give the name of the "Official person"? Why does he mention him at all?

"The successor is named, etc." Is there anything peculiar Carlylean in the way in which this statement is put?

". . . not a good name:" Why not?

". . . in fact, one does not know." Does not know what?

". . . and the paper, by certain parties was stolen." Why "stolen" in Fleetwood's case?

"Giving colour probably to all the subsequent centuries of England, this answer!" Justify this statement.

PARAGRAPH X. "Always kept as a thanksgiving day, since the victories of Dunbar and Worcester." Why so?

PARAGRAPH XIII. "A public spirit to God's cause did breathe in him—as in his lifetime, so now to his very last." How could this spirit be shown on his death-bed?

PARAGRAPH XVI. "We have had our 'Revolutions of Eighty-Eight,' officially called 'glorious'; and other revolutions not yet glorious; and somewhat has been gained for poor Mankind." What can you say of Carlyle's sympathies as indicated by this passage? What has been "gained for poor mankind" by these revolutions?

"Officiality will, for long henceforth, be more cautious about men's ears." Give the full meaning of this statement.

"The tyrannous star-chambers . . . going." Put into your own words the substance of this sentence.

"Oliver's works do follow him." What is the prototype of this sentence? Why may it be said that "Oliver's works do follow him"?

"What of Heroism . . . in the matter." Express in your own words the substance of this sentence.

PARAGRAPH XVII. "Oliver . . . soon goes." What were those qualities in English Puritanism that made it "far-shining," "miraculous to its own century"?

"Puritanism, without its king, is *kingless*, anarchic . . . anarchy." Do you recognize any particular Carlylean notion in this sentence?

"The old disowned Defender, with the remnants of his four surplices." [The allusion is to the recalling of the Stuarts, who came back not merely as monarchs, but as heads of an established and obligatory Church. The objection in Carlyle's mind is not so much to the church being *established*, as to the *kind* of the church, one in which ritual and outward observances were in his opinion substituted for inward faith and conviction. The "Four Surplices" refer to the four most conspicuous orders in the church ritual—the choristers, the deacons, the priests, and the bishops. As the Episcopal Church had been disestablished during the interregnum, and and much broken up, these are spoken of as "remnants."]

"Two centuries of *Hypocrisis* (or play-acting *not* so-called.)" [The Restoration was to usher in not only a reaction in favour of "play-acting," which the Puritans consid-

ered immoral, but also to usher in what Carlyle thought a reign of *cant*—an era (two centuries long) of a religion which put more stress upon outward ritual than upon faith and conduct; hence, his use of the word "hypocrisy," which punningly describes not only the *hypocrisy* of such religion, but the fact that it was merely *play-acting*—"hypocrisy" being the Greek word expressing both meanings.]*

"The Genius of England . . . *ad finem*." [This is a fine out-burst of Carlylean eloquence, impregnated, nearly every phrase of it, with characteristic Carlylean ideas. The following questions may be asked:—]

"No longer soars sun-ward." How may the genius of England in Cromwell's time be described as "having soared sun-ward"?

"Intent on provender and a whole skin mainly." To what modern notions in English politics does this refer?

"With its ostrich-head stuck into the readiest bush." To what is the allusion?

"Church-tippets, king-cloaks, etc." What does Carlyle mean here? How could these afford shelter in awaiting the issue?

"The issue has been slow; but it is now seen to have been inevitable." What is the issue? How has it been slow? Has it yet come? How is it inevitable?

"No ostrich . . . if not otherwise!" [Notice the grim Carlylean humour.]

GENERAL QUESTIONS.

1. As evidenced by this selection only, what can you say of (1) Carlyle's *sympathies*; (2) *his value as an historian* in (a) *accuracy of detail*, (b) *picturesqueness*, (c) *impressiveness*, (d) *soundness of judgment*?

2. As evidenced by this selection only, what can you say of Carlyle's style? Do you notice any mannerisms? Ought his style to be imitated? If you think not, why then is it not reprehensible in his case? A. M.

