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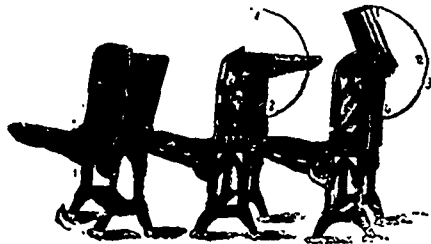
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The Educational Weekly.

TORONTO, JULY 30, 1885

THE new curriculum of the University of Toronto, which has just been published, may be taken as in some measure indicative of the tendency for some time to come in educational affairs. The intimate connection between the universities and all the other teaching institutions of the Province leaves the latter susceptible to influences emanating from the former. These are the abodes of the highest intellectual life and culture of our country, and it is proper and desirable that progress there should be felt and reflected through all the different grades of schools. The changes made, and the tendencies indicated in these changes, are necessarily of interest to every one who is in any way connected with educational work.

The standard to be attained is placed higher than before. The thorough work done for some years past in our public and high schools has furnished an abundant supply of matriculants, whose attainments are higher each year than those of previous years. As a consequence, we naturally look for greater things from each succeeding class of graduates. The time seems now to have come when, in the opinion of the Senate, the work required for a degree may be made more extensive and difficult. Each curriculum of the University of Toronto has been an advance in this direction on its predecessor. It is probable that the one just issued is equal to any former one in that respect.

Examinations, to teacher and student, have always been a vexation and a burden. They have their place; without them it is impossible to do good work, or, in fact, work of any kind, in any educational institution. For the purposes of classification, of testing the pupil's progress, of fixing ideas, of stimulating laggards, of weeding out the indolent and the inefficient, of discovering weak places in the work of teacher or of student, they have their place and value. But when they come to be the end of all effort, the one absorbing theme with both those who teach and those who are taught, when percentages and relative standing are taken as the only indications of thorough work, when mental development, ability to think for one's self, and to express one's thoughts clearly, vigorously and gracefully, are lost sight of in the frantic scramble for a prize in the examination lottery, then they become an evil. Toronto University and University College throughout their history have had a superfluity of examinations; a matriculation examination, a Christmas and an Easter examination each session, in addition to the annual examinations in May—seven in the arts course—were enough to deter any but the

courageous from facing the ordeal. These are now reduced in number, the University accepting the college examinations of the second and third years, so that those who graduate hereafter may escape with only five visits in cap and gown to Convocation Hall. University men are realizing more and more, yearly, that examinations should occupy a lower place than they have so far held. When they are unduly numerous, cram and hurry are prone to take the place of thoughtful and earnest investigation. The influence of the Senate's action will be felt doubtless in time on all our examining bodies.

The changes in the curriculum in the sub-department of English are also indicative of substantial progress. Their tenor may be summed up in a few words. The new curriculum, while not neglecting the history of our literature, gives greater prominence than before to the critical reading of specified works of the best authors, and to English composition. The subject is one which is receiving an increasing amount of attention at the present time among prominent educational workers in the United States and Britain, as well as in Canada, and our teachers must not be slow to discern the signs of the times.

In the department of physics some elementary work is assigned for matriculation. As an option, chemistry, or botany, may be taken in its place, but not more than one of these by the same candidate. In the pass course, hydrostatics is added to the work of the second year, heat taking its place in the third year, and an option being allowed between astronomy and electricity in the fourth year. The most noticeable change in the honor physics is the increased amount of practical work required. The practical character of the scientific training required is also illustrated in the department of natural sciences—at least 295 hours must be spent in a college laboratory in the second year of the arts course, 395 in the third year, and 400 in the fourth year. Mere theorizing is of small value in this department. In the same department a great advance has been made in the arranging of the work in three divisions, in any one of which candidates may graduate. When an honor student has reached his fourth year he has a good general acquaintance with the work of the department, and it is well to allow him thereafter to follow the bent of his own inclinations in more detailed investigations than were possible under the old curriculum. The change, which increases the work to be done in the department, has been advocated by natural science students and professors for some time.

In classics the special features are the

greater attention given to grammar and prose, and the requiring of translations of passages from Latin and Greek authors not specified. This applies to pass men, too. Here, as elsewhere, the requirements will, hereafter, be greater than before.

A somewhat radical innovation has been made in allowing the substitution of French and German for Greek. This has been allowed under the old curriculum only in the case of those taking honor modern languages, but the new curriculum gives this option even to pass men. The mere mention of graduates who know no Greek is startling to men of the old school, but there can be no reason why the study of modern languages, especially German, should not, if properly conducted, have as high an educative value as any other subject, while French and German have a practical value of their own in the business of life which will cause many to prefer them.

Medals and scholarships have received a blow which has greatly weakened them, and which will, perhaps, lead in time to their final banishment. One looks in vain for any announcement relating to medals. They are soon to be a tradition of the past so far as Toronto University is concerned. Few, even of those who have been most successful in winning them, will regret that they have gone. The evils which attended them were many, their utility questionable. Their absence will further the true interests of education by leading men to look less at what will tell on examinations, and more at what is worth knowing for its own sake. Scholarships are still retained for junior matriculation and the first year examinations. It is fortunate that they do not extend their influence further into the course. Whether the good they do compensates the attendant evils is, to say the least, questionable.

Several new subjects, not formerly recognized in the examinations of Toronto University, are in future to have a place on the curriculum. We are pleased to find that undergraduates in the pass course in the third and fourth years may, in lieu of one or two of the subjects prescribed for each of these years, take certain of the following subjects, namely:—Biblical Greek, Biblical Literature, Apologetics, and Church History. A similar option is to be allowed to undergraduates in the various honor departments of the university. All undergraduates who avail themselves of the right to take these subjects in place of some specified subject of the ordinary arts course, must present certificates of having attended lectures and passed examinations in the subjects so selected at an affiliated college other than university college. It is further enacted that the minimum for passing at these examinations shall not be less than the minimum required at university examinations of the third year. We may confidently expect that no option in the new curriculum will be more popular or more frequently selected than this one.

Contemporary Thought.

"THE public are demanding a reform on another point, and that is in regard to the mode of conferring higher degrees, and especially honorary degrees. The terms on which such degrees as Doctor of Philosophy, Doctor of Science, Doctor of Literature, and the like, should be granted, might be reviewed with profit, and with public approbation. The general sentiment is that they should be given only after a course of study in a special department has been pursued, and an examination held upon it. There is a deep and growing dissatisfaction with the mode in which honorary degrees are conferred at commencements and on other occasions. They are bestowed on no principle that I can discover. The end intended by all academic titles is to call forth, encourage, and reward scholarship. They are prostituted when they are turned to any other ends. It is alleged that they are given at times, merely from personal friendship—I believe that such cases are not numerous in our higher colleges. The avowed principle on which they are commonly bestowed is to secure friends to the college, in ministers of religion, in teachers, in wealthy or influential men. But this end is not always secured. The public are shrewd enough to see through the whole thing and despise the action and the actors. Trustees should see the sneer that gathers on the face of intelligent people when they hear or read of a degree bestowed on some person who has done nothing to deserve it. A decent, respectable minister gets a D.D., and it is supposed that he is thereby pre-engaged to the college, to which he will send all the boys in his congregation. But he is surrounded by a half-dozen ministers who feel that they are quite as good as he is, and, having been overlooked, they are tempted to send their boys elsewhere.—*Dr. McCosh in "N. Y. Independent."*

Is there any reason why the standard of female education should not be raised to that degree which would compare favorably with our best universities? Certainly there is none. The standard of education generally adopted in our female colleges, especially in the South, is not only an injustice to woman, but a disgrace to our country. Its sole purpose seems to be to embellish a few years of the student's life by giving a superficial knowledge of a few things that will probably make her glitter and sparkle on her entrance into society; totally disregarding the great demands of life's stern realities that will be heaped about her in future. To illustrate more clearly the great difference between male and female education of the present day, take an example. A boy and girl begin school at the same time, and are placed in separate institutions; before the boy has laid the solid foundation on which to rest his collegiate course, the girl in her white satin, etc., announces to the world that her career as a student is at an end, that her education is finished, and that she is now ready to "come out" into society. Contact with the world soon shows that the knowledge acquired by her is of a very superficial nature. Her mind has not been so directed as to give it an opportunity for development, but has been dwarfed by idle thoughts of frivolity and fashion; and, as a general thing, has been so much impaired by the

teachings of this false system, that oftentimes she is more concerned about what she wears on her head than what she has in it. A little music, painting, drawing, etc., constitute her chief accomplishments; and even these have made so slight an impression upon her mind that in a short time they vanish and are gone forever.—*South-western Journal of Education.*

