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Educational Weekly

VOL. III.

THURSDAY, MARCH 4TH, 1886.

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ADDRESS—**EDUCATIONAL WEEKLY,**
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TORONTO, MARCH 4, 1886.

MR. A. J. MUNDELLA, until lately vice-president of the Committee of Council on Education in England, recently addressed the British and Foreign School Society. He said: "What we want in our teachers is more culture. A teacher's education is never finished, and I believe that, so far from culture unfitting him for teaching in elementary schools, the better educated he is the better will he teach. The more skilful teaching is needed in the lowest classes. The Germans have made a science of pedagogy, and this is what the science has taught them. As an illustration of that, and further, as an illustration of what patience and perseverance can do, I may mention that three months ago I visited in a German city a school for the deaf and dumb. The children were divided into sixteen classes. I found the lowest class under the care of a splendid fellow—big enough for a Grenadier Guard, able, overflowing with energy, and of untiring kindness. The instruction was

oral, and with bare thought he was teaching the poor little things to articulate the simple sounds. I passed from class to class till I reached the highest, which was put before me, through an examination in the geography of the British Empire. The results would have been highly creditable if the children had full possession of their senses, and with children so afflicted were marvellous."

These remarks of Mr. Mundella's possess a practical significance, which it is difficult to over-estimate. He has given utterance to no mere platitudes, and he has gone to no mean source for his arguments. Culture, as the word is used by Mr. Mundella, is no useless embellishment, and this, Germany (from which country, indeed, we originally borrowed the modern meaning now applied to the word) has abundantly shewn us.

If it is true of the teachers of Great Britain that "what they want is more culture," equally true, or truer, is it of the teachers of the new continent. This they themselves will not be slow to allow.

The general tenour of the educational periodicals of this continent is sufficient proof of this. They are one and all full to repletion, not with such matter as will broaden the views of their readers and point out to them what is true culture, but with various little details of routine.

The aim of too many masters seems to be to discover how his predecessor proceeded in some minor points in the minutiae of teaching, some technical detail merely, instead of penetrating farther and trying to learn fundamental principles of tuition.

There is no royal road to teaching any more than there is to learning. Yet how many there are who seem to think there is; who grasp at this "hint" or that "suggestion," or the other "caution." The only royal road to teaching is each individual's own road—the path he is most at home in, the path he has trodden over and over again, and thus improved by constant use. Some paths certainly seem to lead more directly to the goal

in view than do others; and it is true that they really do so. But still the only road open to us is after all our own road. Teaching, at bottom, is a natural gift or talent. It cannot be imparted, any more than character or natural bent. It can be improved certainly; it can be cultivated.

But how? Not at all by vainly endeavouring to travel some road other than our own, to use means utterly uncongenial to our own capabilities, to resort to methods foreign to our turn of mind.

No, the best, indeed the only way to learn to teach is through that for which Mr. Mundella pleads—culture. Without it, we may say, all teaching is as sounding brass and as tinkling cymbal. But with it the smallest degree of natural talent is at once increased in value and enhanced in power.

The closing paragraphs of Mr. Mundella's speech are worth reproducing:—"You are now about to enter on the teacher's work. You are entitled to live by it, and I hope you have a prosperous career before you, and that your remuneration will be ample, certainly that it will minister to your wants, and show the nation's appreciation of the importance of your labors. Still, if you follow your profession merely for gain you are unworthy of it: you are as unfit for your work as a clergyman who only looked to what he could gain would be as unfit for his work. You have a great future before you, but you have also a great responsibility which it is impossible to exaggerate. You will have to deal with tens of thousands of those who will form the future wives and mothers of England, and look what that means. We have now committed the destinies of our country to the people of our country; to every man sitting upon his own hearthstone we have accorded the rights of full citizenship. It will be yours to train him for the duties of the citizenship of such an empire as the sun never yet shone on. When Joseph Lancaster opened his school, the English-speaking people of the world were only twenty millions; now they are a hundred millions,"

Contemporary Thought.

THE "Editor's Outlook" in *The Chautauquan* for March argues that "women are likely to do an increasing amount of the brain-work of the world so long as there is an open road to intellectual and moral ruin on nearly every street corner of our towns," and prophesies that "the world which yesterday sneered at the woman poet may transform itself into a world in which a man poet will receive the sneer."

A MOVEMENT is on foot in the United States for an exchange, at certain intervals, between the professors of different colleges. Such an arrangement, it is argued, would be to the advantage of student and teacher. The idea is so opposed to prevailing custom that, on first thought, it seems to border on the absurd; but a closer investigation will attribute to it, at least, the merit of plausibility.—*The Acadia Athenæum*.

A WRITER in *The Chautauquan* for March finds in the intellectual clubs of New York City, a much graver significance than is ordinarily attributed to these organizations. The writer, Mr. Coleman E. Bishop, believes them to be the centres of organized agitation and that from "The Colloquium," the "Liberal Club," "The Nineteenth Century Club" and the "Twilight Club" is coming much leaven to lighten the world.

THE first thing which strikes the critic as he reads the names of these eleven famous women ["Famous Woman Series"] is that five of them—or nearly half—had voluntarily, and in a measure deliberately, placed themselves outside of the conventional moral law, strict obedience to which is held to be woman's chiefest duty. In differing degrees and from different motives, George Eliot and George Sand in this century, and the Countess of Albany and Mary Wollstonecraft in the last century, refused to be bound by the strict letter of the law; and Rachel placed herself outside the pale voluntarily and violently.—*The Critic*.

TOO much has been made of sectarian jealousy. It is evident that the vast majority of the people hail with satisfaction the idea of Scripture instruction in the schools and have no fear of proselytism. The teachers are few in number who will not honorably and efficiently superintend the reading of the Scriptures. Our teachers must be men and women whom we can fully trust. Some may think that such instruction as teachers can thus give will not amount to much. But familiarity with the Book itself, and acquaintance with the letter, will accomplish a great deal in preparing our young people for the reception of the doctrines and the morality of the Bible when they come to direct their attention to these all-important subjects. If the seed of truth is sown we can wait for the quickening and in due time we shall have the growth and the harvest.—*The Knox College Monthly*.

IN view of the largely increasing travel on the part of teachers, to and from conventions, and other educational meetings, we think some move ought to be made by their executive bodies to obtain regular reduced rates on all lines of railway. Every other portion of the community has arrange-

ments for reduced fares. The grain buyers, the sporting fraternity, the ministers of the gospel, members of parliament—all but the teachers travel cheaply. The farmer, if taking a couple of horses or a car of seed to the market, has a stock or grain dealer's ticket. The miller with a car of lumber or of flour, has, very properly too, a like privilege. Everyone but the teacher. We are satisfied that the executive of the various teachers' organizations in Ontario could readily obtain reduced rates for the whole fraternity if they went about it in a business way. Let them move at once in the matter and obtain a righteous privilege from the railways.—*Victoria Warbler*.

THE following, taken from the editorial columns of *The Chautauquan*, will show the views of that journal on the subject of co-education:—"The attention of men should be called to the signs, that women are likely to do an increasing amount of the brain work of the world so long as there is an open road to intellectual and moral ruin on nearly every street corner of our towns—so long as it is the proper thing for boys of fifteen to go when they please and where they please, and a very improper and impossible thing for girls to do so. The intellectual appetite of women has fewer rivals than that of men. If we remember that it was but yesterday that the propriety of high and broad culture for women was settled—that they have just begun to share in the full course of knowledge, and that their work is but just beginning to be received without a sneer at its "feminine" quality—we may reasonably expect to witness a great change in the distribution of intellectual tasks between the two sexes."

THE literary form and charm of Richard Grant White's style, the hardheadedness of his mind, the practical sense he always displays, make his work, within the limitations which he himself assigned it, of great positive utility; and the sturdiness with which he stood for common sense, in opposition to the eulogistic gush with which Shakespeare, in common with all the greatest poets, is overwhelmed in our times of Swinburnian rhetoric, is something to be very grateful for. He had his pet notions, and who has not? and he was a hard hitter—"Let the galled jade wince!" But he spent his life with his favorite author, and made of him his liberal education; would that the universities afforded so good a one! His labor was one of love, and it has the value and respect of the best work a man can do, being deficient only where Nature herself had denied faculty, in this case on the poetic side. He has gone over to the shelves of the "great majority" of acknowledged commentators, beneath the Stratford bust, and with him go the plaudits of true lovers of Shakespeare for such lifelong and honest service to the god of our literary idolatry.—*March Atlantic*.

A MARKED feature of modern romanticism is love of the past, that passionate regret for by-gone fashions which prompts the attempt to patch the new garment of to-day with the old cloth of former wear. The feeling which, early in this century, found inspiration in mediæval lore, and loved to present the old chivalrics in novel and song, is the same which inspires the practical anachronisms of recent time, which in England seeks to reproduce the old ecclesiastical sanctities, which astonishes

American cities with a mimicry of Gothic architecture; the same which forty years ago restored the long-disused beard, which now ransacks second-hand furniture stores and remote farm houses claw footed tables and brass-handled bureaus, which drags from the lumber room the obsolete spinning wheel, which rejoices in many cornered dwelling-houses with diminutive window panes—the more unshapely the better, because the more picturesque. A mania innocent enough in these manifestations, but in its essence identical with that which inspired the knight of La Mancha, the typical example for all generations of romanticism gone wild.—*F. H. Hedge in the March Atlantic*.

A CORRESPONDENT writes:—"Those who knew Mrs. Laurence Oliphant loved and esteemed her as one of the choicest women that ever lived. Remarkable for her rare beauty and brilliant intellectual gifts, she was still more so for her high spiritual nature, loving-heartedness, and heroic self-sacrifice; endowed with all that might win the world, she turned her back on all earthly advantage and success, and gave her beautiful young life, in heroic spiritual adventure, to what she hoped would be a new and better start for the human race. In this endeavor she left family and country for a life of toil and self-devotion in America, and at one time, thinking it right to put herself by the side of the poorest of her kind, went and earned her own bread in the Far West, first as a seamstress and then as a teacher. Afterwards being called to England, she rejoiced her friends by her reappearance, spending months among them, in still increased beauty and radiance, strengthening their faith and winning all hearts; and then again went forth with her husband to Syria on what she believed to be another Divine mission, and there gathered around her a chosen band of friends, also fired by the desire to lead a higher Christian life. She died from exhaustion and exposure to unhealthy influences, the death of a martyr.—*The Pall Mall Gazette*.

IT has been a matter of surprise to us how it has come to pass that Mr. Edwin Arnold's poem, "The Light of Asia," has taken the place it has in the Buddhistic literature of the day. As a poem it is marked by a wonderful flow of language and luxuriance of metaphor; but as an exegesis of the Buddhist doctrine, or as a representation of the circumstances of the Buddha's mission, it is of a decidedly misleading character. And yet the publishers of the book speak, in language almost denoting their own astonishment, of the "many editions of the work published in this country and in America, of the many translations made into European and Eastern languages, and the notices so enthusiastically favorable received from all parts of the world." As we just now said, we do not dispute the beauty, or rather richness, of Mr. Arnold's poetry; but we are bound to say that the people "in all parts of the world" who have shown such enthusiasm in noticing the book, if their enthusiasm results from the new light supposed to be shed upon the Buddhist doctrine in the pages of this poem, are deluded. So much we say, not at all in disparagement of Mr. Arnold's successful publication, but in vindication of true Buddhist doctrine and the founder of the system.—*The Saturday Review*.

Notes and Comments.

A YALE college senior has constructed, so it is said, a surveying instrument whereby the heights and distances of objects may be more readily ascertained than by the old instruments.

UPON the appearance of a new president at the University of California, the *San Franciscoan* calls his attention to the plan recently adopted at Harvard, whereby students are allowed to participate in college government. It commends the idea to him as thoroughly American, and worthy a serious trial.