* The teacher may be interested in learning how Carlyle viewed the ritual of the Church of England. The following passage (which, probably, may not have been read by some of those who will wish to put this subject clearly before their pupils), taken from "Reminiscences of my Irish Journey" (*vide the Century Magazine for June, 1852, vol. xxiv., No. 2, pp. 254, 255*) gives Carlyle's impression of a "Church service."—"Church service. A clean congregation of forty red-haired young Irish parsons, who is very evidently 'performing' the service. Decency everywhere: poor little decent Church with the tombs round it, and a tree or two shading it, (on the top of a high rough-green bank with a brook at the bottom): service here, according to the natural English method, 'decently performed.' I felt how decent English Protestants, or the sons of such, might with zealous affection like to assemble here once a week, and remind themselves of English purities and decencies and Gospel ordinances, in the midst of a black, howling Babel of superstitious savagery—like Hebrews sitting by the streams of Babel:—but I feel more clearly than ever how *impossible* it was that an extraneous son of Adam, first seized by the terrible conviction that he had a soul to be saved or damned, that he must rede the riddle of this universe or go to perdition everlasting, could for a moment think of taking this respectable 'performance' as a solution of the mystery for him! Oh, heaven, never in this world! Weep ye by the stream of Babel, decent, clean English-Irish: weep, for there is cause, till you can do something *better* than weep: but expect no Babylonian or any other mortal to concern himself with that affair of yours!"—Ed.]

THE MERCHANT OF VENICE.

QUESTIONS ON SOME OF THE MORE PECULIAR WORDS.

Act II., scene i., line 17.—"Scanted"—limited.

II. i. 43.—Put this sentence into modern phraseology.

II. ii. 36.—"Marry." Explain.

II. ii. 86.—"Fill-horse." What are the "fills," or "thills"? See *Troilus and Cressida*, III. ii. 48.

II. ii. 110.—"Gramercy." Derive.

II. ii. 119.—"Cater-consus." Consult Clark and Wright *ad loc*.

II. ii. 143.—"Guarded"—trimmed.

II. ii. 182.—"Ostent." See II. viii. 44.

II. iv. 7.—"Quaintly." For an admirable note on "quaint," see Earle's "Philology."

II. iv. 37.—"Faithless." Compare S. Matthew, xvii. 17; S. Mark, ix. 19.

II. v. 3.—"What, why, when, are used by Shakespeare as "expressions of surprise." (Clark and Wright.)

II. v. 18.—"To-night"—here *last night*. Cf. 2 Henry VI. III. ii. 31.

II. v. 22.—"An." Write a note on this word as here used.

II. v. 24.—"Black Monday." See Clark and Wright *ad loc*.

II. v. 36.—"Of feasting." What should we say now?

II. v. 45.—"Patch"—a fool. See *Midsummer Night's Dream*, III. ii. 9.

II. v. 51.—"Perhaps I will." Do you consider this correct? Give your reasons. State the rules for the use of "will" and "shall."

II. vi. 7.—"Obliged faith." "Faith bound by contract." Clark and Wright.

II. vi. 10.—"Untread again"—retrace.

II. vi. 18.—"Over-weather'd"—weather-beaten.

II. vi. 30.—"Who." What case? Rewrite in your own language, explaining your alterations, if you make any.

II. vi. 42.—"Good scoth"—good truth.

II. vi. 52.—Write a short note on the words "shrew," "beshrew," "shrewd," quoling from Shakespeare. Compare "shrewd" and "curst."

II. vii. 43.—"Come view." Supply the ellipsis.

II. vii. 73.—"Your suit is cold"—meets with a cold reception.

II. vii. 77.—"Part"—depart. Write a full note on this word. Explain "Till death us do part" in the Marriage Service (Common Prayer.)

II. viii.—"Raised"—roused.

II. viii. 42.—"Mind of love"—full of love.

II. viii. 48.—"Sensible." We should say sensitive.

II. ix. 27.—"What does "fond" mean here? Quote other similar instances of this meaning.

II. ix. 32.—"Jump with"—agree with.

(To be continued.)

GUESSING NOT INDUCTION.