ABSTRACT and itinerant gossip about right and wrong in the school-room creates a distaste for morality. Moral lessons clothed in concrete form may be given in such a way as to interest and impress the child. For this purpose, studies of character as illustrated in the lives of eminent statesmen, warriors, and authors, are most useful. Such lessons, while opening the richest stores of historical knowledge, quicken the moral instincts of the pupil, kindle his patriotism, and fire him with noble ambition. The lives of such men as Washington, Franklin, Lafayette, Lincoln, and Garfield, afford limitless opportunity to impress lessons of honor, fidelity, and heroism. The study of noble sentiments, significant events, and the results of human experience embalmed in masterpieces of literature, is another means of shaping character. To memorize selections which embody noble Christian sentiment is to plant good seed in the mind and heart. In all such studies the higher strata of thought are awakened, purity of expression and literary taste are cultivated. What is done with manifest pleasure and profit in so many schools, should by popular demand be made a universal practice. But there should be no exclusiveness in moral training. The whole school life should be moral in tone and tendency. Reverence to God and respect for man, frankness and truthfulness, accuracy of speech and courtesy of manner, should be diligently sought by the teacher. The necessity of the times demands that children be fortified against the prevailing national vices. The evil effects of tobacco and the horrors of drunkenness should be heralded loudly and frequently without fear or favor. Their ruinous effects upon life are realistic and startling. It is fear rather than knowledge that is needed, as was the case with those who partook of the forbidden fruit.—*Pennsylvania School Journal.*

ONE of the dangers which follows in the train of commercial prosperity is the habit—soon acquired—of "taking it easy." This manifests itself, among other ways, in a general disinclination to incur physical fatigue, and results in the abandonment of walking for exercise and an excessive use of carriages and street cars, not to say a decided aversion for manual labor. The physical consequences to the next generation must be serious: an effeminate nation soon runs its course. Bearing this in mind every encouragement ought to be given to out-door exercises and games, whether the recreation chosen be riding, walking, cricket, lacrosse, baseball, rowing or sailing. But the greatest care should be taken to guard against the too great development of a combative spirit amongst players. Without some sort of rivalry most games would be unattractive if not useless, but no competition should be allowed to degenerate into a combat. The scenes which have disgraced some lacrosse and baseball grounds in Canada and America of late are altogether unworthy of a civilized community, and bode illy for

the continued popularity of the great American and Canadian games. Instead of meeting to measure their strength and skill in a spirit of generous rivalry, prepared to cheerfully see the best men win, the opposing teams too often come together as personal enemies, and use sticks and bats with serious results. No doubt the betting which accompanies most matches is to some extent responsible for this unfortunate state of affairs; but the evil lies deeper. All boys are said to be cruel and savage at heart, and were it not for careful domestic training and a firm social code the average youth might grow to man's estate and pass to his long account unregenerate. Until the press and the community at large protest against the brutality too often manifested—brutality which is sometimes unnoticed if not condoned in the newspaper reports—respectable admirers of lacrosse and baseball may well look with apprehension upon the future of those games.—*The Week.*

As many English authors are honorably paid by American publishers, so many American authors are honorably paid by English publishers; but, also, as many English authors are robbed by American publishers, so many American authors are robbed by English publishers. The evil is not as great in Great Britain as in the United States, and it is not likely that it ever will be; but it exists here, and it is growing. Only a day or two ago we saw the announcement of an oddly named "Britannia Series of Cheap Popular Books," of which the first eight numbers were all stolen from American authors—and as yet the series only extends to the eighth number. Nor is this the worst. The writer in *The Century* quotes Hawthorne's declaration that the English are much more unscrupulous and dishonest pirates than the Americans, because the Americans content themselves with reprinting exactly title-page and all, while the English edit and alter and adapt, attempting a gipsy-like disfiguring to make the adopted child pass for their own. Two of the instances given are sufficiently comical; one novel of a popular American novelist was amended by the substitution of the Queen's name for the President's wherever it occurred, and of the Thames for the Connecticut; and another appeared with the announcement on the title-page, but in the finest type, that the final chapter was "by another hand"! This practice is, unfortunately, not as infrequent as we should like to think; one of the most notorious instances was the omission of the American author's name from a book of reference for children's use, the book appearing as "edited" by an English scholar whose share of the work was trifling and injudicious. It is to be regretted greatly that British laws do not prevent literary outrages of this kind, and it is to be hoped that they may soon be amended. There is suffering among the authors on both sides of the Atlantic. The power of putting a stop to this suffering at once lies wholly in the hands of the Americans whenever they choose to avail themselves of it. The passage of the brief, simple, and direct Bill introduced into the Senate of the United States by Senator Hawley would stop all future pirating of American authors in Great Britain, and at the same time stop all future pirating of English authors in the United States. For the sake of the promising young literature of the United States we hope that the Bill will become law during the next Congress.—*Saturday Review.*

Notes and Comments.

WE regret that action has been indefinitely deferred in regard to the establishment of the proposed new department of Political Economy and Civil Polity, Constitutional Law and Jurisprudence. The need is felt and acknowledged on all hands, and after the authorities have taken the trouble of drafting the details of the course, it seems too bad to put all chance of its being an accomplished fact away in the future. The motive for so doing seems to have been a desire to await the results of the agitation for confederation. In the meantime, those who graduate are deprived of the manifest advantages of such a training for public life as would be afforded by the new department. A scientific knowledge of the principles and history of government is sufficiently rare in this country to make every intelligent Canadian desire some means of supplying the deficiency.

THE Annual Announcement of Trinity Medical School contains full information concerning the requirements for matriculation, course of study, medals, scholarships, regulations for license by the Council of the College of Physicians and Surgeons, etc. The faculty is keeping pace with the demand for increased accommodation rendered necessary by the large attendance. It is gratifying to know that the standard of medical education in Canada compares favorably with that of the most advanced States of the neighboring Republic, or even of Great Britain. The testimony of those scientists who visited this country a few years ago, and inspected various medical schools, is conclusive in regard to the high place occupied by Canadian institutions for teaching the healing art.

THE great majority of our readers are doubtless thoroughly enjoying their holidays—rest for the mind, rest for the body, change of air and scene, and what is perhaps the most valuable of all, the breaking up for a time of the monotonous routine of every-day duty, and the gaining of new ideas and new strength from fresh and invigorating surroundings. It is surprising how without any suggestions but those which come from a changed point of view, new light will often break in upon a subject before wholly dark. Even a new point of view is not always necessary; we all know how some perplexity with which we were grappling has often disappeared when we come back to it after having dismissed it from our thoughts for a season. But the holidays cannot be entirely devoted to inaction; some time must be given to planning for the future, to thinking over various devices for increasing the efficiency of the school, for providing additional apparatus, for determining what arrangements must be made for organizing

new classes, and many other things which cannot be put off until the re-opening of school without confusion and loss of time then. The wise teacher will look ahead, even in the holidays, and make all necessary arrangements in due time.

THE amount of attention bestowed on English by the average undergraduate in attendance at any of the Canadian universities is very small indeed, compared with that bestowed on many subjects of relatively little value. He is duly instructed in Latin prose, likewise in translating English into French and German; he must acquire some practical skill in these, but too often he receives scant training in the expression of his own ideas in his mother tongue. For once that he will need to use a foreign language, living or dead, as a vehicle of thought, he will require to use English, spoken or written, thousands of times. Facility and accuracy of expression do not come from the studying of any number of dry grammatical rules; elegance of diction is not gained by becoming the receptacle of any amount of discussion and criticism of noted literary men. In this as in all other mental acquisition we learn by doing; without abundant instruction and practice in composition good results need not be looked for. Our university authorities formerly made provision for everything but what was wanted—thorough practical training in the actual use of language as the accompaniment of theoretical instruction. The work recently prescribed for junior matriculation in the University of Toronto recognizes this fact, and fills the want in a most satisfactory way. Composition is prescribed as one of the subjects of examination, and a choice of subjects is to be allowed, the themes being based on various selections with the substance of which the candidate will be expected to have a general acquaintance. These selections will be studied, not for grammatical dissection, but critically, for their literary merits as models of thought and style. At the same time candidates, in preparing for the examination, will require to devote considerable time and labor to the writing of compositions on various topics selected from the work chosen. The plan is a new one in the teaching of English; it may reasonably be expected that it will meet with universal approval, and be productive of valuable results.