"We have the extraordinary spectacle," remarks *The Current*, "presented in the Senate, of a New Hampshire member urging the grant of a large amount of money to the Southern States for educational purposes, and an Alabama member vigorously opposing it. The latter, Senator Morgan, has denounced the bill as being a bribe to the South and a Pandora's box. He predicts that under its baneful influence we would see the people of the North and South again frenzied with excitement."

THE Michigan State University, at Ann Arbor, has received from the sculptor, Randolph Rogers, the gift of his Roman studio. The studio contains the works which the sculptor has produced during an active career of thirty-five or forty years, including the first rough sketches in clay, the original casts completely finished by his own hands, and the tools and implements which he has used. The Rogers collection represents, like that of Thomas Walden, in Copenhagen, the work of the artist's life. The Lewis gallery, of more than 600 paintings, has also recently been bequeathed to the same institution.

THE *Normal* index is right, we think, when it says that, "As a rule, school boys do not work as hard now as they did years ago. The work is made too easy for them. The difficulties are removed. There is much merit in the old system of 'dig.' When something is more difficult than usual, it should receive more study. We know not what can be accomplished until the trial has been made. It is not kindness to the pupils to help them too much. They should rely upon themselves, and 'dig' out their own lessons. A teacher's success is determined by what the pupils do, not by what the teacher does for them."

MADAME A. VON PORTUGALL, who, during the past year conducted the training school of the celebrated "Institute Froebel" at Naples, furnishes, in the December number of the "Swiss kindergarten," an interesting account of the organization of this institute. It comprises two kindergartens, each divided into three grades, two elementary schools,

each in four grades, a superior school for girls, and a training-school for kindergartners. The institute is attended by about seven hundred children. M. Portugall has "ventured" to introduce the occupations in the elementary classes with excellent success. A permanent exposition of children's work which she has established is doing much to win friends for Froebel's principles of education.

LOUISA M. ALCOTT says of the education of girls: I can only hope that, with the new and freer ideas coming up, some of the good old ways may also be restored. Respect shewn to the aged, modesty, simple dress, housekeeping, daughters learning from good mothers their domestic arts, are so much better than the too early frivolity and freedom so many girls enjoy. The little daughter sent me by my dying sister has given me a renewed interest in the education of girls, and a fresh anxiety concerning the sort of society they are to enter by and by. Health comes first, and early knowledge of truth, obedience, and self-control; than such necessary lessons as all must learn; and later, such accomplishments as taste and talent lead her to desire—a profession or trade to fall back upon in time of need, that she may not be dependent or too proud to work for her board.

EVERY lover of Shakespeare will be saddened by the news of the death of Dr. H. N. Hudson, at Cambridge, Mass., at the age of seventy-two. Dr. Hudson was doubtless one of the most learned of the few genuine Shakesperian scholars in the country. He had, which so many of the learned pundits who burrow in the great poet's lack, a true genius for the higher criticism, a keen susceptibility for the genuine superiorities of literature and life, and a most inspiring enthusiasm for the best in all regions of thinking and living. In a general way he represented the past in theology, society and public affairs; and his tremendous advocacy of the old *regime*, as idealized by himself, was often pushed to an almost grotesque excess. But all this was forgotten by every reader and hearer who could appreciate the critical ability, force and refinement of the man.

MUCH interest naturally attaches in England to the constitution and scope of the Royal Commission on Education which has been promised by the Government. It is supposed that there will be twenty-one members besides the chairman, Right Hon. Sir R. A. Cross, M.P. The following names have been mentioned:—Mr. Alderson, Earl Beauchamp, Mr. Sydney Buxton, Dr. Daie, Canon Gregory, the Earl of Harrowby, Mr. Hetter, the Bishop of London, Sir John Lubbock, Cardinal Manning, Mr. Mundella, Mr. B. C. Malloy, Canon Morse, Lord Norton, Mr. S. Rathbone, Mr. Henry Richard,

Dr. Rigg, Sir Bernhard Samuelson, Rev. B. F. Smith, Mr. George Shipton, and Mr. J. G. Talbot. It is expected in some quarters that the commission will deal with the whole subject, and reopen all the questions connected with popular education in Great Britain. If so, the work will be long and laborious.

PAUL H. HAYNE, the poet, prints in *The Critic* some letters he received from the late Sydney Lanier, which reveal the nature of that poet who died all too early. In the course of one of the letters Lanier gives an interesting comment on Browning: "Have you seen Browning's 'The Ring and the Book'? I am confident that at the birth of this man, among all the good fairies who showered upon him magnificent endowments, *one* bad one—as in the old tale—crept in by stealth, and gave him a constitutional twist 't the neck, whereby his windpipe became, and has ever since remained, a marvellous tortuous passage. Out of this glottolabyrinth his words won't and *can't* come straight. A hitch and a sharp crook in every sentence bring you up with a shock. And *what* a shock it is! Did you ever see a picture of a lasso in the act of being slung? In a thousand coils and turns, inextricably crooked and involved and whirled, yet if you mark the noose at the end, you see that it is directly in front of the bison's head there, and is bound to catch him!"

SUPP. HAMILTON, of Oswego, N. Y., gives the following testimony concerning the "advantages to primary children from kindergarten training":

1. The senses are developed and the perceptive faculty cultivated, which prepares the child for closer observation in the primary school.
2. The law of relation, which is the controlling principle in the kindergarten system, leads to continuity of thought. A well-trained kindergarten child will be an *attentive* primary child.
3. An attentive habit is developed in the kindergarten.
4. Primary children will have a higher appreciation of natural history.
5. The first year's work in the primary school is accomplished by children from three to five years old, excepting the work in reading.
6. Children learn to read and write *much* more readily than those who have not had kindergarten work.
7. Time is saved by a kindergarten training, hence money is saved.
8. Children can leave school for work at an earlier age. Therefore money is saved for public school.
9. The discipline of children should be lightened, as they are removed from evil influences *two years* earlier than primary children.

Literature and Science.

THE OLD TUNE.

Thirty Sixth Variation

1829 1886.

OLIVER WENDELL HOLMES.

This shred of song you bid me bring
Is snatched from fancy's embers.
Ah, when the lips forget to sing,
The faithful heart remembers!

Too swift the wings of envious Time
To wait for dallying phrases,
Or woven strands of labored rhyme
To thread their cunning mazes.

A word, a sigh, and lo, how plain
Its magic breath discloses
Our life's long vista through a lane
Of threescore summers' roses!

One language years alone can teach:
Its roots are young affections
That feel their way to simplest speech
Through silent recollections

That tongue is ours. How few the words
We need to know a brother!
As simple are the notes of birds,
Yet well they know each other.

This freezing month of ice and snow
That brings our lives together
Lends to our year a living glow
That warms its wintry weather.

So let us meet as eve draws nigh,
And life matures and mellows,
Till nature whispers with a sigh,
"Good-night, good-night, old fellows!"

[This poem is taken from *The Atlantic Monthly* for March. Dr. Holmes calls it an "after-dinner poem," recited "at the period where the banquet had passed the realistic and was just warming into the idealistic and sentimental stage of a festal meeting."]

THE PERSISTENCE OF FOLK-LORE.

A FRIEND of *The Current* recently attended an impersonation of *King Lear* by Salvini. Filled with the feelings inspired by the great Italian tragedian, the gentleman, on arriving at his house, took down a volume of Shakespeare and began a study of the unhappy patriarch's lines. In the same room was a young lady who interested two little girls before her with a sort of candy prize drawing. She would put a gum-drop in one of her closed hands. Then would come the formula:

Handy-bandy, jack-a-dandy,

Now the upper, now the lower—

at the same time changing the relative positions of her fists with each word. The shouts of the child who had guessed aright attracted the reader's attention to the lingo, which, however familiar to many people, was new to him. And at the instant he heard it, there came a passage in *Lear's* tirade to which that very nursery-rhyme was the key: "A man," cries *Lear*, "may see how this world goes with no eyes. Look

with thine ears; see how yond' justice rails upon yond' simple thief. Hark, thine ear; change places; and, handy-dandy, which is the justice, which is the thief?" The emotions of the reader were unique. Here was an instance of the persistence of our folk-lore. A maid puzzling two infants in a parlor of Chicago with a chain of odd words, on the one side, and on the other, *Lear*, that was King of Britain, now monarch of the heath, standing on his log for a dais, crowned with a garland, sceptered with a branch from a shattered tree, hurling his imprecations on all humanity, and vouching the roundest of his denunciations in that same language of the nursery—such was the double picture which came to our friend. And yet Shakespeare penned his lines no less than two hundred and eighty-five years ago, and his careless use of the expression shows that the handy-dandy wheel of fortune must have been a device in even more common use then than it is now.—*The Current*.

JOHNSON AND CARLYLE.

IS it possible to feel as deep an interest in and admiration for Carlyle, apart from his works, as we do in Johnson? Different temperaments will answer differently. Some people have a natural antipathy to Carlyle, based largely, no doubt, on misconception. But misconception is much easier in his case than in Johnson's. He was more of an exceptional being. He was pitched in too high a key for the ordinary uses of life. He had fewer infirmities than Johnson, moral and physical. Johnson was a typical Englishman, and appeals to us by all the virtues and faults of his race. Carlyle stands more isolated, and held himself much more aloof from the world. On this account, among others, he touches us less nearly. Women are almost invariably repelled by Carlyle; they instinctively flee from a certain hard, barren masculinity in him. If not a woman-hater, he certainly had little in his composition that responded to the charms and allurements peculiar to the opposite sex; while Johnson's idea of happiness was to spend his life driving briskly in a postchaise with a pretty and intelligent woman. Both men had the same proud independence, the same fearless gift of speech, the same deference to authority or love of obedience. In personal presence, the Englishman had the advantage of mere physical size, breadth, and a stern forbidding countenance. Johnson's power was undoubtedly more of the chest, the stomach, and less of the soul, than Carlyle's, and was more of blind, groping, unconscious force; but of the two men he seems the more innocent and child-like. His journal is far less interesting and valuable as literature than Carlyle's, but in some way his fervent prayers, his repeated resolutions to do better, to conquer his

laziness, "to consult the resolve on Tetty's coffin," "to go to church," "to drink less strong liquors," "to get up at eight o'clock," "to reject or expel sensual images and idle thoughts," "to read the scriptures," etc., touch one more nearly than Carlyle's exaggerated self-reproaches, and loud bemoanings of the miseries of life. Yet the fact remains that Johnson lived and moved and thought on a lower plain than Carlyle, and that he cherished less lofty ideals of life and of duty. It is probably true also that his presence and his conversation made less impression on his contemporaries than did Carlyle's; but, through the wonderful Boswell, a livelier more lovable and more real image of him is likely to go down to succeeding ages than of the great Scotchman through his biographer.—*John Burroughs in The Critic*.

WHAT MR. GLADSTONE THINKS OF EVOLUTION.

AND now one word on the subject of Evolution. I can not follow Mr. Huxley in his minute acquaintance with Indian sages, and I am not aware that Evolution has a place in the greater number of the schools of Greek philosophy. Nor can I comprehend the rapidity with which persons of authority have come to treat the Darwinian hypothesis as having reached the final stage of demonstration. To the eye of a looker-on their pace and method seem rather too much like a steeplechase. But this may very well be due to their want of appropriate knowledge and habits of thought. For myself, in my loose and uninformed way of looking at Evolution, I feel only too much biased in its favor, by what I conceive to be its relation to the great argument of design.

Not that I share the horror with which some men of science appear to contemplate a multitude of what they term "sudden" acts of creation. All things considered, a singular expression: but one, I suppose, meaning the act which produces, in the region of nature, something not related by an unbroken succession of measured and equable stages to what has gone before it. But what has equality or brevity of stage to do with the question how far the act is creative? I fail to see, or indeed am somewhat disposed to deny, that the short stage is less creative than the long, the single than the manifold, the equable than the jointed or graduated stage. Evolution is, to me, series with development. And like series in mathematics, whether arithmetical or geometrical, it establishes in things an unbroken progression; it places each thing (if only it stand the test of ability to live) in a distinct relation to every other thing, and makes each a witness to all that have preceded it, a prophecy of all that is to follow it. It gives to the argument of design, now called the teleological argument, at once a wider expansion, and an augmented tenacity and solidity of tissue.—*From "Reply to Professor Huxley," by W. E. GLADSTONE, in Nineteenth Century.*

Educational Opinion.