MUCH praise is given to the "inductive method," otherwise called the "scientific method," or "method of discovery," and justly too. It is the chief reliance of the common school teacher in giving the mental training attainable to the children in elementary schools. These pupils seldom attain to the age and advancement necessary for the successful practice of the deductive method of reasoning. I do not ignore the fact that there is a constant exercise of the powers of deduction in all inductive processes, as there is of induction in deductive processes. But this union of concurrent methods does not prevent one method of reasoning from being entitled to be called inductive and another deductive, according as one or the other of these processes is the predominating one. Induction is an analytic process, while deduction is synthetic. The former furnishes the material which the latter makes use of. It would be reasonable to infer, therefore, that the nature of the mind is such that it could pursue the inductive method earlier than the deductive, even if observation had not shown this to be true. But as a supply of premises must be furnished by induction before any valuable exercise of the deductive faculty is possible, so a supply of facts must be furnished before any valuable inductions are possible.

To make any serious attempt to pursue the inductive method of teaching without a sufficient basis of facts, can result only in random guessing on the part of the pupil. It has been my experience to see much earnest, honest endeavour by conscientious teachers come to naught, because they did not distinguish between an induction and a guess. These teachers are apt to consider every happy guess by the pupil as an evidence of the efficacy of their method, and to regard every failure to guess right as bad practice in the use of the method. They assume to be true, what Socrates believed, that the soul of the child pre-existed in other forms before it became a child, and that the only thing needed is that the right sort of question be put to the child and those things it formerly knew will return to consciousness. They are reminiscences of a former existence.

But what Socrates attributed to a former existence we credit to heredity, and consider them simply as tendencies of mind rather than actual knowledge.

Guessing is of no educational value. It is not always easy for the teacher to distinguish a guess from an induction from insufficient data, but the two mental processes are very different. As guessing is easier than induction it is quite apt to be substituted for it if the teaching permits this. There is a Pestalozzian rule to the effect that the "child shall not be told what he can be

led to discover for himself," which tends to encourage guessing by the manner in which it is applied. An attempt to "develop" an idea without sufficient data, and *before the inductive powers of the child have become sufficiently active*, by a process of guessing, will inevitably lead not to an inference as to the fact, but to a guess as to what is in the teacher's mind. The pupil is not studying the thing, but is trying to determine what is in the teacher's mind that she wishes him to say. In a round-about way she finally reveals it, and he repeats it, and the teacher scores another triumph for the inductive process.

The two essential conditions precedent to the successful use of the inductive process are, (1) a sufficient basis of facts, and (2) sufficient mental development to enable the child to draw the inference sought.

How are these facts to be acquired by the child? I answer, "by observation and evidence." The child must see for himself or be told. It would seem as if it were the creed of some teachers never to tell the child anything. This comes from the too rigid interpretation of the Pestalozzian rule of teaching. "Telling," is both the historic and scientific way of imparting much of the knowledge that the young child must acquire, and this method is quite as necessary to good teaching in the higher as in the lower grades.—*Intelligence.*

FOR PRONUNCIATION.

TEACHERS may use this list on Friday afternoons as a test in the pronunciation of geographical names. It may be used, also, as an exercise in geography.

Vosges,	Cayenne,
Neufchatel,	Lille,
Jerusalem,	Kurachi,
Skager Rack,	Mobile,
Cairo,	Woolwich,
Newfoundland,	Cagliari,
Leicester,	Bingen,
Worcester,	Ucayali,
Gloucester,	Sucre,
Evesham,	Weser,
Calais,	Berlin,
Baton Rouge,	Alnwick,
Guayaquil,	Havre,
Essequibo,	Dundalk,
Chetauqua,	Tanganyika,
Euphrates,	Altai,
Bucharest,	Blanc,
Beersheba,	Uruguay,
Hue,	Miako,
Ural,	Nice,
Xingu,	Bruges,
Tchad,	Jena,
Agulhas,	Khiva,
Szegedin,	Maranon,
Neagh,	Isar,
Kirkcubright,	Thibet,
Menai,	Milan,
Theiss,	Dijon,
Puebla,	Trieste,
Trafalgar,	Piedmont,
Ajaccio,	Keywadyne,
Tours,	Trincomalee.