THE establishment of Training Institutes for the instruction of those who desire to qualify as assistants in high schools is a matter which has been before the public now for a considerable length of time. It is almost three years since the first announcement of a definite scheme for that purpose was made. An Order-in-Council was passed in September, 1882, making provision for the carrying out of the plan, but for some reason nothing was done at that time, the Order

was suspended from year to year, and it is only within a few days that the Department has given public notice of the establishment of two Training Institutes, one at Hamilton, the other at Kingston. We understand that full details as to the regulations pertaining to these institutes will be made public in a few days. Our readers are already familiar in a general way with the object in view in the establishment of these new institutions, and the work which they are expected to perform in the educational system. They are designed, however, not only for the training of assistants for high schools, but also for the professional training of the holders of non-professional first-class certificates. Provision seems to be made for those teachers who, though not coming up to the new requirements, are at present employed in high schools. In some instances they are to be legally qualified for their present situations, but for no others, until they have passed the prescribed examination at a training institute. Attendance at a normal school and experience as a teacher are in some cases to be taken in lieu of actual attendance at the training institute; the final examination will, however, be compulsory. It is to be hoped that, whatever the details of the scheme may prove to be when published, the principle always recognized hitherto in regard to teachers' certificates by the Department will receive due weight. Formerly three years of actual experience in teaching entitled the person who subsequently passed the second class non-professional examination to a professional certificate. When attendance at a normal school was made obligatory a special exception was made in favor of those who had taught successfully for three years before the passing of the new regulation. The Department then recognized the principle that to enact any further requirements of a professional character from these teachers would be a breach of faith. It is to be hoped that rights which have already been acquired by high school masters will meet with the same recognition. Of course a mere certificate of qualification as a public school teacher does not on its face entitle its holder to any status in our high schools; but in the case of those teachers who, after considerable experience in high school work as undergraduates, have gone on to a degree in arts in order to qualify themselves as headmasters, it would be mortifying to find new barriers interposed and a course of professional training demanded, costing both time and money, before they can even become assistants. If in such circumstances as these a graduate were required to attend a training institute, or even to pass the final examination, he might justly complain that he had been unfairly treated. We hope that the recognition of moral rights already acquired will be ample and satisfactory.

Literature and Science.

INDIAN NAMES.

LYDIA H. SIGOURNEY.

Ye say they all have passed away,
That noble race and brave,
That their light canoes have vanished
From off the crested wave ;
That 'mid the forests where they roamed
There rings no hunter's shout ;
But their name is on your waters,
Ye may not wash it out.

'Tis where Ontario's billow
Like ocean's surge is curled ;
Where strong Niagara's thunders wake
The echo of the world ;
Where red Missouri bringeth
Rich tribute from the west,
And Rappahannock sweetly sleeps
On green Virginia's breast.

Ye say their conelike cabins,
That clustered o'er the vale,
Have fled away like withered leaves,
Before the autumn's gale :
But their memory liveth on your hills,
Their baptism on your shore ;
Your everlasting rivers speak
Their dialect of yore.

Old Massachusetts wears it
Within her lordly crown,
And broad Ohio bears it
Mid all her young renown ;
Connecticut hath wreathed it
Where her quiet foliage waves,
And bold Kentucky breathes it hoarse
Through all her ancient caves.

Wachuset hides its lingering voice
Within his rocky heart,
And Alleghany graves its tone
Throughout his lofty chart ;
Monadnock on his forehead hoar
Doth seal the sacred trust ;
Your mountains build their monument,
Though ye destroy their dust.

THE THREE GOLDEN APPLES.

[From Nathaniel Hawthorne's "Tanglewood Tales."]

(Concluded from previous issue.)

HERCULES watched the giant as he st. went onward ; for it was really a wonderful sight this immense human form, more than thirty miles off, half hidden in the ocean, but with his upper half as tall and misty and blue as a distant mountain. At last the gigantic shape faded entirely out of view. And now Hercules began to consider what he should do, in case Atlas should be drowned in the sea, or if he were to be stung to death by the dragon with the hundred heads, which guarded the golden apples of the Hesperides. If any such misfortune were to happen, how could he ever get rid of the sky? And, indeed, its weight began already to be a little tiresome to his head and shoulders.

"I really pity the poor giant," thought

Hercules. "If it wearies me so much in ten minutes, how must it have wearied him in a thousand years!"

No one has any idea what a weight there was in that same blue sky, which looks so soft and aerial above our heads! And there, too, was the bluster of the wind, and the chill and watery clouds, and the blazing sun, all taking their turns to make Hercules uncomfortable! He began to be afraid that the giant would never come back. He gazed wistfully at the world beneath him, and acknowledged to himself that it was a far happier kind of life to be a shepherd at the foot of a mountain, than to stand on its dizzy summit and bear up the firmament with his might and main. For, of course, as you will easily understand, Hercules had an immense responsibility on his mind, as well as a weight on his head and shoulders. Why, if he did not stand perfectly still, and keep the sky immovable, the sun would perhaps be put out of its place! or, after night-fall, a great many of the stars might be loosened from their places, and shower down like fiery rain upon the people's heads! And how ashamed would the hero be if, owing to his unsteadiness beneath its weight, the sky should crack, and show a great fissure quite across it!

I know not how long it was before, to his unspeakable joy, he beheld the huge shape of the giant, like a cloud, on the far-off edge of the sea. At his nearer approach Atlas held up his hand, in which Hercules could perceive three magnificent golden apples, all hanging from one branch.

"I am glad to see you again," shouted Hercules, when the giant was within hearing. "So you have got the golden apples?"

"Certainly, certainly," answered Atlas ; "and very fair apples they are. I took the finest that grew on the tree, I assure you. Ah! it is a beautiful spot that garden of the Hesperides. Yes; and the dragon with a hundred heads is a sight worth any man's seeing. After all, you had better have gone for the apple yourself."

"No matter," replied Hercules ; "you have had a pleasant ramble, and have done the business as well as I could. I heartily thank you for your trouble. And now, as I have a long way to go, and am rather in haste—and as the king my cousin is anxious to receive the golden apples—will you be kind enough to take the sky off my shoulders again?"

"Why, as to that," said the giant, chucking the golden apples into the air twenty miles high or thereabouts, and catching them as they came down—"as to that, my good friend, I consider you a little unreasonable. Cannot I carry the golden apples to the king, your cousin, much quicker than you could? As his majesty is in such a hurry to get them, I promise you to take my long-

est strides. And besides, I have no fancy for burthening myself with the sky just now."

Here Hercules grew impatient, and gave a great shrug of his shoulders. It being now twilight, you might have seen two or three stars tumble out of their places. Everybody on earth looked upward in affright, thinking that the sky might be going to fall next.

"Oh, that will never do!" cried Giant Atlas, with a great roar of laughter. "I have not let fall so many stars within the last five centuries. By the time you have stood there as long as I did, you will begin to learn patience!"

"What!" shouted Hercules, very wrathfully, "do you intend to make me bear this burden forever?"

"We will see about that one of these days," answered the giant. "At all events, you ought not to complain if you have to bear it the next hundred years, or perhaps the next thousand. I bore it a good while longer, in spite of the aching of my back and shoulders. Well, then, after a thousand years, if I happen to feel in the mood, we may possibly shift about again. You are certainly a very strong man, and can never have a better opportunity to prove it. Posterity will talk of you, I warrant it!"

"A fig for its talk!" cried Hercules, with another hitch of his shoulders. "Just take the sky upon your head one instant, will you? I want to make a cushion of my lion's skin for the weight to rest upon. It really chafes me, and will cause a good deal of inconvenience in so many centuries as I am to stand here."

"That is no more than fair," said the giant ; for he had no unkind feeling towards Hercules, and was merely acting with a too selfish consideration of his own ease. "For just five minutes, then, I'll take back the sky. Only for five minutes, recollect! I have no idea of spending another thousand years as I spent the last. Variety is the spice of life."