THE STUDY OF ENGLISH.

THE study of English has for many years had fair representation on our curriculum. But the benefits of the study have been almost nullified by a vicious system. Our language and literature have been subjected to a treatment that is perfectly amazing to a mind that will only take the leisure to reflect. The language has been studied mainly as a field for curious research rather than cultivated as it should be, as a means of power, as indeed the only means by which a man can secure effective possession and control of the diverse elements of his knowledge. Witness, as a warning, the intricate follies of grammarians for centuries.

In literature, that bountiful store of the nation's thought, the perverseness of the system is appalling. In our schools and universities we have not been fed upon thoughts, but upon the sapless husks of thoughts. The dreary "history of literature," with its meaningless list and critiques of never-seen books, and that handling of Shakespeare, Milton, and our master works, by pottering analysis and worrying derivation of words, long before we're alive to their meaning—why, it's sheer blasphemy to stand thus fooling with inanities in the holy presence of thought.

Such study has had the natural and merited result of ending in pedantic incapacity. Witness, the notoriously wretched English of the majority of our university graduates, not excepting the so-called Honor students.

Perhaps no stronger illustration could be given of the possibility of rendering worse than useless a useful study by false methods of teaching, than the way rhetoric has so long been treated. When the only instruction given in rhetoric or English composition in a prominent university is an invitation to furnish examples of litotes, oxymoron, antonomasia, etc., surely a crab-like inversion of natural method has reached its ridiculous worst!

It is significant that any proficiency attained by graduates has been in defiance of the system under which they labored. Moreover, in the clubs and journals established by students we have a curious instance of a natural system asserting itself in answer to a natural want, and thrusting aside a traditional but useless and pernicious system.

In almost every school will be found pupils who, independently of any formal grammatical and rhetorical teaching, attain to a perfection of composition, which puts to shame the stilted and blundering efforts of those who have meekly submitted to the false system in vogue. I have seen essays rivalling in style, originality, and close

sequence of thought the compositions of our best writers, produced by a child who was yet ignorant of the simplest grammatical terminology.

The egregious failure of the present system, the excellence attained independently of it, and the system naturally adopted by the student mind anxious to secure itself a true culture—ought surely to have significance for educators. When shall we have removed the incubus of an unnatural system, and leave the untrammelled mind to develop its own system "Thought kindling itself at the fire of living Thought"?

The ideal English class is one in which a love is inspired for the best in literature by the appreciative reading of the finest selections, and in which original thinking and its fit expression are encouraged and guided by a mind thoroughly in sympathy with what is truest and best. This ideal can be reached only after people have realized the imperative necessity of having as instructors for their children none but the purest, finest tempered, and farthest-visioned souls—the men among us who hold the closest communion with truth.

R. BALMER.

HOW TO STUDY.

EDWARD EVERETT HALE.

THE perfection of methods of study seems to have been attained in the best work of the English colleges. A young man who wants to work engages a special tutor, who is technically called his "coach." This gentleman has made it his business to teach certain subjects. He has very few pupils, probably not more than four or five. You go to him, say at eight in the morning. You sit at the same table and absolutely study with him. He gives you his personal help in the process of study. You look out your words in the dictionary together. Why, he would even show you technical details in handling the dictionary, if you needed; he would show you how to arrange your notes, and tell you the traditions of the best way to work. After an hour of such joint study, you would leave him and work for three hours alone. At twelve or at one, perhaps, you would meet him again and all his other pupils, three or four, perhaps. For one hour you would then work all together on the subject or book which you had been working on separately. By such a system you seem to gain every advantage. You work with a superior, you work alone, and you and your peers work with a superior. You must be dull, indeed, if you do not find in such a method full *stimulus*. The plan in such an outline as I have made, gives, probably, the best period for daily work on books. Five hours such study is enough. You might read all day. Reading can hardly be called work. But reading with the purpose of

study is quite a different affair from reading for mere amusement. When you are really working you had better not attempt more than five hours a day. And I do not believe in varying from the average. Of course there may be excuses for such deviation. But one should not plan with any idea of making occasionally what the French call a "turn of force" with which to overtake your omissions. College boys are apt to loaf through half a term, and think to make up by cramming at the end. You cannot do it. It is hard to loaf at the beginning of a day's march, and make up by a stiff pull in the evening. But that plan is much more likely to succeed than is the corresponding effort which treats the brain to a turn of laziness, and proposes to pick up dropped stitches by a spurt at the end.

We know curiously little about the methods of brain work. But we do know this, that the brain is very sensitive, and that its full faculty is very soon exhausted. Thus the best teachers of short-hand will tell you that when you have practised fifteen minutes on that art, you had better wait—perhaps till the next day, before you practise again. In the same way Mr. Prendergast, the great teacher of language, says squarely that the power of acquiring words by memory is well-nigh exhausted in fifteen minutes. After you have studied so long on his exercises, he would like to have you wait for one or two hours. A friend of mine who studied with him went to him six times a day; the result of which was that at the end of six weeks this gentleman could speak German, though he understood nothing of it before. How sadly this makes me watch those wretched school exercises, in which after three unbroken hours, perhaps, the poor sensitive brain of the jaded child is expected to turn out as much and as good work as it did at the beginning. But this only applies to one line of study, which is, indeed, comparatively unimportant, namely, the committing words to memory. Fortunately, we have not a great deal of this to do. Even the difficulty of learning language is much exaggerated. And it is in learning language that this memory business, in its mechanical forms, is most called upon. Now, let it be observed that few of us in daily life, in what we speak and hear and write in letters, use more than three thousand words. Three thousand words is a very good vocabulary whether for speaking or for understanding the speech of others. Suppose then, that in learning a foreign language you learn thirty words a day. You must learn them thoroughly. You must not forget them. Day by day, you must review and refresh your knowledge of them. In one hundred such days you will have learned the three thousand words necessary for the vocabulary of your knowledge of a new language. In the same time

you must learn the declensions of the nouns and the inflections of the verbs.

When one is in a foreign country he does this without much thought. He reads the words on the signs of the shops. He hears the talk of cab-men and omnibus-drivers. He has to order his own meals at times, or to give his own instructions about luggage. The reason why we spend years at home in gaining a poor smattering of some language which we might learn well in four months, is that at home we have, perhaps, a teacher who knows very little of what he teaches, and also that we turn away from the lesson in language to do something else, and think of something else, and come back to it almost as to a new and strange affair.

I think myself that we spend too much time in most of our schools in the study of language. When I was in Buda-Pesth, I asked a Hungarian gentleman, who was of just my own age, how he was taught Latin, a language which he spoke as easily as his own. He said he was sent to school at eleven years of age, and was told there, that if, after a month, he was heard speaking any other language but Latin he would be whipped. You may be sure he learned a thousand words of Latin before that whipping period came. He was surrounded by boys who spoke it, his teachers spoke it, his books were written in it. You may almost say he could not help himself. We generally reverse all this. We keep the boy in an atmosphere of English. A teacher who has read only as much Latin in all his life, as there is of English in two volumes of Dickens, under akes, at intervals, to teach the boy a language of which he does not know much himself; and the usual result is that at the end of six or seven years of such mistaken effort, the boy throws the language over and says he does not care for the classics. We are apt to teach French in much the same way. How many girls are reading this paper in the Chautauqua course, who were compelled at school to "study French;" perhaps for five hours in a week crowded full of other things? The result in this case is, a slight acquaintance with the outside of the language, no confidence in it, no love of it, and not sufficient real knowledge to enable the student to read a French magazine or newspaper easily. It seems to me that it would be better, often, for the student to put off French entirely, till it will be convenient to give three months to it and to nothing else, and then so make herself mistress of the language that she can use it familiarly, almost as she uses her mother tongue. For this reason I always advise young people who have any control of their own studies, not to attempt the rudiments of two languages at one time, in general, to study few languages at school, and to study them as thoroughly as the circumstances make possible.—*Chautauquan.*

KNOWING AND TEACHING.

It is one thing to know, and quite another to know how to use it to cause others to know. Visiting the class-room of a man who was a celebrated student and writer, it was plain to teacher and visitor the pupils were uninterested. "Sit up, John, and give attention," "Come, come, William, put away that knife and give attention," "There, Robert, you have played with pieces of paper long enough," were too frequently heard to be pleasant. Why is it that such an able man is so unable to interest his boys? was the riddle that puzzled the visitor; he was crammed with the most interesting materials.

That was a good many years ago. That teacher abandoned his school, and buying a house in a village of cultivated people, makes it a business to receive into it a dozen young women graduates who read and talk with him. They do not need education but instruction, and for this he is well fitted. He has chosen wisely. He knew too much to teach well; or rather, he constantly mistook instruction for education.

Now, it can scarcely be said that the teachers of our schools know too much. As a rule they know far too little; their resources are most meagre. Yet the same mistake is made. They have learned certain things out of certain text-books; they conceive their duty as teachers to be to require their pupils to learn these things. They proceed to have them learn them; and let them look around in ten years' time to see what has become of those pupils. Do they seem to have been educated?

In fact, while in school the teacher sees that something is wrong. Here is Henry, full to the brim of grammar, can cite rule, note, and exception, and pick flaws in Pope, Irving, or Howells, and yet a fellow living in accordance with no rule at all;—spitting on the floor; with unclean clothes and hands, always saying "Hey" instead of "Sir."

Teaching has its end in character—the power to act in accordance with fixed principles; instruction has another and inferior end—the possession of knowledge. The man who aims at the latter rarely educates; he may, because there resides an educative principle in the mind that asserts itself in spite of neglect. Let it be noted that the one who aims at education will always arouse in the pupil the desire for knowledge, and at the end more valuable knowledge will be attained than if instruction alone be aimed at.

The teacher must be the possessor of knowledge, and that in generous quantity; he cannot teach largely without it. But the object of possessing knowledge in his case is to give him *teaching power*. It is not that he may seize his willing or unwilling pupil and pour into him the knowledge he has gained. He must know to teach; not know and teach.—*New York School Journal.*

PERSONAL HABITS OF CHILDREN.

If children are expected to grow into refined, cultivated people, nothing can be more important than commencing very early to train them into habits of gentle, sensible human beings. It may seem a very trifling matter to many mothers whether her boy comes to the table with his hair neatly brushed, his finger nails cleaned, or his collar on awry or not; or whether the little daughter is taught to knock at her sister's door for admittance, or bursts in, taking the elder one quite unawares. But these things are not trifling matters at all. Many worthy people who would not knowingly intrude upon others, or offend them in any way, are constantly, through lack of early training, committing offences against taste and propriety; for good breeding is like the aroma of the spice or the perfume of the flower—something that belongs to a person.

Particularly should all the little personal habits which go to make up the sum total of neatness and propriety in children, be so ingrained in their early training as to become a part and parcel of themselves. A child does not like to use a tooth brush with regularity, nor submit to have its nails evenly and regularly pared, nor its hair washed, but a child needs to be taught that these little matters are a part of its regular existence—no more to be neglected than eating when hungry, nor drinking when thirsty.

Among the very wealthy who can afford to keep a nursery governess, part of whose duty it is to specially attend to these little matters on the part of the children, they are not usually apt to be neglected; but in a large family where the mother is a housewife, and all too frequently, maid of all work in addition, somehow or other the children are sometimes neglected. They ought not for one single day to be so left out of sight that their personal habits are not a matter of great moment to the mother. From the day the little one first comes into the house it has a claim to the attention which grows stronger and stronger all the time.—*American Kindergarten Magazine.*

A WORD TO DISCOURAGED TEACHERS.

BY RYVELYN S. FOSTER.

WHEN I said "Good-bye" to a young lady about to begin her first school, she exclaimed: "What a dreadful thing it would be if I should go out there and fail!" No doubt she echoed the thought of many beginning a teacher's life.