A. M. R.

Educational Intelligence.

GLoucester (ST. JOHN), TEACHERS' INSTITUTE.

THE Gloucester Teachers' Institute was re-organized at Bathurst on November 4th, and very interesting sessions were held on that and the following day. About forty-five teachers were present. The following were elected officers: President of Institute, D. M. McIntosh; Vice-president, Peter Doucet; Secretary-treasurer, Peter J. Paulin; Accountant, Joseph Lanteigne; additional members Committee of Management, Miss Sadie Connacher and Miss Mary Alexander.

Mr. F. M. Cowperthwaite gave a very excellent reading lesson to a class of his own pupils, and Mr. Peter Doucet read an able paper, brimsful of good thoughts and suggestions, on School Management. D. M. McIntosh's paper on the benefits of mathematics, was well received. He showed the value of mathematics in bringing out the memory, reasoning powers, etc., of the student.

Mr. Crocket gave an address on Thursday evening to a full house. He contrasted the system of education of to-day with that of twenty years ago. Three years ago there were five hundred teachers holding local licenses; to-day, not one English-speaking teacher, and very few Acadian.

At the Friday morning session Mr. Joseph Comeau read a good paper on Reduction, illustrating the method of teaching it, which was followed by excellent papers on Geography by Miss Connacher and Miss Alexander.

Miss Alice Perley read a good paper on "How to Teach History."

Friday afternoon session was devoted to examining specimens of drawing, writing, etc.

Mr. Peter Doucet, of Petit Roche, exhibited some excellent specimens; also the Grammar School of Bathurst, of which Mr. F. M. Cowperthwaite, A.B., is principal; from the school of Mr. P. G. Paulin, Caraquet, and from the Superior School, St. Peter's Village, Mr. D. M. McIntosh principal.

The Chief Superintendent, Mr. Crocket, attended the sessions, and did very much to render them pleasant and profitable by his good advice, and by his taking part in the discussion of the several topics before the Institute.—*Ex.*

ELGIN TEACHERS' ASSOCIATION.

THE Elgin teachers held their semi-annual meeting in the Collegiate Institute, St. Thomas, on the 19th November. The president, W. Atkin, P. S. I. in the chair. There was a very large number in attendance. The minutes of the last meeting were read and adopted. Mr. Atkin explained that he waited on the county council for the purpose of obtaining a grant to carry on the promotion examinations, and has obtained permission to draw on the treasurer for that purpose to the extent of \$50. The president and secretary were instructed to convey to the county council the thanks of the association. It was decided to leave it in the hands of the executive committee whether a spring meeting be held or not, should the Department fix the date of the annual meeting in the fall. The treasurer's report showed a balance on hand

of \$8.35, and it was decided to have the books audited once a year so as to include the whole year. The librarian's report was received, showing that the library is not much used now since many of the books were out of date. Some discussion followed with regard to the best mode of replenishing it, and a committee was appointed to report at the next meeting of the association.

Miss Jennie Forbes, of the model school, was then introduced to the association, and read an excellent essay on teaching practical English, after which she illustrated her method by means of her class, in which exercise the work was very clearly set forth.

Mr. J. H. Smith, of Belmont, introduced the subject of commercial work in public schools. Discussion followed by Messrs. Hammond, Ames, Hughes and Grout. Mr. John Millar, B.A., next dealt with English composition. Composition and grammar should go hand in hand. Mr. Hammond urged that more practice than theory should be taken. The subject was also discussed by Messrs. Hammond, Butchart, Warwick and Ford. Mr. N. W. Ford took up drawing. Mr. N. M. Campbell, of the model school, on the subject of Modern Methods, said that we are now going back to the oldest methods, that is the natural methods, and these consist in the use of objects associated with the idea to be taught, allowing the pupils to actually perform operations. He took the subject of arithmetic to illustrate the necessity of teaching objectively. In speaking of reading he strongly recommended the "Look and Say" method, showing that it is the natural method, and also showed the difficulty attending teaching by the phonic method. Considerable discussion followed, in which Messrs. Boughner, McKenzie, Butchart, Grout and others took part. Mr. Ruthwell, head master of Dutton High School, on the subject of Psychology in its relation to the teaching profession, spoke at some length on the effects of civilization. Mr. Ames followed. Mr. G. W. Shepherd, B.A., then introduced the subject of "History, and How to Teach It." He first spoke of the real object of teaching history, that is, that by past examples to teach rights and duties of citizenship, and to make able leaders for our nations. The objects in teaching history were, one, to lay a proper foundation on which you may afterwards rear up a historical superstructure; two, to stir up the imagination of children; three, to cultivate the memory; four, to aid a child in expressing its thoughts; and five, to a love for the subject. He would take up the whole history of a nation by topics, showing the growth or decay of a nation, and using biographies of great men as these topics. Animated discussion followed, in which Messrs. Campbell, Miller and McKenzie took part.