He threw down the golden apples, and received back the sky from the head and shoulders of Hercules upon his own, where it rightly belonged. And Hercules picked up the three golden apples, and straightway set out on his journey homeward, without paying the slightest heed to the thundering tones of the giant, who bellowed after him to come back. Another forest sprang up around his feet, and grew ancient there ; and again might be seen oak-trees of six or seven centuries old, that had waxed thus aged betwixt his enormous toes.

And there stands the giant to this day—or, at any rate, there stands a mountain as tall as he, and which bears his name ; and when the thunder rumbles about its summit, we may imagine it to be the voice of Giant Atlas bellowing after Hercules!

THE GOLDEN FLEECE.

[From Nathaniel Hawthorne's "Tanglewood Tales."]

JASON, the son of the dethroned King of Iolchos, was, when a little boy, sent away from his parents, and placed under the queerest schoolmaster that ever you heard of. This learned person was one of the people, or quadrupeds, called Centaurs. He lived in a cavern, and had the body and legs of a white horse, with the head and shoulders of a man. His name was Chiron; and, in spite of his odd appearance, he was a very excellent teacher, and had several scholars, who afterwards did him credit by making a great name in the world. The famous Hercules was one, and so was Achilles, and Philoctetes, likewise, and Æsculapius, who acquired immense repute as a doctor. The good Chiron taught his pupils how to play upon the harp, and how to cure diseases, and how to use the sword and shield, together with various other branches of education, in which the boys of those days used to be instructed, instead of writing and arithmetic.

So Jason dwelt in the cave, with this four-footed Chiron, from the time that he was an infant only a few months old, until he had grown to the full height of a man. He became a very good harper, and skilful in the use of weapons, and tolerably acquainted with herbs and other doctor's stuff, and, above all, an admirable horseman; for, in teaching young people to ride, the good Chiron must have been without a rival among schoolmasters. At length, being now a tall and athletic youth, Jason resolved to seek his fortune in the world, without asking Chiron's advice, or telling him anything about the matter. This was very unwise. But, you are to understand, he had heard how that he himself was a prince royal, and how his father, King Æson, had been deprived of the kingdom of Iolchos by a certain Pelias, who would also have killed Jason, had he not been hidden in the Centaur's cave. And, being come to the strength of a man, Jason determined to set all this business to rights, and to punish the wicked Pelias for wronging his dear father, and to cast him down from the throne, and seat himself there instead.

With this intention, he took a spear in each hand, and threw a leopard's skin over his shoulders, to keep off the rain, and set forth on his travels, with his long yellow ringlets waving in the wind. The part of his dress on which he most prided himself was a pair of sandals, that had been his father's. They were handsomely embroidered, and were tied upon his feet with strings of gold. But his whole attire was such as people did not very often see; and, as he passed along, the women and children ran to the doors and windows, wondering whether this beautiful youth was journeying, with his leopard's skin and his golden-tied

sandals, and what heroic deeds he meant to perform, with a spear in his right hand and another in his left.

I know not how far Jason had travelled, when he came to a turbulent river, which rushed right across his pathway, with specks of white foam among its black eddies, hurrying tumultuously onward, and roaring angrily as it went. Though not a very broad river in the dry seasons of the year, it was now swollen by heavy rains, and by the melting of the snow on the sides of Mount Olympus; and it thundered so loudly, and looked so wild and dangerous, that Jason, bold as he was, thought it prudent to pause upon the brink. The bed of the stream seemed to be strewn with sharp and rugged rocks, some of which thrust themselves above the water. By-and-by, an uprooted tree, with shattered branches, came drifting along the current, and got entangled among the rocks. Now and then, a drowned sheep, and once the carcass of a cow floated past.

In short, the swollen river had already done a great deal of mischief. It was evidently too deep for Jason to wade, an too boisterous for him to swim; he could see no bridge; and as for a boat, had there been any, the rocks would have broken it to pieces in an instant.

"See the poor lad," said a cracked voice close by his side. "He must have had but a poor education, since he does not know how to cross a little stream like this. Or is he afraid of wetting his fine golden-stringed sandals? It is a pity his four-footed schoolmaster is not here to carry him safely across on his back!"

Jason looked round greatly surprised, for he did not know that anybody was near. But beside him stood an old woman, with a ragged mantle over her head, leaning on a staff, the top of which was carved into the shape of a cuckoo. She looked very aged, and wrinkled, and infirm; and yet her eyes, which were as brown as those of an ox, were so extremely large and beautiful, that, when they were fixed on Jason's eyes, he could see nothing else but them. The old woman had a pomegranate in her hand, although the fruit was then quite out of season.

"Whither are you going, Jason?" she now asked.

She seemed to know his name; and, indeed, those great brown eyes looked as if they had a knowledge of everything, whether past or to come. While Jason was gazing at her, a peacock strutted forward, and took his stand at the old woman's side.

"I am going to Iolchos," answered the young man, "to make the wicked King Pelias come down from my father's throne, and to reign in his stead."

"Ah, well, then," said the old woman, still with the same cracked voice, "if that is all your business, you need not be in a very

great hurry. Just take me on your back, and carry me across the river. I and my peacock have something to do on the other side as well as yourself."

"Good mother," replied Jason, "your business can hardly be so important as the pulling down of a king from his throne. Besides, as you may see for yourself, the river is very boisterous; and if I should chance to stumble, it would sweep both of us away more easily than it has carried off yonder uprooted tree. I would gladly help you if I could; but I doubt whether I am strong enough to carry you across."

"Then," said she, very scornfully, "neither are you strong enough to pull King Pelias off his throne. And, Jason, unless you will help an old woman at her need, you ought not to be a king. What are kings for, save to succor the feeble and distressed? But do as you please. Either take me on your back, or with my poor old limbs I shall try my best to struggle across the stream."

Saying this, the old woman poked with her staff in the river, as if to find the safest place in its rocky bed where she might make the first step. But Jason, by this time, had grown ashamed of his reluctance to help her. He felt that he could never forgive himself, if this poor feeble creature should come to any harm in attempting to wrestle against the headlong current. The good Chiron had taught him that the noblest use of his strength was to assist the weak; and also, that he must treat every young woman as if she were his sister, and every old one like a mother. Remembering these maxims, the vigorous and beautiful young man knelt down, and requested the good dame to mount upon his back.

"The passage seems to me not very safe," he remarked. "But as your business is so urgent, I will try to carry you across. If the river sweeps you away, it shall take me too."

"That, no doubt, will be a great comfort to both of us," quoth the old woman. "But never fear; we shall get safely across."

(To be continued.)

THE finest pleasures of reading come unbidden. In the twilight alcove of a library, with a time-mellowed chair yielding luxuriously to your pressure, a June wind floating in at the windows, and in your hand some rambling old author, good-humored and quaint, one would think the spirit could scarce fail to be conjured. Yet often, after spending a morning hour restlessly there * * I have strolled off with a book in my pocket to the woods; and, as I live, the mood has descended upon me under some chance tree, with a crooked root under my head, and I have lain there reading and sleeping by turns till the letters were blurred in the dimness of twilight.—From *Prose Writings of N. P. Willis*.

Educational Opinion.

LANGUAGE AND COMPOSITION.

(Read before the Elgin Teachers' Association.)

MR. PRESIDENT, LADIES AND GENTLEMEN,—

I HAVE been assigned the subject of "Language and Composition" to take up at this time, and although I have no hopes of being able to advance any new ideas on the subject, still I trust to say something which may be of use to those who have lately entered the profession.