Those who look forward and imagine failure are unhappy, even at the thought of it; and those to whom the word is no fancy, but a sad reality, often feel as if the door

were shut and the sky fallen. I wish it were in my power to send a word of cheer to these despairing ones.

One village or town does not make the wide world; a lack of appreciation in one place does not prove that everyone will be unkind. The fiat of one superintendent or of one board of committeemen need not lead a teacher to feel that she can never succeed.

I know a lady who once taught a district school in a small village. She received a note one day asking her to resign. She did so. Soon after, she had an opportunity to take a school in a neighboring city. She was rapidly promoted, and soon became the principal of the building, having several schools under her authority.

I know of another lady who, after she was graduated from a normal school, began her life as a teacher in a grammar school. She failed in discipline. The committee allowed her to try again in the primary department. Even there she did not greatly please. After that she took a grammar school in a different part of the State. This time her success was even more noticeable than her failure had been before. She was not only pronounced the finest teacher in town, but the finest teacher in the county, which was by no means a small county, or a county destitute of good teachers.

Another lady of my acquaintance, after teaching some years in a certain town, was invited to resign. A few weeks after a better position was offered to her in the same State, which she accepted, and filled satisfactorily.

These instances, which are only a few of those that have come under my own observation, show what bright possibilities are before those teachers who now may be disheartened by the sense of defeat.—*The American Teacher*.

SCIENTIFIC TEACHING.

1867. A. W. AUSTEN, OF RUTGERS COLLEGE, NEW BRUNSWICK.

EDUCATION is a science and must be inculcated scientifically. The greatest difficulty is in securing teachers who can teach right. The literature of teaching must be learned by the teacher. The scientific training of children, and their classification and development, is worthy the profoundest study. The pupil must not only be told the way; that is only the short cut, which leaves the child to go as he pleases, and to get there if he can. The teacher must go the whole way. The subjects taught must be made alive and thrilling. Professor Tyndall made geometry intensely interesting. If the subject is dull, the fault is in the teacher. Great results have been attained by teaching through the senses, through the eyes, the fingers. Teaching by nature is another excellent method. Thousands of things

happen around children in their every-day life, of which it is important they should know the why and wherefore. The child wants to know this, and should know it. The development of observation is not a difficult task. A love of nature may be relied upon to exist in every child, unless its mental training has been warped. There is a divine impetus in the mind of the child which, if properly directed, will drive it on to study. New things should be made familiar to the child, and familiar things new. Language should be used that will strengthen the thinking faculties of the child. The very soul of education is the manner in which intelligence is communicated.

MUSIC AS A CULTIVATOR OF THE MEMORY.

DANIEL B. HAGAR, PH.D.

EXERCISE is the antecedent of growth, and within certain limits, the more varied and energetic the exercise, the stronger the growth. Now in what way and to what extent is the memory exercised in connection with the common studies in school? Arithmetic has its definitions, its methods, and its rules, which must be learned and remembered, in substance, at least, and under most teachers, in words. So have grammar and geography and other studies. But no less has music its numerous definitions and methods and rules, which need to be substantially stored in the memory. Nay, more, as the relations of music, involving all varieties of rhythm, and melody, and dynamics, are exceedingly numerous, the study of music is pre-eminently adapted to the culture of the memory. Passing now beyond the region of definitions, rules, and statements of methods, we cannot fail to see that this branch of study is highly favorable to the training of the memory. No one will deny that the careful learning of psalms, hymns, odes, and ballads develops the memory, imparting to it quickness and retentiveness. Music can be made to do all this, and much more; for, in addition to remembering the words that are to be sung, the pupils may also be required to hold firmly in mind the pitch and length, the power and expression of every note to which each word is adapted. The extent to which this kind of training can be carried is manifested in the achievements of professional singers, who have at ready command the librettos and scores of numerous operas, each of which is beyond the grasp of most memories.—*The School-Music Journal*.

KNOWING TOO MUCH.

THE papers of this city and Brooklyn have been publishing the names of the pupils in the public schools who have stood first in their various classes. This has, no doubt,

influenced many pupils to do harder work, with the hope of being placed on the roll of honor at the end of the month. A whip would have accomplished the same result, in fact with some it would have been a more effective incentive. The plan of publishing to the world a list of smart pupils is of questionable benefit. What shall be said of the army of dull, plodding scholars who are also doing their best, and whose talents are not equal to the task of memorizing lists of words, rules, remarks and exceptions,—the great middle and lower mind class. The hope of the world lies in the plodding boys and girls whose bodies have grown faster than their minds. The smart miss, whose nervousness has got the start of her muscle, can commit a whole dictionary of words, and a grammarful of rules, but in ninety-nine cases out of a hundred she doesn't amount to anything, except in becoming a miserable dyspeptic or a nervous fault-finder. The world is searching for something that will make young men and women study harder and learn more, under the misapprehension that the more they learn the better they will be prepared for life. Now it is not by any means necessary that a man should know very much in order to succeed in life. The majority of men and women know too much now. What we need is a greater number of men and women who can do their own thinking, and have sound bodies and honest hearts. We want an army of such, but of grammatical, stuffed human sausages—no more. We have enough now, and to spare. The great aim of school work is not to cram knowledge into children, but to give them the power of acting as thinking and intelligent human beings.—*New England Journal of Education*.

CHILDREN are taught from the moment they enter school that if they get a better education they will not have to work. It is not the fault of education, but of teachers and parents who hold before the child's mind the thought that if he is educated he will not have to labor. If those preachers who go to gymnasiums for exercise would saw their own wood and carry home their own baskets of potatoes they would set a better example. And if women who go to skating rinks, and dances and all that sort of thing to get strong, would do their own washing and ironing, and teach the girls how to wash and iron beautifully and economically it would be the better way. I believe in industrial schools when practicable. Yet the children can be taught to labor at home, and I believe if parents and teachers would stop this nonsense in saying, "If you get an education you will not have to work," the children would know nothing about it.—*Ex*.

TORONTO:

THURSDAY, MARCH 4, 1886.

INCREASED GRADUATE REPRESENTATION ON THE SENATE OF THE UNIVERSITY OF TORONTO.

A LARGE number of reforms are at the present moment being urged in regard to the constitution and method of working of the Senate of the University of Toronto. Among others a deputation representing convocation recommended a change in the date of election; the restoration to the graduates of the right of election for senate vacancies; an increase in the number of high school representatives; and an increase in the number of graduate representatives from fifteen to twenty-five.

Of these perhaps the most important are the two last mentioned. The latter of these has often before been mooted, but it will bear much discussion.

The strength of a university, we hold, lies in its graduates. Its influence, its popularity, even we may say its stability, excellence, and name, depend almost, if not wholly, upon the sons and daughters it has brought up. But this strength must and ever will be latent unless these sons and daughters grow up, not only with a deep-seated love for their alma mater, but with opportunities of proving its existence. That is to say, unless there is given to the graduates of a university openings for showing their interest in, and power of taking a share in, the administration of the institution which nourished them, that institution will lack one of the chief sources of its strength. And we believe that the University of Toronto has always thus suffered. Her convocation is virtually powerless; even as a mouthpiece of graduate opinion it is all but valueless; her Senate is largely composed of what may be called academic members; and since the affiliation of Knox College, McMaster Hall, St. Michael's College, etc., and their several representatives, the proportion of academic to graduate members is still greater.

It will perhaps be urged on the other side of the question that the graduates of the University of Toronto have never evinced any particularly active interest in their alma mater. This we deny. County associations have been formed; committees have been formed for various purposes; representative deputations have

been elected; and many other devices put in motion for the purpose of showing their interest in university matters. The difficulty has always lain in the comparative futility of their expressions of opinion. It is as though they tried to speak with gagged lips, or to strike with bandaged arm.

One of the most effectual means of removing these impediments appears to us to be this proposal to raise the number of graduate representatives on the Senate from fifteen to twenty-five. It is not much to ask. The only serious objection that could be raised is, as far as we see, that such a body might, if it chose, obtain a pernicious controlling power in the Senate. But this is a vague and shadowy objection. No one could look upon such a body as likely to obtain a controlling majority, for its value would lie, not in its unanimity, but in its heterogeneity: it would represent many shades of graduate feeling; it would rarely, if ever, vote as a body; and if such a contingency ever arose, there still would be votes sufficient to over-rule it. Added to which, it would require a decided stretch of imagination to characterize any actions of such a body as pernicious.

The general effect of such a change would be a great and an increasingly beneficial change. Graduates and undergraduates—indeed, the public at large and even the Government itself would feel that there was in the most important ruling body of the University a goodly number of men, representing fairly the wishes of the great body of alumni, who, from the very fact of their being in a responsible position, could be trusted to exercise their functions for the advancement of the institution for which they legislated.

By this increase in the number of graduate representatives we think another and not unimportant advantage might accrue. There is a likelihood that a different set of men would be elected: a younger set; not younger as regards age, but as regards date of graduation. At present, owing to the small number elected each year (three only), either insufficient importance has been attached to the election, or men have been elected, not because they were deemed to be representative men, but rather because they deserved the position as it were—some by reason of their high social, academic, or other standing; others because they were untiring in making

their own voices heard on each and every matter upon which it was possible to speak. Graduate representation such as this is a misnomer. But raise the number to be elected annually from three to five, and at once opportunity is given for true representation.

We hope heartily that the proposal will not fall flat.

BOOK REVIEWS AND NOTICES.

The Descent of Man and Selection in Relation to Sex. By Charles Darwin. With illustrations. New edition, revised and augmented. Pt. IV. "Humboldt Library." 334 pp. 30 cents. S. Fitzgerald, publisher. 393 Pearl Street, New York.

The "Humboldt Library of Science" needs no introduction to our readers. In astonishingly cheap form it offers to the public the best works of the greatest writers of the day—Huxley, Tyndall, Rawlinson, Herbert Spencer, Ribot, Darwin and many others. *Editions de Luxe*, however much they may please the eye and tend to cultivate a taste for the beautiful in the art of book-binding and illustrating, do not in any way increase the appetite for information or the enjoyment of learning. Especially is this the case with scientific works. So long as the print is good and the text accurate, the average reader may be satisfied. These conditions the "Humboldt Library" completely fulfils. The possibility of owning the whole of Darwin's "Descent of Man" for the very modest sum of sixty cents ought to tempt everyone to purchase and to read this classic work. It is a book which everybody, whatever his tastes, ought to have on his shelves. The doctrine of evolution comes up so often for discussion that to be able to take part in it properly one should be familiar with the arguments of its greatest expounder as propounded by himself, whether for the purpose of endorsement or of refutation.

Outlines of Mediæval and Modern History. By P. V. N. Myers, A.M. Boston: Ginn & Co.

We regret that a limited amount of space forbids a review of this work such as it deserves. For once the hackneyed phrase, "supplies a want," is literally true. So many men, other than those who have devoted a large share of the time spent in schools and colleges to the study of history alone, are lamentably ignorant of just those historic eras which President Myers here deals with. They learn something of ancient Greek and Roman history in connection with their Homer and Virgil, and they are supposed to know something also of modern history—though this loose term usually implies a mere smattering of English or Canadian history. Of mediæval history they know scarcely anything, and still less of the connexion between ancient and mediæval, and between mediæval and modern history. That there are exceptions to this ignorance we know; but that this is ordinarily the case is true.

To such President Myers' "Outlines" will be a boon. And not to such only, but to those who are still treading the hard road of scholastic or collegiate training. Perhaps to this latter class it will be

especially useful. It takes broad views of historical events, their causes and results; is not satisfied to narrate simply, but strives to penetrate into the philosophy of history. Indeed the character of the work, as the author himself tells us in the preface, has been greatly determined by a close adherence to Ueberweg's definition of history: that it is "the unfolding of the essence of spirit."

The whole period covered by the book is divided into four parts: The Dark Ages; The Age of Revival; The Era of the Protestant Reformation; and The Era of Political Revolution. Such arrangement affords ample scope for the discussion of the relations between cause and effect, and affords opportunity for touching on events other than those of a purely political character—events connected with the varying sociological, religious, and artistic growth of the nations whose history is depicted. Neither does such arrangement shut out in any way the narration of important details. And of such details the author has made excellent use; many a paragraph will be impressed on the memory of the student by the recital of some incident which is interesting.