Miss F. HOGG has been engaged to teach school No. 1, Dereham, for 1887.

Mr. W. F. KENNEDY has been re-engaged as principal of the Thamesford school.

Mr. R. J. NIDDERY, of the Hampton public school, has been engaged for another term.

Miss E. BECKER is re-engaged in her present school, known as the Toll Gate school, Peterborough, for \$400 per annum.

THE Hanover staff of teachers has been re-engaged, Mr. John McCool, the principal, receiving \$40 of an increase in salary.

THE Enniskillen Public School was visited on Nov. 22nd, by Inspector E. Tilley, and by A. Tilley, teacher of Tyrone school.

MISS M. E. SNOWDON, at present attending the Renfrew Model School, has been engaged for the junior department of the Westmeath public school.

MR. DAVIS retires at the end of the week from the headmastership of Trenton High School for the purpose of studying law. Mr. McLean, of Waterdown, takes his place.

THE Markham Village School Board held a meeting on the 18th ult., and engaged Mr. Dickenson, the present teacher at Clarendon, as head teacher for 1887, at a salary of \$500.

THE attendance at Markham High School is at present fifty-five, and it will be largely increased after Christmas. Ninety candidates have made application to write at the entrance examination in December.

THE School Board of Newboro' have re-engaged the present teacher, Mr. Ellertingor, for the year 1887, at a salary of \$425. They have also engaged Miss A. Wright, as second teacher at a salary of \$200.

THE trustees of the Barrie Public and Model Schools, have engaged Mr. James Winterborn, of Durham, as principal for next year. He has been in his present position four years, and was teacher in Blenheim for some years.

THE ratepayers of Charlottetown are building a new school, which is to accommodate 80 children; with an assistant teacher. Miss McCabe, the school teacher, has resigned her position. The vacancy has been filled by Miss Sarah E. Smith, of Tryon.

MR. G. R. WATSON, B.A., Ph.D., has been appointed Master of Modern Languages in the Woodstock High School, and entered upon his duties on the 18th ult. He is to take charge of the classes in French, German, Elocution, and advanced Literature.

MR. F. McPIERSON, B.A., late of Prescott, has been engaged as Modern language master at the Perth Collegiate institute, and Mr. Alex. Wherry, of the Farmersville High School, has been appointed head master of the Durham Model School, county of Grey.

APPLICATIONS for positions as teachers to fill the vacancies at Port Elgin, in the 3rd and 5th departments for 1887, were received from Miss Helen Muir, Miss Minnie Elliott, and Miss Sarah Smith. Miss Muir was engaged for the third department, and Miss Elliott for the fifth department.

THE Woodstock High School has been raised to the status of a Collegiate Institute. The following is the staff at present engaged in teaching: D. H. Hunter, B.A., Toronto, principal; Geo. Strauchon, B.A., Edinburgh; A. D. Griffin, 1st Prov. Certificate A; Thos. H. Lennox, B.A., Toronto; George R. Watson, B.A., Vic., Ph.D., Sy.

MAYOR HOWLAND is making a strong appeal or subscriptions towards furnishing a boys industrial school at Mimico. The buildings are now completed, and the principal of the school has returned from a tour of the States, where he has been picking up suggestions regarding such schools there. All, therefore, that is now wanted to start the school is \$4,000 to provide the necessary furnishings. It is understood that boys from all over the province will be admitted.