On looking over my register a few days ago, I found that out of about 250 pupils who had been in my department during the last four years, 48 had left school before passing the examination to the senior room, or in other words, while they were yet in the Third Book. Astonished at this percentage I made careful inquiries to find out if this were the case in all schools, and was told by those who are in a position to know, that at least forty per cent of the children of our Province discontinue school while in the Third Book. Of the remainder, fifty per cent leave previous to, or immediately after, passing the high school entrance examination. This being true does it not behove us as teachers to make every effort in our power, that the knowledge imparted to those in our charge be as eminently practical as possible; something that will be of use to them in any calling of life. That we are doing this to a large extent, in the study of arithmetic, I think none can deny. In almost every school pupils are taught at an early age to measure cords of wood, paper walls, make out accounts, etc., all of which cannot fail to be of great benefit to them. Geography, too, is in the great majority of instances, taught in a manner calculated to give even beginners a very good idea of the size, shape, and physical features of our globe. But, coming to the subject before us, could we give as satisfactory an answer if asked the question, what plan or plans we were following to enable our pupils to speak and write the Queen's English, both correctly and with fluency? I am afraid not. Although Language Lessons proper have received a wonderful impetus during the last eight months, it seems to me they do not even yet occupy as prominent a place in our curriculum of study as they merit. I am sure you will all agree with me, that it is of vast importance to every man and woman that they have a thorough knowledge of the grand old mother tongue we speak; and yet how very many of those who have taken, perhaps, rather an extended course of study in our public schools, are unable even to write an intelligent letter, and quite incapable of understanding and appreciating the language in the better current literature of our day! Now, if we are anxious, as I am sure we all are, to change this order of

things, how can we best set to work to remedy the evil?

Well, then, beginning with junior pupils. I know no way of successfully teaching language to little ones excepting by a series of well-taught object lessons. And in order that these lessons may meet the wants of the case in hand, they should be thorough, well-reviewed, connected, and on objects about which we can tell the pupils something that will not only interest them, but will also be of practical use to them. For instance, if we were intending to teach a lesson on glass, say, intending as one point in it to teach the word "transparent." We would have a talk of course with the pupils as to the meaning of the word before introducing it to them; it would then be put on the board, written on slates by the class, and a thorough drill on it generally be gone through with. However, if our teaching of that word ended there, it would probably, in the case of nine pupils out of every ten, be a complete failure, as they would not likely remember it well enough to use it themselves, or comprehend its meaning in the conversation of another. But if we were to have another lesson on water, in the course of a few days, when the quality, transparency, could again be brought forward and explained, and also see that at every available opportunity this word was properly used, it would in a little while become *one* of the child's vocabulary, and this is the great point we are aiming at. But some may ask, if it is possible to teach pupils in the First and Second Book to use new words understandingly? My answer is most decidedly, "Yes." Children know and can be taught a great deal more than some people have any idea of. Were there not many of us astonished in beginning the subject of drawing to find how readily our pupils picked up the words "horizontal, vertical, parallel," etc.? the reason being—the meaning of these words was thoroughly explained to the children in the first place, and then they were being continually brought into use at each succeeding lesson. And so it will prove with every new word taught if there is only sufficient reviewing practised. I would suggest that the teacher keep a list of the words taught in order that he may not forget them, and so the class lose them.

So far I have only spoken of the teaching of language, but composition may, I think, be begun at just as early an age, or at least as soon as children can write. The first step in this is to teach pupils what a sentence is, and also to compose one. How we can best do this is, I believe, a matter of great dispute with many. One plan, and I think a very good one, is to hold up some object, say a pen, before the class, and ask them what it is. They will probably only say "pen," or at most, "a pen," but it would be an easy matter to have them form the sentence, "That is a pen." I would do this with a

number of objects until there were ten or a dozen sentences written on the board. Then the pupils could be told that words joined together so as to tell us something were called a sentence or a statement which ever word you prefer. Their attention should be then called to the fact that each of these sentences begins with a capital letter, and ends with what they will likely call a dot, until told it is a period. I would continue in just this way until every pupil in the class could write in the form of a correctly written sentence the name of any object to which their notice was directed. It will not be enough that the children give these sentences orally, as so many more mistakes needing immediate correction will be liable to occur in writing them; capital letters, the period, and not only those, but if we were to take up an apple, for instance, and ask the class what it was, they would say, "That is an apple," but would probably write, "That is a apple," and such errors as these we cannot begin too soon to correct. After sufficient time has been spent at this, the sentences could, in a variety of ways, be lengthened. Supposing the class had written, "That is a marble," they could be asked to tell its color and then its shape, and get "That is a round, brown marble," and here I would introduce the comma at once. Proceeding in this way and being very careful that each member of the class really comprehends every lesson taught, we would in no very great space of time succeed in teaching pupils to compose easy sentences and also write them correctly both with reference to the punctuation marks, and also the proper uses of capital letters.

After all this has been thoroughly mastered, the next step, and by far the most difficult in the whole study of composition, is to get pupils to join sentences properly. In order to give them an insight into this a very good plan is to write a short story on the board, and allow the class to copy it *verbatim*. If this be continued daily, for some little time, it must certainly be of great use in giving children correct ideas, as to how they should put down future compositions of their own. But what must be our first lesson in teaching pupils to compose, and properly connect, a few sentences, that are exclusively their own? I would say, "Fall back on the story again"; it is the only way in which you can thoroughly interest pupils in this subject. Read them some short anecdote that they are not familiar with, have a little talk with the class about it, and then ask them to write on their slates what they can remember of it. My reasons for saying the story should be one with which they are not familiar is, that otherwise they would in all likelihood write their account of it in the very words you have read, and this of course we do not want.

And here let me tell those who have

not had any, or much, experience in teaching primary lessons in composition, if you live through examining these first exercises without being sorely discouraged, you will indeed be a marvel. But there are always a few bright ones in every class, and these will get their work down in such a manner that you will be able to take heart again. I received a letter from one of the teachers in our county, a few days ago, asking me some questions, the answers to which were to be given in this paper, and one of them needs attention here. It is: "Should the teacher himself correct every composition exercise, and, if so, how are we, who have the charge of large schools, to accomplish it?" I can only say, that the more the written work of every school is examined by the teacher personally the more thoroughly will that work be done. But in such an exercise as I have just mentioned, the teacher, after telling the pupils to write a synopsis of the story read, might, if he were in a graded school, walk round, and give a glance, if only a cursory one, at the slate of each pupil, especially noting those whom he has reason to think will, from various causes, have poor work. But in rural schools I should fancy the difficulty would be much more easily obviated, as there are seldom more than sixteen or eighteen in the one class, and it would only take a few minutes to correct the slates of all. However, if you have no time to do this as well as you think it should be done, look over thoroughly what you can, and there are a great many points in which children can correct each other's work, and also there will very likely be some general mistakes which you can mention to the whole class. An occasional exercise on paper, say once a week, which the teacher could take time out of school hours to look over carefully, would be a great help in determining the progress of the class. But, to return to the actual work of teaching composition, I would proceed for some time in this reading or telling children a story and having them write a sketch of it, encouraging them in every way to use their own language; to vary this they might write an account of their last object lesson, and, in fact, pupils in the Second and Third Book, should write a sketch of every such lesson they have. It may be, and likely will be, a few weeks, or even months, before much improvement can be noticed in their manner of doing this, but if we compare the work done after a couple of weeks' instruction with that at the end of a six months' course, we will discover enough signs of success, even with the papers of the most stupid, to assure us that our efforts in this respect are not being made in vain.

There are many other exercises that might be given which would be of great help in teaching both language and composition. One, which I have made great use of in my own school, and which I find succeeds admirably, is writing a few sen-

tences on the board containing words underlined and requiring the pupils to give synonymous ones, or these words might be marked in the reading lesson you have just had, or are intending to have the day following. The entire sentence should be rewritten by the pupils, and not merely the words changed, as the meaning of these words will be better seen if taken in connection with the context. Those who have not tried this will be astonished how much about language they can teach by this means, as we find, quite frequently, that pupils have an entirely wrong idea of the meaning of some quite common word.

Changing the construction of sentences may also be made of use, as children can be taught to change the voice of the verb long before they have any idea that the verb has such an inflection as voice, and every exercise of this kind tends to give them a wider range of language.

Transposing poetry into prose is another good exercise, and I can say from experience, that pupils as young as eight and ten years of age, can, after sufficient practice do easy work in this very nicely.

There is also another means by which we can aid our pupils materially in this branch, and that is by keeping a careful supervision over all written work. Never allow an exercise, either written or worded badly, to pass unnoticed. See to it, that every punctuation mark and capital letter is in its proper place, and the language, the best possible. You will be amply repaid for your trouble and time by the satisfaction afforded you in examining neat and easily corrected papers.