The work comes down to a late date: including even occurrences taking place as recently as the Russo-Turkish war of 1877-78.

Hegel's Aesthetics. A critical exposition. By John Steinfort Kidney, S.T.D. Professor of Divinity in the Seabury Divinity School, Fairbault, Minnesota. Chicago: S. C. Griggs & Co. 1885. 302 pp. (Griggs' "German Philosophical Classics" series.)

To lovers of art—art in its broadest sense, including, as it should, architecture, sculpture, painting, music, and poetry—Professor Kidney's little volume introducing Hegel to English readers will be very welcome. Hegel, even to many who have more than dabbled in German metaphysics, is a name merely, and a name which carries with it vague ideas that the great successor of Kant is comprehensible only to a few choice spirits such as Hutcheson Sterling, John Caird, and one or two others who have attempted to explain to others the thoughts of this profound thinker. To these the present volume of Professor Kidney's will be a pleasant surprise. They will find in it no unintelligible paradoxes on the identity of being and non-being; no incomprehensible thoughts on "the idea" or "the moment"; nor indeed any insuperable metaphysical technicalities; but a very readable condensed exposition of all that is valuable in Hegel's great work on Aesthetic. Professor Kidney's manner of dealing with this is set forth in his preface:—

"The work is divided into three parts. The first, which gives the fundamental philosophy of the whole, is here reproduced faithfully, though in a condensed form, with criticisms of the present author interspersed. Of the second part, which traces the logical and historical development of the Art-impulse, there is an excellent translation easily accessible. I have thought it best, therefore, to substitute, here, an original disquisition, in language approaching nearer the vernacular, and with more immediate regard to present Aesthetic problems: yet following also the pathway marked out by Hegel, and giving the substance of his thought. Of the third part, which is larger than both the others combined, being the treatment of

all the Arts in detail, I have given all the important definitions and fundamental ideas, omitting, as was needful, the minute illustrations of the same, and the properly technical part, which, too, can be found elsewhere."

The bulk of the first part of the work is naturally purely philosophical, touching on such subjects as "The Meaning and Purpose of Art"; "Beauty in its Abstract Idea"; "The Ideal in Art"; "Art in Relation to the Public"; and so forth. Still, no small portion is taken up with the application of abstract principles to the explanation of concrete examples of artistic products of every variety—even to landscape gardening. To the student of purely philosophical bent the first part will contain treasures (it is almost needless to say when speaking of Hegel) of priceless value, thoughts which will bear endless iteration, principles on which he can ponder without ceasing. And to the student of purely artistic bent the second part will contain gems not less precious—amongst others a wonderful comparison of Raphael's *Madonna di San Sisto* with Correggio's *Madonna of the St. Sebastian*.

Professor Kidney has performed his, by no means easy, task carefully and well. Eliminating many details, he has been successful in presenting the whole in most readable form; and while often explaining and adding, he has most prudently done this only when it was necessary in order to enable the reader to comprehend more fully Hegel's more difficult and abstruse assertions.

This volume forms the fourth in Messrs. Griggs & Co.'s "German Philosophical Classics" series. The project is an excellent one, for it opens up a field which would otherwise to many remain altogether untouched. To those who feel the intimate connexion which exists between many of the problems of the day and the thoughts of the great German philosophical thinkers of the seventeenth and eighteenth centuries; who have not the time or the power to peruse the works of these; and who find the ordinary histories of philosophy inadequate for their purpose, this series will be a boon. And to the average student of metaphysics more especially will this be the case. Schwegler, Tennemann, Grote, Ueberweg, Zeller, and other historians of the growth of philosophic thought, do little else than whet the appetite for further knowledge.

Two new volumes of Prof. Mommsen's "History of Rome" will be published by Messrs. Bentley this month. They comprise the following headings: The Northern Frontier, Spain, Gaul, Conquered Germany, Free Germany, Britain, The Danubian Provinces, Greece, Asia Minor, Mesopotamia and Parthia, Syria and Nabathæans, Judæa and the Jews, Egypt, The African Provinces.

MESSRS. GINN & Co., are preparing a work entitled "Science for Schools"; a course of easy lessons in Science, adapted from the course of Paul Bert, recently Minister of Education, France, and designed for use in Common Schools. By G. A. Wentworth and G. A. Hill. This course will consist of three small text-books bearing the titles: First Year in Science, Second Year in Science, Third Year in Science. The first book of the series will be ready next September.

"Hazzell's Annual Cyclopædia" is the title of a new work of reference which will shortly be published by Messrs. Hodder & Stoughton. It is compiled upon an entirely new plan, and consists of upwards of two thousand articles, mostly written by specialists, and revised up to the present month on all questions and topics of current political, social, and general interest. It is intended to form a handy book of reference for newspaper readers, and all who wish to be acquainted with the topics of the time.

THE Publication Agency of the Johns Hopkins University will publish, under the editorial supervision of Professor Isaac H. Hall, a reproduction in phototype of seventeen pages selected from a Syriac MS. containing the epistles known as "Antilegomena." These embrace the commonly rejected Epistles 2 Peter, 2 and 3 John and Jude. The price has been fixed at \$3. The same agency has also nearly ready a photographic map, in seven plates, of the normal solar spectrum, made by Professor H. A. Rowland, which extends to wavelength 5790. The set unmounted will be published at \$10.

A BOOK soon to be published by D. C. Heath & Co., in their series of "Educational Classics," is a translation of Dr. Paul Radestock's "Habit and its Importance in Education." Dr. G. Stanley Hall, of Johns Hopkins University, writes an introduction to the book. Prof. Radestock has devoted some of the best years of his life to practical teaching and to researches in the principles of the foundation of most habits. In this little book he draws freely upon the work of men like Wundt, Horwitz, and Lotze in Germany, and contemporary writers like Maudsley, H. Jackson, and the school of Spencer in England, and Ribot, Renouvier, and Charcot in France.

BOOKS RECEIVED.

Outlines of Mediaeval and Modern History. A Text-book for High Schools, Seminaries, and Colleges. By P. V. N. Myers, A.M., President of Belmont College, Ohio. Boston: Ginn & Co. 1886. 740 pp.

The School Room Chorus. a Collection of Two Hundred Songs for Public and Private Schools. Compiled by E. V. de Graaff, A. M., Conductor of Teachers' Institutes. Seventieth Edition. Syracuse, N. Y.: C. W. Bardeen. 1886. 147 pp. Price 35 cents.

Valentine's Day and Other Essays. By Charles Lamb. (No. 2, Vol. III. of "The Book-Worm.") New York: John B. Alden. 22 pp. Price 3 cents.

The Temperance Teachings of Science Adapted to the Use of Teachers and Pupils in the Public Schools. By A. B. Palmer, M.D., LL.D., Professor of Pathology, Practice of Medicine, and Clinical Medicine, in the College of Medicine and Surgery, in the University of Michigan. With an Introduction by Mary A. Livermore. Boston: D. C. Heath & Co. 1886. 163 pp. Price 50 cents.

Tecumseh: a Drama. By Charles Mair. Toronto: Williamson & Co., successors to Willing & Williamson.

* The Philosophy of Art: being the second part of Hegel's Aesthetic. By Wm. M. Bryant. New York: D. Appleton & Co.

Special Papers.

EXAMINATION FOR SECOND AND THIRD CLASS CANDIDATES.

EUCLID.

1. Show how to get eight figures for proposition II.
2. Mention the cases met with between propositions I. and XXXIV. in which two triangles are proved equal in all respects to each other.
3. Make a triangle which shall have two sides at least equal, in the easiest possible way.
4. Why does a board nailed across two rafters brace them firmly?
5. What distinction does Euclid make between the terms *perpendicular* and *at right angles*.
6. Why in proposition IX. is the equilateral triangle described on the side remote from the angle? What other kind of a triangle would do as well as an equilateral? Why do we prefer an equilateral triangle to the other?
7. In proposition XII. we take a point on the other side of the given line from given point, why not take it in the given line?
8. What is there remarkable about proposition XVII.?
9. Prove proposition XX. differently from the book.
10. Cut from a board a triangular piece having sides, 2, 3, and 4 feet. respectively. How large may the third side be if two of the sides are 2 feet and 3 feet respectively?
11. Show that the order of the XXVII. and XXVIII. is purely arbitrary.
12. The angles at the base of an equilateral triangle are bisected, the base angles of the isosceles triangle so formed are again bisected. Show that the vertical angle in the second isosceles triangle is equal to 5-3 right angles.
13. The sides of a pentagon are produced so as to form a triangle upon each side as base. Show that the sum of the vertical angles of these triangles is two right angles.
14. Prove that the diagonals of a rectangle are equal.
15. A B C D and 1 2 3 4 are two parallelograms having the sides A B and B C equal to the sides 1 2 and 2 3, each to each; but the angle A B C greater than the angle 1 2 3. Prove that B D is less than 2 4.
16. A point is taken between two parallel straight lines, so that its distance from one is double of its distance from the other. Show that any line through the point terminated by the parallel lines is divided by the point, so that the parts are in the ratio of two to one.

J. C. H.

QUESTIONS IN "EDUCATIONAL PSYCHOLOGY."

BY D. F. H. WILKINS, B.A., BAC. APP. SCI., MATHEMATICAL AND SCIENCE MASTER, HIGH SCHOOL, MOUNT FOREST, ONT.

I. Distinguish carefully between inductive and deductive methods. Illustrate when and how either or both of these methods should be used in teaching arithmetic, algebra, geometry, grammar, history, geography, chemistry and botany.

II. Distinguish and state the connection between faith and reason. Is faith necessary in educational work; e. g., in generalizing for the purpose of finding a law in inductive science?

III. Are there truths surpassing reason? If so, of what educational value are they?

IV. "Ourselves, the universe, God, time, space, number." Are our ideas concerning these innate or not? How will an affirmative, how will a negative answer affect the theory and practice of primary and of secondary education (*i.e.*) of "public" and of "high school" education as generally known?

V. Distinguish between perception and conception.

VI. What is meant by "the scientific use of the imagination"?

VII. How may the imagination be necessarily cultivated?

VIII. Distinguish between imagination and sentiment.

IX. "The principle of association of ideas." How may this be used in educational work?

X. Distinguish between analogy and induction, sensation and perception.

[NOTE.—The foregoing questions, with many others, are based on no particular text book, but are given to stimulate thought, and to provoke investigation. In view of the most excellent programme of reading suggested by the Honorable the Minister of Education, it was thought not altogether *mal-à-propos* to publish these. D. F. H. W.]

PROBLEMS AND SOLUTIONS.

I.—To construct a triangle; given the vertical angle, the difference between the sides containing this, and the difference between the segments of the base made by the perpendicular from the vertical angle on the base.—*Coitens's Euclid, prob. 100, p. 130.*

Analysis: Let ABC be the triangle required.

$AB < AC.$

From AC cut off $AE = AB.$ (I. 3.)

Drop $AD \perp$ to BC, meeting BC in D. (I. 12.)

From DC ($>$ DB) cut off $DF = DB.$ (I. 3.)
Produce CA to G, making $AG = AB.$

(I. 3.)

Then, BAC being the given verticle angle,

CE equals given difference between the sides.

CF equals given difference between the segments of the base BC.

Now, since $BC = \text{sum of } BD, DC,$ and $FC = \text{difference between } BD, DC.$

Therefore, rect. BC, CF = difference between sq. on DC and sq. on DB (II. B).

= diff. between sqq on DC, DA, and sqq on DB, DA.

= diff. between sqq on CA, BA (I. 47.)

= diff. between sqq on CA, EA.

= rect. cont. by CG, CE (II. B).

\therefore rect. BC, CF = rect. CG, CE.

\therefore the points B, G, E, F, lie on the circumference of a circle. (Converse to corollary III. 36.)