THE Renfrew Board of Education engaged Miss Bella McKerracher, of Perth, in place of Miss McDonald, resigned; and Miss Lily Allen, in place of Miss McDonell, resigned. Mr. W. H. Harton was re-engaged as principal of the model school at \$700—an increase of \$50. It was reported to the board that there had been cases of stealing in the school. Coats belonging to the young teachers-in-training, gloves, etc., have mysteriously gone astray. The board of management are looking the matter up.

AT the special meeting of the Dundas Board of Education, the nine applications for the principalship of the public school were taken up. After comparing applications and recommendations it was moved by Mr. Bickford, seconded by Mr. Thomas, that Mr. J. A. Hill of Hamilton, be appointed head master of the public schools at a salary of \$650. Mr. Bertram moved in amendment, seconded by Mr. Reid, that Mr. Charles Elliott, of Walkerton, be appointed head master at a salary of \$650. The amendment was lost and the motion carried, Mr. J. A. Hill, of Hamilton, getting the appointment. The appointment of an assistant master for the high school was then considered, for which 27 applications were presented. Dr. Laing moved, seconded by Mr. Connell, that Mr. R. Gourlay be appointed assistant master of the high school. Three amendments to the motion were made, substituting the names of Messrs. Marshall, Wilson and Overholt. Mr. Marshall of Dunville, however, secured the vote of the meeting, and was appointed assistant master of the high school at a salary of \$600.

THE following business was transacted at the last meeting of the Carleton Place School Board:— Moved by James Bothwell, seconded by W. F. Latimer, that a rate bill of \$3 per quarter be charged all non-residents attending the high school, payable in advance, to commence January, 1887—carried. Moved by Mr. Taylor, seconded by Mr. Dougherty, that Miss Sneddon be engaged as teacher in one of the junior departments of our public school for the year 1887 at a salary of \$225—carried. Moved by Rev. D. McDonald, seconded by Mr. Bothwell, that Miss Lizzie Lowe, be engaged for the ensuing year at a salary of \$225—carried. Moved by Mr. Peden, seconded by Mr. Findlay, that W. E. Ewing be offered the position of teacher in the third department of the public school, at a salary of \$275 per annum—carried. Moved by Mr. Nichols, seconded by Mr. Cram, that Martha McCallum be engaged to teach the school taught by Mr. McDonald this year, at a salary of \$250 for the year 1887—carried. Moved by Mr. Cram, seconded by Mr. Peden, that Miss Bella McKerracher be engaged to teach in the third department of the public school for the year 1887 at a salary of \$275, provided Mr. Ewing refuses to accept—carried.

Examination Papers.

EXAMINATIONS FOR THE GRADUATING CLASS

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

ARITHMETIC.

1. WHAT is a fraction? Name its two parts. What do you mean by $\frac{1}{2}$?
2. What is a divisor; a multiple? Name and write examples of the different kinds of fractions.
3. A does a work in four days, B does it in six days, and C can do it in nine days. How much longer will it take B and C, working together, than B and A to complete the work?
4. How many feet in $\frac{2}{3}$ of a mile? (Work this question by two methods.)
5. Find the cost of 140 acres, 3 rods, 11 per., at \$75.60 per acre.
6. A room is 15 ft. wide and 21 ft. long. How much will it cost to carpet it at 90 cents a yard, the carpet being 30 inches in width?
7. A man divided his property among his two sons and three daughters, the latter sharing equally. The younger son got \$2,200, which was $\frac{1}{5}$ of the share of the elder, whose share was $\frac{1}{2}$ of the whole property. Find the share of each daughter.
8. A man sold a horse for \$150, which was 25 per cent. more than it cost him. If he had sold the horse for \$200, how many per cent. would he have made more than it cost him?
9. A merchant in selling goods uses a false measure, giving only 34 inches to the yard. How much does he cheat a customer who buys \$72 worth?
10. What is the cost of tea which when sold at 6 $\frac{1}{4}$ per cent. profit, yields a profit of five cents on each pound?

GEOGRAPHY.