There is another very important branch of this subject, which I have not spoken of yet, but which should demand our earnest attention with pupils of every age and class. It is commonly called "false syntax." I have read somewhere that children learn good English as they learnt bad—by imitation; and with this statement few will differ. If a child could be brought up where all the conversation he hears is carried on in the best English, we would probably discover few, if any, grammatical errors in his speech. But from the first day a pupil enters school and is in the society of other children he will be daily hearing, to a greater or less extent, mistakes in grammar in the conversation of those with whom he is associated. Now, if we really believe this theory of imitation, the plan for us to adopt is certainly a plain one, though, in some instances, it may prove rather difficult. We must, in the first place, be very careful as to the correctness of our own language, and then make every effort to improve that of our pupils. And in this respect I would recommend as much individual teaching as is at all possible. You will often notice a pupil in the habit of making one, two, or three certain mistakes, and in fact the majority of people have a few, that seem peculiarly their own, the correction of which they, appar-

ently, are never able to remember. Now, in such cases as these, speak to the children pleasantly about it, when alone with them; tell them the correct form and encourage them to see how few times they can make those same mistakes in the course of the next week or month. Of course the teacher could not keep many such single instances as these on his mind at all times, but still there is an old saying which proves true in this, as in all else: "Every little helps." And what I have just said of individual pupils is equally so of whole schools. Can we not all of us call to our minds some few mistakes that we are in the habit of hearing in schools oftener than any others. Perhaps it may be the use of a wrong word, as "Can I get that book," or a double negative, "I ain't got no ink," or, as is more frequently the case, trouble in using correctly the different parts of such verbs as "sit" and "set," "lie" and "lay," "write," "go," "draw," etc. Now, if sentences containing mistakes such as these were given to the class as often as possible to correct, and if children were put on their guard to watch each other and a correction made each time the mistake occurred, we could not fail in persuading numbers of our pupils, in the course of time, to give up some, at least, of their grammatical errors and use more correct forms. Another plan which I have found very useful in my own experience is to ask the children to write on a slip of paper all the grammatical errors they hear during the week and bring them in to me on Friday when they can be corrected before the whole school. You will find quite a rivalry created among the pupils, as to who shall bring the greatest number of these, and it will also set children to asking questions and thinking for themselves, with regard to a large number of incorrect forms of speech. Having thus succeeded in getting children interested we must not fail to steadily persevere ourselves. We may perhaps occasionally feel discouraged and be inclined to think there is no use trying to combat this evil; but let us always keep in mind that, though we can never hope our pupils will reach perfection in this any more than any other branch, still, every time we succeed in really teaching a pupil to exchange an incorrect sentence or word, for a correct one, we are taking one great step towards it.

LIZZIE P. McCAUSLAND.

(To be continued.)

CHILDREN trained in kindergartens come out best, as might be expected, and the country-bred children were better than their schoolmates who were city-born. This, too, is an inevitable result. The country has a thousand varieties of tree and leaf, of soil and stream, of bird, beast, and fish, to prick curiosity and fill the mind; but in towns house after house, street after street are built after the same pattern, so that observation becomes dulled from want of use.—*Daily Telegraph.*

TORONTO:

THURSDAY, JULY 30, 1885.

INDIVIDUALITY.

WE wrote at some length in our last issue of the necessity of basing all methods of education on a scientific foundation; of the impossibility of arriving at true tuition till we have discovered the true process of learning; of the advisability of banishing, as far as lies within our power, all irrational empiricism. When we do succeed in this, or rather, when we have achieved very much more in this direction than at the present moment we have achieved, there will result among numberless other advantages that of preserving the individuality of the child.

We now teach children in batches: the class is looked upon as a homogeneous whole, not as composed of so many different units; we knead the whole lump alike; and no wonder the result is loaves indistinguishable in appearance and quality. Any differences that obtain are not the result of the person teaching but of the minds taught. We never think of fostering individual bents: each member of the class must spend an equal amount of time on each of his many lessons: the adept at geometrical deductions is supposed to take as absorbing an interest in Xenophon even though he cannot translate *Anabasis* as the most enthusiastic classical scholar, and the latter is punished if he stumbles over the *pons asinorum*. Here and there are exceptions. This one substitutes German for Greek; that one is allowed to escape French if he attends a class in chemistry. But on the whole all are thrown pell-mell into the same mill with the natural consequence that all promising developments are worn away, and the pupils leave school with—as far as their knowledge is concerned—a lamentable sameness.

Not only so, but this teaching by batches induces another evil. Masters seem to take a veritable delight in overlooking the very various mental habits of their pupils. The mathematician and the linguist are treated alike. "My subject must be thoroughly studied," says the classical master; so says the English master, so the science master, all the masters. What happens? No subject is thoroughly learned, and that in which the learner is most proficient soon ceases to interest

him. He becomes apathetic; is called "dull" if not "indolent." He loses the esteem of all his teachers. The master who taught him his favorite subject begins to lose faith in his aforesaid aptitude. He loses faith in himself, and eagerness gives place to ineptitude.

Neither is it till comparatively late in life that the natural bent of the mind obtains opportunity of development. The university, perhaps, first gives it a chance of showing itself. But than this the university does little more. Even here the natural aptitudes for various subjects, stifled as they have been by the ordinary school routine, find no spur given to them for their growth. Their existence is not pointed out their possessors—and it is seldom that in youth one is able to recognize one's peculiar powers. The undergraduate is left by means of a library, the conversations of his fellow students, and his place in the class lists, to discover his proficiency and to work out his own education—and truly this is not done without fear and trembling.

This loss of individuality is apparent far into life. If we except those notable exceptions who seem gifted above their fellows with a touch, if not of genius, of rare talent, is there not on all sides of us exposed to view a similarity, a lack of originality, striking in its widely-spread existence? At most, men differ from one another as fossils in different strata. It is only when we enter a stratum other than our own that we recognize a distinction: a variety in the habits of study, a divergence in the lines of thought, a different range of information, a new mode of regarding facts—all due, not so much to different degrees of mental calibre as to differences in education. With a little experience one is able to detect a public school man, a high school man, a university man, a man educated in England, a man with continental after touches.

The source of these differences, from a philosophical standpoint, is the interaction of environment upon heredity. Instead of one aiding the other: instead, that is, of the environment being made as far as possible suitable to the highest development of the best faculties implanted in us by nature, in the great majority of cases it acts in the exact opposite direction: takes no note of implanted faculties, makes no effort to foster the growth of particular bents, treats all mental faculties alike, and

takes no cognizance whatever of varieties of temperament.

This, we submit, is the general truth. There are exceptions, doubtless. But in the majority of cases these exceptions are the result of the superiority of heredity to environment.

It must not by any means be supposed that we advocate a system of education limited to the strengthening of peculiar mental traits. Our strong assertions as to the benefit, the necessity, of a thorough, all-sided, completely-rounded education, *totus, teres, atque rotundus*, will suffice to defend us from such a misinterpretation. No; the defect is that with our present knowledge of the science of tuition, and with our present means of carrying out the methods dictated by that knowledge, we are unable to so educate each individual child under our care in the manner best suited to that child. It is as if we had only a limited field at our disposal, and in it had to plant innumerable delicate young plants of all sorts of genera and species. The oak, the lily, the palm, the cedar, the pine—some wanting room to spread laterally, others growing tall and slender, some needing abundance of rain and sunshine, others withering in a strong light and dying under excessive moisture, all these we have to plant side by side, and all these we water, and prune, and train in one and the same manner.

This loss of individuality is no unimportant one, but it is one hard to avoid—perhaps at present impossible to avoid. But if we recognize it as a deficiency much is already gained, and perhaps the endeavor to avoid it will in no slight measure help on that search for a true scientific basis for all our methods of teaching.

BOOKS RECEIVED.

Practical Work in the School-room. Part 3. Object Lessons on Plants. New York: A. Lovell & Co.

BOOK REVIEW.

The Education of Man. By Friedrich Froebel. Translated by Josephine Jarvis. New York: A. Lovell & Co. 1885.

Froebel was the son of the pastor of a small German village. He early manifested a remarkable love of the study of nature. He was early bereft of a mother's care, and his father's time was fully occupied, consequently his childhood was spent in learning from nature and his surroundings as he could. Subsequently he spent some time in the study of the sciences and mathematics, and then became a pupil of Pestalozzi in Switzerland. We need not pause to trace the influence

of the lessons which he here received on his subsequent career as an educational reformer. He bases his entire teaching on the idea of natural and harmonious development. This is the fundamental principle in his attempts to provide for the training of children, particularly during their earlier years.