Again, since $AG = AB,$

Therefore, the angle $\angle AGB = \text{the angle } \angle ABG$ (I. 5).

= one-half the angle BAC (I. 32).

= one-half the given angle.

Synthesis: Describe a circle (post 3).

Place therein an angle BGE; one-half the given verticle angle, meeting the circumference in the points B and E (III.

34).

Produce GE to C, making EC = given difference between the sides (I. 3).

Join BC, cutting circumference in F (I. post 1).

At B make angle $\angle GBA = \text{the angle } \angle BGE$ (I. 23), then ABC is the required triangle.

The proof is left to the ingenuity of the reader.

II.—The circle described through any two of the angular points of a triangle, and the intersection of the three perpendiculars from the angles on the opposite sides, is equal to the circumscribing circle of the triangle.

Let ABC be the triangle, AD, BE, CF, the three perpendiculars intersecting in P, ABP the triangle about which the required circle is to be described. Let Q be the centre of this circle, and let O be the centre of the circumscribing circle of the triangle ABC. Bisect AB in H, and join OH, QH, which must be perpendicular to AB (IV. 5).

Then it may be shewn that the angle $\angle FPB = \text{the angle } \angle BAC,$ and that the angle $\angle FPA = \text{the angle } \angle ABC.$

Therefore the angle $\angle APB = \text{sum of angles } \angle ABC, \angle BAC.$

If now the circle about APB be described, it may be shewn that the angle $\angle AQB = 2 \times \text{the angle } \angle ACB$ (III. 22), and (III. 20); and that $\angle AQH = \text{the angle } \angle ACB,$ because $\frac{1}{2}$ of the angle $\angle AQB.$

But the angle $\angle AOH = \text{the angle } \angle ACB$ (III. 20 and IV. 5).

Therefore the angle $AQH =$ the angle AOH (Ex. 1).

Therefore in the two triangles AQH , AOH , there are two angles and one side in the one=two angles and one side in the other, each to each.

Therefore $AQ=AO$ (I. 26).

Therefore the circles ABC , ABP , have their radii equal, and therefore are equal (III. Def. 1).

III.—The following form a good series of Problems :

1. If any two adjacent sides of a triangle be bisected, the line joining the points is parallel to the base, and one-half the same.

2. If the four sides of any quadrilateral be bisected, and the adjacent sides joined, a parallelogram will be formed.

3. If, in the preceding, circles be described about the four thus formed triangles, they shall be equal, two and two, *i. e.*, each pair of opposite circles shall be equal.

Solutions are not given for these latter three.

D. F. H. WILKINS.

NO RECESS.

[A. A. ASHMAN thus argues on behalf of the abolition of the system of recess. We do not by any means endorse his arguments, but they may interest some of our readers ; at all events valuable hints on this subject may be gleaned from it] :

The recess is a frequent cause of injury to the health. It is often impossible for a teacher to see that all the pupils are suitably wrapped for going into the colder outer air, and, as a consequence, many of them, especially the girls, are apt to rush out of the overheated rooms, insufficiently protected. The natural result follows—coughs and colds are far more frequent, and lung and throat diseases are by no means infrequent visitors to the school-room.

When the class-room has been emptied it is often considered necessary for sanitary reasons to lower the temperature. The children returning overheated from the exercise of the play-ground, are obliged to sit in a room whose temperature is much lower than their own. The danger to which they are thus exposed is obvious.

Much time is wasted at recess. An old proverb says time is money, and copy-books used to unite to the injunction that neither should be squandered. When pupils return to the school-room, full of the excitement of their sports, it is an impossibility for them to give immediate and proper attention to their lessons, and the time required for things to adjust themselves is simply lost time.

In many localities it is often necessary for the children to carry dinners to their elders whose labors will not permit them to return home to the midday meal. The hour usually allotted to the noon recess is not sufficient to allow children to perform these duties

and return to the school at the beginning of the afternoon session. If now the time usually given to the recess is added to the noon intermission, these otherwise tardy pupils will have performed their errands, and will be at school in season to take part in the first part of the first exercise. This, if not an actual saving of time, is an economy of time.

The recess is a fruitful source of accidents. On the school-ground, where large and small congregate and engage in different games, accidents are liable to occur. These though often of a trivial nature, are sometimes more serious. Contusions, dislocations, and fractures are by no means so uncommon but that a remedy should be sought for. On the play-ground the timid, delicate child is exposed to the bullying and roughness of its more aggressive or robust companions ; a disposition that needs a special care and training from the teacher in order to make it assert its individuality, is often so dwarfed and retarded that the ill effects are never overcome. Who knows but that if those days at school, which the poet Cowper described as the unhappiest in his life, had been spared him, those after dark days, when reason deserted her throne, would have also been spared him. Judicious care might have changed a brooding mind into one enlightened by hope and ruled by judgment. It is impossible to estimate what injury the bullying of a brutal boy may do to a child of more delicate organization. A child fresh from a refined home is ill fitted to be exposed to all the immorality and vulgarity, which he will meet in a greater or less degree if he is compelled to mix in the small compass of the school-yard with all who congregate there. If left to himself, he might choose congenial companions, but this is an impossibility in the space usually allotted to school property.

All the purposes of the recess can be secured by other means. If the necessary change of air can be obtained in a well ventilated school-room, if the needed exercise and changes of position are secured under the instruction of a careful teacher, bodily health is retained, hygiene is taught to a certain degree, and morality and innocence are preserved. Children should be allowed to leave the room when occasion requires, but they should be taught that this privilege must not be abused ; and, if the moral tone of the school is what it should be, there will be no difficulty in impressing this fact upon them.

For purposes of exercise calisthenics may be used, or the pupils may be allowed to move about the room for two or three minutes at a time. These changes may be made two or three times during the session, but they should occur at the times of changes of recitation. In the lower grades the changes should be oftener than in the higher grades.

HOW TO MAKE GEOGRAPHY INTERESTING.

[THE following question, with its admirable and suggestive answer, we cull from an exchange.]

How shall I interest my geography class? I use the best text-book I can find, and my pupils generally get their lessons.—E. M. O.

The other day we took up a magazine containing a most interesting account of life in India. It told how the common people slept, eat, dressed, travelled and worked. It was a vivid life picture, and we thought, "How much real interest could be excited in a school by simply telling what we read!" A few pages further on, we came to an account of life in Timbuctoo. Here again was a mine of wealth—gold, diamonds of untold value! passed by unnoticed by thousands of geography text-book latitude and longitude memorizers, who content themselves with feeding their pupils with the husks of knowledge, guilty of the sin of throwing away the grains of life-giving wheat, for which their pupils are gradually suffering intellectual starvation. When will the millenium of geography-teaching come? When will our teachers learn that the text-books are crutches, to be thrown away just as soon as possible, in order that the children may feast themselves in the pure air and in sight of the beautiful prospects of real geographical study. This time is coming, and rapidly, too. Real geography is a picture in the mind, of the world as it really is. We must learn to see it by the mind's eye.

GOOD AND BAD LITERATURE.

"IN this coast village I find the majority of the five hundred school children reading the lowest class of books and papers, furnished them by an unscrupulous newsdealer. The Sunday-school libraries contain scarcely anything worth reading, and there is no lending library in town. What can I do to cultivate in my pupils a taste for good books?"

THE "GRAMMAR SCHOOL TEACHER,"
Maine.

Make the reading of interesting and entertaining good books a part of the regular school exercises. The reason why the bad literature is read and the good is not is because the former has life of a bad kind in it, while the latter has too often no life at all. There should be two distinct classes of exercises in school : First, tasks to be punctually performed ; and, second, school work, in which children and teacher can be happy together. We over-do the task-work and neglect too much the making of school-work attractive. Fight bad reading with good reading. A town in which there is no lending library cannot possibly have the best schools, and a school which has not a little collection of interesting books is not now-a-days a complete school.—A PROFESSOR OF ENGLISH.

—Ez:

Methods and Illustrations

PRACTICAL ELOCUTION.

V.

I WISH my readers who take a kindly interest in the subject of elocution to interpret correctly the purpose I have endeavored to set forth in each paper. It may appear at first sight that I have been discussing through the columns of the WEEKLY merely the theory of elocution, and that in the most general manner. True, the pen is not the human voice, nor can any body of theory take the place of the living spirit of the teacher. Richelieu has said that the pen is mightier than the sword, but the human voice speaking from soul to soul, stirring the current that unites the brotherhood of mankind, is immeasurably more powerful than the sword of a Richard or the pen of a Carlyle. Nothing to my mind has tended so much of late years to bring the study of elocution into disrepute as the interminable theory with which teachers of elocution continue to surround the subject. I took up a work a few evenings ago containing "Principles of Reading," and I confess that to clothe the memory with the armor of rules set forth in the work would be but to enslave the mind, and render feeble by weight of armor what of itself could do battle with the enemy. But the tendency to acquire every thing by rule has seized this age, and men call it accuracy. Well, it is accuracy—that kind which counts the pebbles on the sea shore, but sees no ocean beyond! The manner in which some teachers appraise reading makes me think at times that there must be some truth in that statement of a French writer "That language is given us to conceal thought."

Now, I hold it to be the duty of elocution to reveal thought. Tennyson says in one of his poems "that words, like nature, half reveal and half-conceal the soul within." The purpose and province of elocution is to lay bare "the half-concealed soul within." It is no substitute for intellect, nor thought, nor language. And here let me remark that gift of voice alone is not the be-all and the end-all of an elocutionist. Voice is an essential—nay more, a very first requisite for a public reader, but it must be accompanied by *deep feeling* and *wide culture*. There is an idea obtaining abroad that a little bit of voice and the confidence which mediocrity inspires are a full mental outfit for the reading desk. Hence, we have readers and readers. Those who possessing a little mimicry pin it upon vulgarity, and thus equipped expose their elocutionary wares in some country town, "splitting the ears of the groundlings, but aye making the judicious grieve." Let such *stars* not deceive themselves. They will reach their level like the

freshest of springtide. The first impression that Mrs. Scott Siddons made upon the eye of an audience as she stepped beside the reading desk was that of grace. Of course Mrs. Siddons is a peerlessly handsome woman, and what with a voice of charming sweetness and a face and figure of classic mould, few readers within our time have possessed so many of the complementary elements that contribute not a little to the success of a great reader. But there was something in Mrs. Siddons' readings far beyond outward form or gift of voice. That something was to be found in a cultured mind. Now, take the subject of gesture. On what does fitting and appropriate gesture depend? Does it not depend wholly on the *ideal of action in the mind of the speaker*? I have before me as I write rules as guides for the use of gesture. I have seen students *subjected* to them. I have seen their arms work like a windmill. Hamlet in his instruction to the players warns them not to sav the air with their hands, but to use all gently. Poor Hamlet is dead, and Horatio holds the watch no more. Is Hamlet's instruction, think you, a *dead* letter? "Suit the action to the word; the word to the action."

THOMAS O'HAGAN.

JUNIOR PRINTING.

SOME teachers, I know, do not ask their pupils to print at all, but, on admittance to school, start at script. I will not attempt to discuss this point; although, as we teach the pupils to *read* printing, whether by black-board, tablets, or primer, it seems to me that they would *naturally* wish to print first, and that the words would be more easily impressed on the memory by printing them just as they are read.

In my short experience I have found it satisfactory to teach print first, but when a short distance on in the primer (say, half through), when the print has been thoroughly mastered, to introduce script. The children then read both print and script, and write both, but chiefly the latter. Print gradually decreases, while script increases, until, when the pupil finishes the first primer, he is proficient in writing on his slate, and may now write in a copy.

It is a well-known fact that children do not like bare names, mere abstractions. They like something more "picturesque," or even outlandish. So when straight lines are started, I would call them soldiers, or handspikes, or bean poles; and if they project above one line, or below the other, take the scissors, or axe, and cut off the heads, or chop off the feet. To make "o," I don't call it o; but, as in cricket, call it a goose-egg. Again, don't call "x" by its usual name, or even a cross, but call it a saw-horse, and if you tell the children to make a

goose-egg, or a saw-horse, on the slate, they will do it at once cheerfully, and will never forget it.