1. Define watershed, tributary, and mention examples of the different sources of rivers.
2. Mention five things upon which climate depends.
3. Why is it that all large cities are built on rivers or bodies of water.
4. Explain the cause of rain; state where rain is most abundant, also where there is very little rain, and give your reasons for such.
5. What does the atmosphere hold. Can we see the substance which it is full of.
6. What effect has the climate of a country on its people.
7. Name the rivers and lakes between Canada and the United States, from Duluth to New Brunswick.
8. In going from Pittsburg down the Ohio and Mississippi rivers, thence up the Atlantic coast to N. Y., what states would you pass on either side, and until you reached the Gulf, what important towns are on the banks of the river?

9. Locate and state what the chief trade is of Cincinnati, Chicago, Buffalo, New Orleans, Indianapolis, Bay City, Baltimore, Montreal, Portland, and Syracuse.

PHYSIOLOGY.

1. Why is man considered the most perfect of all animals?
2. How many bones in the human frame? How are they divided? How united, and how covered?
3. Explain digestion, nutrition, absorption, and excretion.
4. Describe the senses of man. How do they compare with other animals?
5. Describe the heart. Name its divisions, and tell what you know about its work.
6. Name the two principal blood vessels, and state the work of each.
7. Why does the body need rest. Give examples of involuntary muscles.
8. What is blood made from? What gives to it a red colour? How are cold and warm blooded animals distinguished.
9. What effect does the "cooking" have upon meats? What disease is sometimes contracted by eating raw pork? What sort of food contains all the elements which form bloods.
10. Mention several things which impair the blood. If you cut an artery how would you stop the flow of blood?

Table Talk.

DR. WM. C. WINSLOW writes to the Boston Advertiser that Dr. Reginald S. Poole, of the British Museum, has obtained for the Boston Museum of Fine Arts a colossus of Rameses II. It is of granite, thirteen feet high, and is in excellent preservation and richly inscribed. Its transportation awaits the rising of the Nile, and it cannot be shipped before February.

I WAS in a book-store the other day when a stout, elderly lady, handsomely dressed, came in, accompanied by a stylish young girl loaded down with velvet and diamonds. Mamma, quite exhausted, dropped into a chair and said: "I am too tired to do anything more; you go ahead and select them books." The daughter went away with one of the clerks and presently returned with two or three beautiful volumes bound in blue and gold. Mamma turned them over again and again, and without looking on the inside said: "That's all right; now go and pick out some red and gold ones for the next shelf." This is a true story.—*San Francisco Letter.*

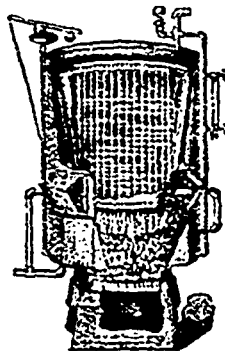
THERE are two sorts of ignorance. We philosophise to escape ignorance, and the consummation of our philosophy is ignorance. We start from the one, we repose in the other; they are the goals from which, and to which, we tend; and the pursuit of knowledge is but a course between two ignorances, as human life is itself only a way-faring from grave to grave. We never can emerge from ignorance. If, as living creatures—

We are such stuff
As dreams are made of, and our little life
Is rounded with a sleep,

so as cognisant intelligences our dream of knowledge is a little light rounded with a darkness. One mortal, one nation or generation of mortals may flare a flambeau, and another twinkle a taper; still the sphere of human enlightenment is at best a point compared with the boundless universe of night surrounding it. Science is a drop; non-science is the ocean in which that drop is whelmed.—*Sir William Hamilton.*

It is the practice in Germany to send every young girl, after she has finished her school education, and before she is "out," to learn house-keeping. The girl goes direct from school into a family corresponding to her station in life. Those who are rich go where they pay highly, and are in a "good family," so that they are enabled to live well, and have good cooking and great variety. No one is taken into one of these establishments for less than one year, so that with every month a new branch is learned—one month the preserving of fruit in season, the next laying in of apples and vegetables for winter use, preserving of eggs and butter, etc. These girls are taught everything, from washing up dishes, sweeping and polishing the floors, clear starching and ironing, dusting and cleaning ornaments, cooking, laying the table, waiting, polishing the silver and glass, to decorating the table with flowers and fruit. Great is the ambition of the pupil to hear that her taste and management are the best. Combined with these duties are those of keeping the household linen in repair and learning plain sewing. Thus the young girl gets experience in household affairs.—*Ex.*