His name and fame are so generally known to teachers that little need be said of the work which he accomplished. Most of the "New Methods" are but a carrying out in fuller detail of the principles which he enunciated. But while he is so well known at second hand, few are familiar with his own writings. This translation of the *Education of Man* is most opportune; it would not be easy to make a more valuable contribution to educational literature for the majority of teachers than this. The author considers the human inquirer after knowledge in three different stages—man in his earliest childhood, man as a boy, and man as a scholar. In his attempts at teaching children he found that they had much to unlearn. This earliest work is addressed to mothers whom he was at first disposed to regard as the only persons competent to take charge of young children. But in the course of his subsequent experience he learned that even if mothers knew how to train young children they had not the time or opportunity for successfully doing the work. Hence the kindergarten. In reference to the latter, the third division of the book is of great value. This occupies over 200 pages, and includes a particular consideration of the individual subjects of instruction, comprising language, number, art, color, the cultivation of the religious sense, and many other topics. No one who wishes to trace the history of educational theories and their development should be without the book. It is neatly printed on good paper, is well bound, and is a credit to its publishers.

The Number and Nature of Vowel Sounds. An Essay read before the Canadian Institute on the 13th December, 1884. By M. L. Rouse, of the English bar. Toronto: Rowsell & Hutchinson.

The title of this little work sufficiently indicates the topics of which it treats. The author claims that the work done by the continental explorers in this field is incomplete, while even the later English systems are still much lacking in method. This he attributes to too little study of the pronunciation of other languages than their own. Passing by both Walker and Webster, he examines a more recent, and in some respects more complete classification of vowels and diphthongs—that of Isaac Pitman. In this he discusses some additions to the list of vowel sounds as given by previous authors, the absence of several foreign sounds, and some statements which the author regards as inaccurate. For example, he contends that the sound of *o* in *one* is not the short form of its sound in *so*, which is the place assigned it in Pitman's classification. Its true place he seeks to establish and illustrate by a comparison of the English sound with the French, German and Italian. Space forbids our following out the discussion of the vowels and diphthongs of the language in detail; to do so would be to reproduce the work; what we have said will indicate its drift.

One of the most noticeable features in the author's treatment of the subject is his discussion of the analogy between music and speech. He thinks that the eight long simple vowel sounds can be arranged in an ascending musical order which, when whispered, they will be found to follow. To those of our readers who are musical it will be interesting to test the author's conclusions here, by comparing these sounds with the corresponding notes on the piano. To those engaged in the critical study of English pronunciation, especially to those who have to teach the pronunciation of foreign languages to English-speaking students, the perusal of Mr. Rouse's essay will be not only interesting but also profitable.

If more attention were given to the critical study of the constituent parts of speech we would have greater accuracy in pronunciation, both in English and in foreign languages. To the student of elocution such investigations are always advantageous. The author states his views clearly, illustrates fully, and supports his conclusions ably. His acquaintance with French, German and Italian, acquired on the Continent, gives him a breadth of view, in his treatment of the subject, not often attained.

Table Talk.

"MALTHUS AND HIS WORK," by James Bonar, is announced by Macmillan & Co.

THE late Richard Grant White's library, which is especially attractive in its Shakespeariana, will soon be sold at auction.

MONSIEUR D. CONWAY, who has lived in London for twenty-one years, has taken a house in Brooklyn, where he proposes to make his future home.

IT is said that Mr. Lowell will soon begin work on his "Life of Hawthorne" for the American Men-of-Letters Series.

WHITTIER thinks that, besides himself, Elizur Wright and Robert Parvis are the only surviving signers of the famous anti-slavery declaration in 1833.

GOLDSMITH'S tomb in Temple church was found the other morning to be exquisitely decorated with a profusion of flowers—by whom deposited nobody seemed to know.

THE new Lord Chancellor of England is a son of that Dr. Giffard who was editor of *The London Standard* and who figures in "Pendennis" as "Dr. Boyne" of *The Dawn*.

THE Beacon Street house in which Prescott, the historian, lived and died, in Boston, is now occupied by a nephew, and the author's venerable sister and her younger son live next door.

THE meeting of the American Association for the Advancement of Science will be held at Ann Arbor, Mich., on August 26-September 1. The headquarters will be at the University. The local secretary is Prof. John W. Langley.

THE great French chemist, Chevreul, hopes to celebrate the hundredth anniversary of his birth-

day in August. He is a total abstainer from all spirituous liquors, and is in full possession of all his senses, frequently lecturing to the students of the Jardin des Plantes, in Paris.

THE universities and colleges are improving the faculties for higher education by establishing fellowships for one or two years or longer periods. The University of Pennsylvania has recently established five post-graduate fellowships in history and political science.

THE publications of the Victoria Institute—which is a British organization devoted to scientific and philosophic inquiry and the reconciliation of Christianity and Science—are to be brought out in the United States by G. P. Putnam's Sons. Many distinguished names are mentioned as those of the authors of the forthcoming pamphlets.

IT is stated in the English papers that a Manchester photographer proposes to reproduce in facsimile, by the process of photo-lithography, the Mazarin Bible. Mr. William E. A. Axon will write for it a bibliographical and historical introduction. The copy to be used for reproduction is loaned for the purpose by Lord Lindsay.

LONGFELLOW'S kind and intellectual countenance is preserved in an engraving made by Charles K. Irt from a photograph which, the poet assured him eight years ago, "is generally considered the best." It is a careful reproduction of the original, and a very satisfactory portrait indeed of the singer whose memory is cherished in so many millions of hearts. The engraving is published by C. Klackner, of New York, at three different prices—plain \$3, India prints \$5, artist's proofs \$10.

THE late Earl of Huntingdon, whose death has scarcely been noticed in the English press, was, says *Life* (London) the grandson of a gentleman who, having been born plain Mr. Hastings, and having been brought up in ignorance of his high birth, had reached middle age before he found that he had reason to suspect that he had a claim to the earldom of Huntingdon, which had remained dormant and unclaimed since the death of the tenth earl in 1789. The estates had passed by will to the Marquis of Hastings, but the coronet of an earl cannot be bequeathed by will like an ordinary chattel. Having got into a quarrel, while barrack-master in a town in the North of Ireland, he was mortified by a certain noble lord who declined to "go out" with him, on the ground that he was not his equal. "I am your equal," was the reply, "and if I only had my rights, I am your superior too." The duel never came off, but a solicitor was found to "take up the case," and an inquiry before the House of Lords, the details of which read like a romance in print, ended some sixty years ago in Mr. Hastings being summoned to the House of Peers "by the name, style and title of the Earl of Huntingdon." The hero of this romance was grandfather of the earl now deceased, but the marriage of his son to the heiress of Clashmore, and of his grandson to the heiress of Sharavogue, could not avert the ill-luck which seems to wait on the earldom of Huntingdon; and shortly before his death the late earl had the mortification of seeing the bailiffs in unpleasant proximity to the domain which he owned in right of his wife and his mother.

Special Papers.

MENTAL SCIENCE FOR TEACHERS.

It may seem absurd to suggest the addition of another subject to the large number with which the curriculum for teachers' certificates is already burdened. The list of subjects is no doubt long enough, but one may still ask if there are not on that list some subjects of less practical importance to teachers, than the one implied in the title of this brief article.

Provision is already made, in the case of First Class Certificates, for a course of reading and an examination in psychology. There are many reasons in favor of extending this requirement to Second Class Certificates as well; indeed, it might well be extended to all who intend to teach for a number of years.

In presenting a plea on behalf of mental science for teachers, no wide course of reading in philosophy is advocated. The subject, properly limited and rightly defined, does not require a general knowledge of all those topics usually embraced under the vague term—metaphysics. The whole field of speculative philosophy, or metaphysics proper, may be left unexplored. It would not be necessary to wrestle with the problem of pure being, or the real essence of existing things. No attempt need be made to fathom the absolute and infinite. The question of the relation of the phenomenal to the noumenal, of becoming to being, amid the ceaseless change in the universe, need never be raised. Space, time, motion, and other metaphysical conceptions, though interesting and important in themselves, are not to be deemed of value in the furnishings teachers require in this subject.