Next to above, and "i," and "l," perhaps "n" is the easiest. To make it, the pupils may draw walking-sticks. Make them of sugar that two will stick together, and on the end of them put a hook to hang the hat on. After the teacher tells the pupils, they may tell him, each writing at the other's dictation. It is unnecessary to make all the little dashes and dots, and the mathematical curvature, if not needed to the general outline.

"A" can easily be made by making a walking-stick and hook, with a bag on it. "c" is simply a curl. "d" is a stick with a bag on the bottom. "g" may seem hard, but let the child make a goose-egg, then another under it, tie them together with a string, and put a stick in the top one, and he will make it with ease. "s" is only a snake. "t" is a walking-stick upside down, with a board nailed on it. "u" may be made with walking-sticks, or with a horse-shoe and a hook.

These little signs may be used, also, to keep the little fingers busy. Two goose-eggs and a string will easily represent a pair of spectacles. A key is also easy to draw, and is at once recognised.

C. A. CHANT.

METHOD OF TEACHING LITERATURE.

[THE following paragraphs are taken (permission being courteously granted by the publishers) from a pamphlet published for gratuitous circulation, by Messrs. Houghton, Mifflin & Co. In their preface they say:—"How best to teach literature is a question that is often asked us by teachers In order to answer this question we have obtained from a few of the most successful teachers of literature the following descriptions of their methods of instruction."]

(Continued from page 125.)

II. From J. W. MACDONALD, ESQ., *Principal of the High School at Stonham, Mass.*

ENGLISH literature may be made a means of mental discipline and culture not attainable by the study of the classical or the foreign languages. In these, to the extent to which they can be studied in our public schools, the work is essentially rudimentary; that is, it is confined mainly to grammatical constructions and the derivation and formation of words, and only to a limited extent ascends to the investigation of those higher principles that can properly be called the study of literature. The value of Latin or Greek in their sphere can hardly be overstated; but the pupil never acquires that vocabulary, and especially that vivid comprehension of the words and idioms that give him such advantage for the study of his vernacular literature. The literal meanings of Latin or Greek words are too vague in the pupil's mind for him to see the aptness and force of figurative expressions, and the de-

tails of translation too laborious to study successfully the arrangement and flow of the thought; hence, if he is to adventure upon these investigations profitably, he must do it through his mother-tongue. Is it not, therefore, strange that, having a literature so rich, so capable of stimulating thought and developing character, as is ours, we should neglect it, or at the most skim over it, and give such assiduous attention to the rudiments of three or four other languages?

The objective points in the study of literature seem to me to be: first, the value and power of words as elements, not of sentences, but of thought, the use of figurative expressions, and, in poetry, effect of metre and rhyme; second, the arrangement and relative importance of the matter, and in narrative and dramatic works, of the scenes; third, the psychological laws underlying the laws of literature; fourth, to cultivate the habit of reading profoundly and understandingly; fifth, to develop the faculty of describing and criticising what has been read; and last, though studying a few authors critically and penetratingly, to make the acquaintance of many, and acquire a comprehensive knowledge of the history of English literature and its various schools. These topics are all within the scope of pupils of sixteen years of age and upwards, and, if properly taught, will be pursued with the greatest pleasure and enthusiasm. Some may raise the objection to this scheme, that it makes literature usurp the place of rhetoric. True, and why not? Surely if botany ought to be studied with the plant in hand, then rhetoric ought to be studied in the works of the masters. How else can it be learned? The force and beauty of figurative words and passages, for example, depend almost entirely on their connection and application; but, shorn of these—to be placed as illustrations on the page of a rhetoric—how is a pupil to see in them what they have lost?

The cultivation of a habit of reading profoundly and understandingly cannot be too strongly emphasized. The whole tendency of the day is the opposite. The multitudinous reading matter that thrusts itself on our attention begets hurry and shallowness, and if the study of literature in high schools furnishes any opportunity it is of developing a counter influence. The readers are few who comprehend even the surface of what they read, and rare who catch and feel the subtle meanings that often lie below; and if high-school instruction in literature cannot increase the number, it better be dropped entirely. Carrying coals to Newcastle is wisdom to such teaching. It is true it may introduce the pupils to the best authors. But if the best authors are to be read superficially, why not as well read superficial authors? If your skiff draws but an inch or two of water, why go to the ocean to float it?

It is not an introduction the pupils need: it is the development of thought and appreciation. The best literature is the richest in meaning, and the way to like it is to learn to think and understand. A drill in geometry or in working out puzzles and conundrums would be a better preparation than much of this "introducing to the best authors;" for those who have learned to think love to think and to find thought in their reading; and this power cannot be trained by skimming over authors in copiously annotated text-books carefully designed to obviate the need of thinking.

Whatever may be the faults of the scheme I have formulated above, it possesses at least one merit: it has an aim and purpose, essentials to successful teaching conspicuously lacking in most of the instruction, so called, in English literature. And next in importance to a well-defined purpose is some well-defined plan for accomplishing that purpose, for helter-skelter reading that aims at nothing will be very likely to hit it. We may begin with the earliest authors and read in the historical order, tracing the progress of literature from antecedent to consequent; or, inversely, we may begin with modern authors, and work from consequent to antecedent. The latter course seems to me to possess the important advantage of starting the pupil where the language, idioms, and, to a degree, the incidents are familiar, and of gradually approaching the earlier and more difficult works. Nor can I see from personal experience that pupils reading in this order any less clearly comprehend the relations between the several epochs. * *

To teach the history of English literature, I take the time in the last year usually given to composition-writing. I assign to the class such topics as these: The Anglo-Saxons and their Conquest of Britain, Introduction and Spread of Christianity, Cædmon, Beowulf, Bede and his Times, etc. The pupils prepare themselves by consulting histories to which they are referred, and at a regular hour, all books laid aside, write out what they have learned, thus producing the successive chapters of a history for themselves. This is usually the least alluring part of the study, but with a little encouragement and perhaps a good deal of allowance all will do acceptably well, and some few even creditably. * * *

The teacher *must* avoid telling the pupils what they can find out for themselves by studying the references. The pupils must be looked upon as having potential thinking powers to be aroused, and not as merely having memories to be crammed. To think and think wrong is better for them than not to think at all. If the general questions cannot be answered at first, leave them till they can be approached from some other side.

Secondly, the class should have a regular period in school hours for preparing these lessons, and the reference books should be placed where they are easily accessible. A special room for study is a great convenience, and this can easily be arranged in most city schools, where there is generally a spare teacher to overlook such study in the library. But it is a matter of greater difficulty in schools where there are no library rooms and no spare teachers. A library and study room separated from one of the recitation rooms by a glass partition would be a useful addition to high-school accommodations. Here a class might retire for study and be still under the eye of a teacher.

Lastly, I have been able to find no better way of placing the suggestions for each day's lesson before the pupils than by copying them on the blackboard. They thus convey a vivid sense of personal appeal never felt by the pupil, when questions are printed in text-books, and this slight thing may make all the difference between success and failure.

(To be continued.)

Educational Intelligence.

STORMONT TEACHERS' ASSOCIATION.

PURSUANT to notice the Stormont Teachers' Institute was held in the public school building, Cornwall, on the 11th and 12th ult.

The president, A. McNaughton, I.P.S., in his opening address informed the teachers present of the changes that had taken place in the management of institutes and the provision made by the government to ensure their efficiency.

The ex-pupils of the Ottawa Normal School went in a body to the station to meet and welcome Principal McCabe, who was expected to conduct the institute work.

As the outcome of a discussion on the recent uniform and promotion examinations a committee was appointed to devise some more uniform, expeditious and less troublesome method of arriving at the result of such examinations. A circular from the Minister of Education, marking out a course of reading for the profession, was laid before the assembly.

Mr. Cook read an essay on "The Teacher," suggestive and practical.

A few brief rules for the guidance of the teacher were thus summarized at the close of an important paper: He should win the pupils' respect; should not promote too hastily; should not command too much; should use corporal punishment seldom; should keep pupils busy; should *teach* not *hear* lessons; should attend teachers' institutes; should give a hearty support to all that is good.

Mr. Gilmore gave a paper on "School Discipline." He defined school discipline as that which keeps the school members in their proper places. He emphasized the fact that in dealing with individuals home-training must not be ignored;

and on the part of the teacher there must always be truthfulness, promptness, candor, kindness, and self-control.

Mr. McCabe was introduced, and after expressing the pleasure he felt in meeting the teachers of Stormont, proceeded to give a lecture on "Mental Culture." This lecture which was full of educational matter of profound interest was closely followed throughout and warmly appreciated by those who were favored to hear it.

Mr. Keating followed with a paper on "Our Profession." He urged upon the teachers the necessity of placing a higher estimation on their professional labors. He reminded them of the responsibility involved in their particular calling, and said the teacher's aim should be to educate; his object not so much to furnish knowledge, as the means of procuring it.

In the evening Mr. McCabe lectured in the assembly room of the public school building. Subject, "Our Educational System: What Good is it doing? What Harm?" Mr. McNaughton occupied the chair. A large and intelligent audience were delighted and profited by the thoughts presented to them in the course of the evening.

Judge Carman highly complimented Mr. McCabe on his lecture, especially that part of it referring to the dignity of labor. He moved a vote of thanks, which was seconded by Mayor Leitch, who expressed his warm appreciation of the lecture to which he had listened and his sympathy with the work of the teacher.

On the morning of the second day Mr. Bisset illustrated the method of teaching drawing. He referred to the usefulness of the art in manufactures, architecture, etc. He explained the different kinds of lines, figures, etc., showed how to form many designs from a square and gave a dictation exercise on the subject.

Mr. Johnston, instead of his address on elocution, treated the convention to a humorous reading most effectively rendered and loudly applauded. Another lecture from Mr. McCabe on "English Language and English Literature in Schools," furnished the teachers with many practical hints as to the best method of presenting this subject to their pupils.

The question drawer containing some important queries was then disposed of in a satisfactory manner.

Mr. McEwen illustrated his method of teaching simple and compound subtraction in a very clear and concise manner.

Mr. A. E. Relyea gave an eloquent and elaborate address on "Canada, its Position and Prospects."

Officers elected for the ensuing year: A. McNaughton, P.S.I., President; Miss Martin, Vice-President; Geo. Bigelow, Sec.-Treas.; Managing Committee: Messrs. Keating, Baker, Cook and Misses Carpenter and Helmer.

The especial thanks of the association were tendered Mr. McCabe, also to all others who had assisted in the work. It was decided to hold the next meeting in Cornwall. — G. B.

SIR E. G. GUINNESS has given £2,500 towards the establishment of technical schools in Dublin.

THE Belleville High School gave an entertainment recently in aid of the sufferers from the flood.

THE election of school trustees is to be held in Toronto henceforth by ballot, and to take place on the same day as election of aldermen.

SMITH'S FALLS High School is prospering. The attendance has increased from 20 or 25 scholars to 76, and in a few days a third teacher will be added.

MR. MUNIELLA lately said, there would be a greater change in educational matters in the next few years than there had been in the past fifteen years; and one feature would be greater power and freedom in local centres, instead of so much being done in London.

ON the 6th of March the teachers of Aldborough meet in Rodney. The following programme will be taken up: "Public School Literature," "First Steps in Reading," "First Steps in Number," "Language and Composition in the Junior Classes in Public Schools," and "Friday Afternoon Exercises."

THE people living near the four corners of S.S. No. 4 and 5 Pilkington, and 3 and 4 in Nichol are agitating a union school, and are petitioning the people for that purpose, to submit to the inspector. Those opposed to it are taking the same steps. It is uncertain yet how the matter may be settled. — *Fergus News-Record*.

PAUL GUSTAVE DORÉ's celebrated illustrations from Coleridge's "Ancient Mariner," together with views from London, Paris, India, etc., were presented by the oxy-hydrogen light in the town hall, Galt, on Feb. 26th. The proceeds went towards establishing a reading room in the collegiate institute for the use of the pupils.