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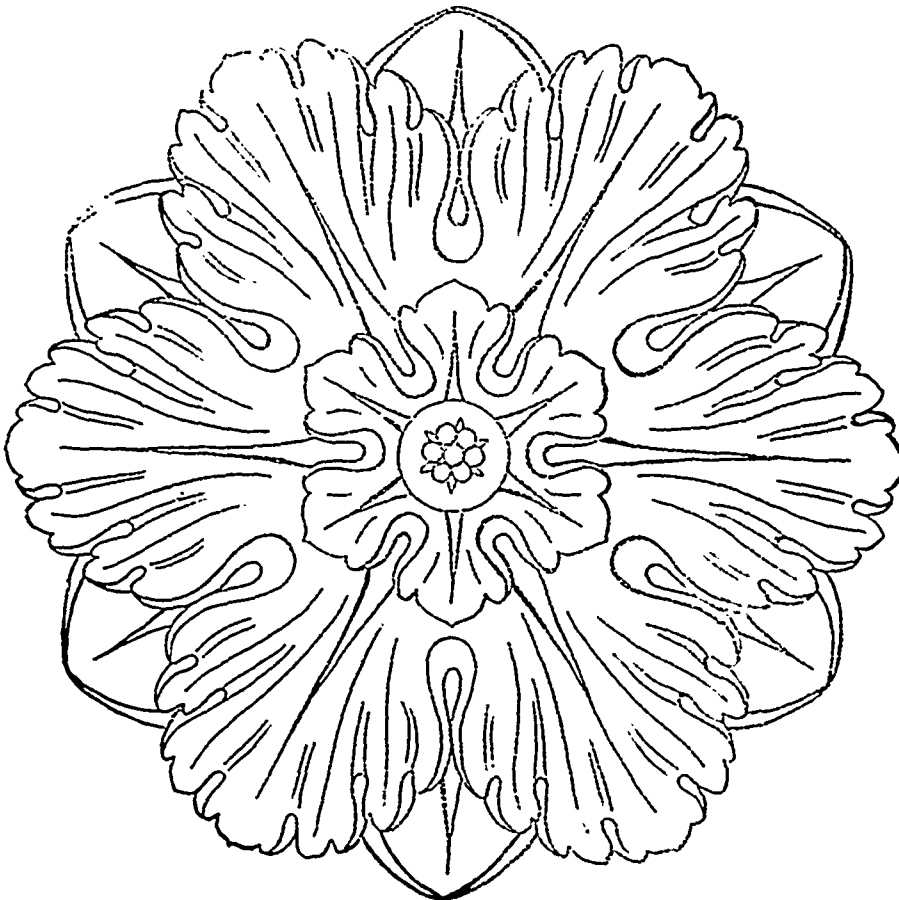
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Tuesday, December 7th.—Methods in English, The History of Education, Methods in Classics and Moderns, School Law and Hygiene.

II.—PRACTICAL EXAMINATION.

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

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

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

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

Saturday, December 11th.—English Literature, Algebra, Physics, Chemistry, Botany.

Drill Calisthenics and Oral Reading to be taken on such days as may best suit the convenience of the Examiners.

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

Third Class—At the County Model Schools.

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

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

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

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

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

Thursday, December 23rd.—Literature, Writing.

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

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

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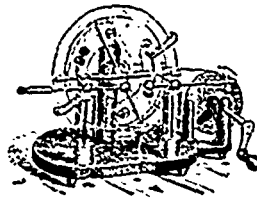
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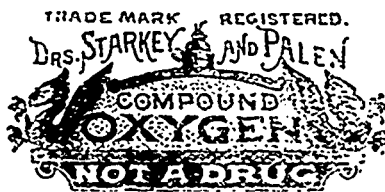


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