THE first half of the college year has passed away and the half-yearly examinations are now over. The examination epidemic was severer this year than usual, but some of the boys are convalescent, and others are in a fair way for recovering. The second half-year's work begins with bright prospects. The gentlemen's building is full, and the attendance in the ladies' building is quite up to the average. The commercial department, under the management of Professors Warrenner and Burnham, is well attended. — *Woodstock Sentinel Review*.

A CONFERENCE took place last week in the Parliamentary library between committees representing the Senate of the University of Toronto and the Education Department, with a view to bringing about harmonious action respecting local examinations. For the university there were present: Vice-Chancellor Mulock, Dr. Daniel Wilson, Prof. Loudon, Principal Caven, Rev. N. Wolverton, Principal Sheraton, Prof. Galbraith, Messrs. W. Houston and Alfred Baker; and for the Department: Hon. G. W. Ross and Prof. Young, chairman of the Central Committee of Education. A profitable discussion took place and a scheme was agreed upon which was submitted to the University Senate for consideration.

PLANS are being matured and money collected to add a building 60x50 feet, four stories high, well finished and furnished, to the Woodstock College; to thoroughly renovate and re-model the present buildings; to add largely to the philosophical and chemical apparatus and to the library, and to complete the work of re-furnishing. It is expected that the work will be begun early in the

spring and pushed on to completion. When these improvements are completed there will be accommodation for sixty women, and one hundred and twenty men, boarders, besides day pupils, and large and thoroughly furnished class-rooms laboratories, reading-rooms, libraries and society and chapel rooms.

THE Farmersville correspondent of the *Recorder* says:—"An estimable young lady school teacher whose field of labor for the last year was about five miles from Farmersville, upon trying to make an engagement for another year was asked by the trustees to positively agree to three things, not generally found in school teachers' agreements. 1st, She must not be seen skating on the Farmersville rink or any other public rink. If she must skate, to go off quietly on some flooded flat and indulge in the questionable pastime in the presence of females only. 2nd, She must not go with many young fellows during the year (just how many is not stated). 3rd, She must not dance. The saved army has been working in the neighborhood. The young lady has been engaged in another section."

A CORRESPONDENT of the *Daily News* writing from Paris says:—"To-day I received a visit from the Director-General of Public Instruction in France. In the course of conversation with me he gave me some information about his department which he thinks justifies him in considering that his country has made serious progress under the Republic. Each year the corps of well trained teachers increases. Under M. Ferry a great deal was done to endow France, not only with village school-houses, but with schoolmasters and schoolmistresses, and particularly with the latter. I was told that it is intended gradually to confide the education of all children, boys and girls in the primary schools and junior lycées to women. Many experiments have been made to test the merits of this scheme, and they have all been successful. The children under exclusively feminine direction were better instructed, neater, and more obliging and sociable, than those under male preceptors. Another very unexpected fact was told me. About eighteen months ago M. Buisson, the Director-General of Primary Instruction, addressed a circular to the communal schoolmasters, directing them to try and ascertain what class of literature was in most favor among their pupils, and their adult relatives. I guessed novels, like those of old Dumas and Jules Verne, but was wrong. The peasants prefer poetry to everything else. The favorite of favorites is La Fontaine all over France. Great store is set on Victor Hugo's short poems, and on those of Manuel and Coppée on subjects taken from working-class life. Manuel's father was a doctor who practised in a poor and thickly populated quarter of Paris, and used, when he was at home, to tell his wife, in the presence of his children, about the scenes of distress he daily witnessed. It was in this way that his son became so much in sympathy with the poor, and so thoroughly acquainted with their trials. Lamartine is not much appreciated by the inhabitants of farms and hamlets, but Nadaud's chansons are constantly found on their bookshelves. Neat, easy, clever, unpretentious poetry, with a touch of realism and more than a touch of some kind of sentiment, is what the schoolmasters found pleased best."

Promotion Examinations.

NORTH YORK UNIFORM PROMOTION EXAMINATIONS.

NOVEMBER 6TH, 1885.

ARITHMETIC.

TO FOURTH CLASS.

Time 1½ hours. Fifty marks to count a full paper.

1. Multiply 7325648 by 210357. (Four marks extra if done with three partial products.)

2. How many acres, etc, in a piece of land 220 feet wide and 400 feet long?

3. A man tells his servant to spend the smallest possible equal amounts in buying horses at \$85 each, cows at \$40 each, and sheep at \$8 each. What is the smallest amount the servant can spend in purchasing each kind of animal, and how many of each kind will it buy?

4. Find the difference between

$$\left\{ \frac{3-\frac{1}{2}}{3+\frac{1}{2}} \text{ of } \frac{2-\frac{1}{4}}{2+\frac{1}{4}} \right\} \div \left\{ \frac{3+\frac{1}{4}}{3-\frac{1}{4}} \text{ of } \frac{2+\frac{1}{2}}{2-\frac{1}{2}} \right\}$$

and 1.7632. Express your answer as a decimal, and also as a vulgar fraction.

5. Arrange the fractions: seven-ninths, eleven-thirteenths, twenty-four-twenty-ninths, and fifteen-seventenths, in order of magnitude (least first).

6. A can do a piece of work in half a day; B can do the same in ¼ of a day, and C can do it in ⅓ of a day. How long will it take all three working together to do the work?

TO SENIOR III. CLASS.

Time 1½ hours. Fifty marks to count a full paper.

1. Write the largest number which can be formed with the figures: 3, 2, 4, 6, 8, 7, and 9; write it in words and also in Roman numerals.

2. Multiply 2357864 by 360, using any three factors as multipliers, and prove your result by division, using three different factors as divisors.

3. What is the difference between a *measure* and a *multiple* of a number? Find the G. C. M. of 1134, 1386, and 630.

4. Find the L. C. M. of 32, 44, 52, 13, 65, and 48.

Write tables used for weighing gold, measuring cloth and measuring wine.

5. Four men bought coal from a coal dealer as follows: The first 1 ton, 14 cwt., 3 qrs., 15 lbs.; the second three times as much as the first; the third twice as much as the second, and the fourth as much as the other three. How much did they buy altogether, and how much did the coal dealer receive for it at 35 cents per cwt.?

6. A man has a pile of cordwood 75 feet long, 6 feet high, and 24 feet wide. How many cords in it, and what is it worth at \$4.35 per cord?

TO JUNIOR III. CLASS.

Time 1½ hours. Fifty marks to count a full paper.

1. Write down the greatest number which can be formed with the figures 7, 8, 6, 9. Write that number in words, and also in Roman numerals.

2. Give the names of the first four periods in numeration. Write in figures, and also in words, the number which has five in the *fourth* period, twenty-six in the *third* period, and one hundred and nine in the *first* period.

3. To the sum of 793206, 86324 and 2749867 add the difference between 1234567 and 765479, and from the result take 79 times 24769.

4. Divide 13189212 by 937, and prove your result by multiplication.

5. What is the amount of the following bill at the store: 7 pounds tea, at 65 cents a pound; 15 pounds sugar, at 8 cents a pound; 14 yards of cotton, at 13 cents a yard, and 29 yards of cloth, at 68 cents a yard?

6. A boy threw a stone down the road 140 feet, and another up the road 160 feet. How far had he to walk to bring both stones back to the spot from which he threw them?

EAST MIDDLESEX PROMOTION EXAMINATION.

APRIL, 1885.

ARITHMETIC.

THIRD TO FOURTH CLASS.

Time, 3 hours.

(The work prescribed for the class is the simple rules, reduction and the compound rules, and cancellation.)

1. Take 2405 times 3506 from ten millions and divide the remainder by 252, using factors two of which are 4 and 7.

2. 589 articles at 26 cents each = —

38 articles at — cents " = \$5.32.

1426 articles at — cents " = —

79 articles at — cents " = \$15.01.

The whole lot is worth \$301.81. Find from what is given the price of each of the 38, of the 1426, and of the 79 articles.

3. Express:

a. 26 tons, 18 cwt., 79 lbs., 96oz. of coal in lbs.

b. 34 rods, 5 yards, 36 feet, 36 inches of wire in yards.

c. 17 weeks, 4 days, 48 hours and 2880 minutes in days.

4. What would be the difference in price:

a. On 17 dozen of eggs at 1½ cents for each egg and 20 cents per dozen.

b. On 54 feet of lead pipe at 2 cents an inch and 74 cents per yard.

c. On 24 sq. yards of oil cloth at 7 cents per sq. foot and 58 cents per sq. yard.

5. Divide 13 acres, 120 sq. rods, 15 sq. yds., 7 sq. ft. by 47.

(Use compound division, giving the answer in sq. rods, sq. yds., etc.)

6. Make a bill of the following items; put all the work on paper and write denominations:

2 lbs., 8 oz, starch at 2c. per oz.

1 gal., 3 qts vinegar at 40c. per gallon.

3 lbs., 4 oz. tea at 60c. per lb.

1 bush., 2 pks. apples at 12½c. per pk.

(Two marks for correct addition of the items and five for a very neat and correctly made bill.)

7. 13 loads of gravel are required for 7 rods of road; 4 loads measure a cord; the average price per cord of the gravel 18c.; how many miles, rods, yds., etc., of road can be gravelled with \$28 worth of gravel?

8. Find the value of a pile of four foot wood, 5 ft. high, 27 ft. long, at \$4.10 per cord.

9. 4854 lbs. of wheat at 82 cents per bushel, and 560 lbs. of barley at 56 cents per bushel of 48 lbs. Add their values.

10. Find the value of lumber required for the side of a building 48 ft. long and 16 ft. high, at \$11.50 per thousand.

SECOND TO THIRD CLASS.

Time, 2½ hours.

1. a. Write in words the number between 1779 and 1781 and between 889 and eight hundred and ninety-one; write in words 10050 and CCXCIV.

b. Write in figures seventy thousand six hundred and nine, and MDCCCLXXXV.

2. Take 790 times 8987 from 1405 times 5706, and write in words how many times one hundred is contained in the remainder.

a. Add 135412, 98689, 112486, 79687, 9869, 86595, 304596.

b. Tell which of these numbers is the largest; which second largest; which, third; fourth; fifth; sixth; and which is the smallest.

4. The sum of five addends is 175171; the first addend is 5689, the second is 787 more than the first, the third 966 less than the sum of the first and second; the fourth is eight times the second; find the fifth.

5. Divide the product of 789 and 845 by their difference; divide by factors.

6. A man left Delaware at 6.30 a.m. and drove to St. Mary's, a distance of 36 miles, where he remained two hours. What o'clock was it when he got back to Delaware? He drove at the average rate of six miles per hour.

7. A stock raiser bought young cattle at \$27 each and sold them at \$41 each. How many head did he sell to gain \$658?

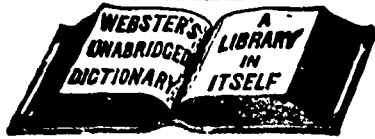
8. Mrs. List bought 5 lbs. of butter at 21c. per lb., 4 doz. eggs at 19c. per doz., 17 lbs. sugar at 7c. per lb., 5 lbs. tea at 65c. per lb. She gave the storekeeper a five dollar bill and a four dollar bill; how much change should she get?

9. Find the distance between two towns when it costs a family of four persons \$9.60 for railway fare at the rate of three cents per mile for a single ticket.

THE Boston Herald sarcastically remarks: Very often now-a-days some ignoramus of a fellow is overheard loudly boasting that he got all his education at the wood pile, or the plow tail; while neither in his command of vigorous English, nor of strong sense, nor of racy imagination, does he appear to reflect the least credit on either of these universities. For all that is seen he might just as well have graduated at Harvard or Yale, and yet turned out no greater dunce.

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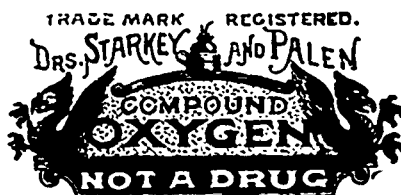
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