Psychology proper, which deals with facts of mind as revealed in the human consciousness, is the topic whose value cannot but be great to every one engaged in the work of instructing either old or young. Taking the existence of the mind for granted, its various facts, as unfolded on the field of consciousness, will form the chief subject of study. Closely related to this subject, we will find many most interesting and useful facts connected with the physical basis of the working of the human mind. A general knowledge of the physiology of the nervous system, and of the brain in particular, will be of value as a kind of preparatory study to that of psychology proper. The chief subject which every teacher should have some general knowledge of, is the faculties, so called, and operations of the mind of man; and he should, especially, have some well-defined notion of the various processes by which mental development actually takes place.

The great and important work of the teacher, whether in school or university, is

to impart knowledge, or rather, to aid in securing the education of those under his care. This educational process must stand closely related to the mind, its faculties, their operations, and to the modes in which knowledge is imparted and acquired, and to the way in which the development of the mind, or in other words education, is secured. It is evident that psychology, which treats of these questions, should have deep interest with and be of vital importance to, all teachers. To know how, in a general way, the perceptive and observing powers are exercised and developed; to understand the way in which the child mind acquires knowledge of a higher kind, under the working of the laws of association, and the aid memory affords; and to have at least some idea of the manner in which inductive and syllogistic processes are carried on, must be of abiding value to teachers: and the wonder is that, in the remarkable advance made in our educational system, this fact has not been more fully recognized.

What is advocated is not any attempt to travel far along metaphysical lines, but rather that all teachers should be required to possess a simple and general knowledge of the main facts of the human mind as unfolded in consciousness, whether in the child mind or in that of mature years. By such study the minds of the teachers would no doubt be guided into more rational methods of working, and they would also be put on their guard against confusion in their own thinking and preparation for class work. Then the child mind, especially in its earlier stages, would no doubt receive much more rational treatment at the hands of teachers who knew something of psychology, than it is to be feared it sometimes receives as matters now stand. The adoption of the suggestion thus made would, it is believed, do much to put teachers intelligently on rational methods of instruction; and no doubt much of the merely mechanical in education would thereby be avoided.

F. R. BEATTIE.

VOCAL EXPRESSION.

THE season of eloquence reached and passed its flood tide, throughout the length and breadth of this land, a month ago. Hundreds of graduates passed from "Alma Maters"—with a parting salute, but how many of all the speakers commanded the attention, or inflicted anything but weariness, upon heated and long-suffering audiences? Not that what was said was not good—the trouble was not with the mental conception, nor with the language in which ideas were couched, but in the *vocal expression*—and this difficulty is not confined to graduates alone, although the fault should be remedied during the educational course. If you attend a convention, if you go to a lecture, it is a rare thing that the speaker does not

violate every law of *nature*, in trying to tell his hearers what he thinks. The *voice*, nine times out of ten, is used by one who knows nothing of his vocal organs, and has never learned the simplest and most fundamental laws of their use. It is coarse or FALSELY pitched, the latter an almost universal fault, and the power of the thought the voice is intended to convey to the ear is lost, because it is made to deny in tones what it says in words. The nuisance of *bad voice* is everywhere—not excepting the sacred desk, and there it is a fearful mistake—God demands from His chosen workers their BEST efforts, not of thought alone, but of voice. It is as much as one's life is worth to hear and understand the almost unintelligible mutterings of some members of local, and even national, legislatures—but for what do men speak except to be heard and understood, not alone with the ear, but with the heart? I hope not to be misunderstood by any. I write not for the sake of writing, but to call attention particularly to that *much neglected* part of education—VOCAL CULTURE. Music has always been considered a universal language, but, in fact, it is scarcely more so than speaking, when the *root meaning of tones and vocal movements* are thoroughly understood. Who that saw and heard the great Ristori's interpretations, stopped to think that she was speaking in a foreign language. The cry of terror is understood by all men, whether they speak the same language or not—even the beasts and birds interpret nature correctly, and every living creature, man included, will put more force on the *first part* of a tone or sound which gives expression to actual terror than they will on the last part of the tone. Any observer of ordinary intelligence can demonstrate this fact by using his ears for a short time. And this once understood, surely we have a key to the *vocal* interpretation of *all fear*, and as with fear or terror, so with contempt, earnestness, surprise and the grand medium swell, which interprets so completely the sublime emotions of the soul when put in words, and the tremulous movement which puts *heart break* into sound. Who has not felt his very blood leap at the sobbing tremulous tones of an organ touched by a master's hand as it wailed out the anguish of earth-tired souls who had left behind them only black mementoes of their suffering, which men call notes? And did not God understand His *organ building* as well as man, think ye? Oh! when will all the people learn to feel truly the wonderful capabilities of the human voice in speaking and reading, as well as singing? When they are taught—I think the people of this Province (Ontario) are hungry for the soul-food which can be provided only by the *voice*—in the pulpit, on the platform, in the hospital, everywhere. Who has not heard of the wonderful effects

produced by Elizabeth Fry on the criminals of Newgate, by simply reading to them the parable of the Prodigal Son? Princes and peers of the realm, it is said, counted it a privilege to stand in the dismal corridors, among felons and murderers, merely to share with them the privilege of witnessing the marvellous pathos which genius, taste and culture could infuse into that simple story. This power is possessed by many more than is now dreamed of by the masses, if only they would give attention to the training of their vocal organs, and not feel that all they had to do to astonish the world was to open their mouths; but indeed some do not consider even that essential, and attempt to reach the ears and hearts of listeners through *closed teeth*.

A few thoughts on the *individuality* of words in my next.

J. H. Churchill,

SCIENCE AND MODERN DISCOVERY.

THE present occupant of Sir Isaac Newton's Professorial Chair at Cambridge University, Professor G. G. Stokes, F.R.S., who is also Secretary of the Royal Society of England, delivered a remarkable address at the annual meeting of the Victoria Institute, in London, towards the end of June. Sir H. Barkly, G.C.M.G., F.R.S., occupied the chair, and the audience, which included many members of both Houses of Parliament, filled every part of the large hall. Professor Stokes gave an important account of the progress of physical science during the past quarter of a century, and, reviewing the results, specially noted that as scientific truth developed, so had men to give up the idea that there was any opposition between the Book of Nature and the Book of Revelation. He said that for the last twenty years or so one of the most striking advances in science had been made in the application of the spectroscope, and in the information obtained with regard to the constitution of the heavenly bodies. The discovery that there were in these particular chemical elements, which were also present in our earth, exalted our idea of the universality of the laws of Nature, and there was nothing in that contrary to what he had learned in Revelation, unless we were to say as the heathen did that the God of the Hebrews was the God of the hills and not of the valleys. Entering with some particularity into the composition of the sun, the Professor said this gave an idea of an enormous temperature, since iron existed there in a state of vapour. This was utterly inconsistent with the possibility of the existence

there of living beings at all approaching in character to those we have here. Are we then to regard this as a waste of materials? Might we not rather argue that as in animals we ascend by greater specialisation, so we could consider the differentiation of office in different members of the solar system as marks of superiority and could regard the sun as performing most important functions for that system? In fact, all life on our earth was ultimately derived from the radiation of solar heat. Referring to the doctrines of conservation of energy and of dissipation of energy, he pointed out at some length how the sun, so far as we could see, was not calculated for an eternal duration in the same state and performing the same functions as now. We must regard the universe on a grand scale, and then there was progress. If we contemplated nothing but periodicity, perhaps we might rest content and think things would go on forever as at present; but, looking on the state of the Universe on a grand scale as one of progress, this idea obliged us to refer to a First Cause. Professor Stokes concluded with recommending that the Annual Report of the Society, read by Captain Frank Petrie, the honorary secretary, be adopted. It showed that the number of home, American, and Colonial members had increased to upwards of eleven hundred, and that the Institute's object, in which scientific men whether in its ranks or not aided, was to promote scientific inquiry, and especially in cases where questions of science were held by those who advanced them to be subversive of religion. All its members and one-guinea associates received its Transactions free, and twelve of its papers were now published in a People's Edition, which was to be had in many of the Colonies and America. The address was delivered by Dr. J. Leslie Porter, President of Queen's College, Belfast, the subject being "Egypt: Historical and Geographical," a country with which he had been thirty years intimately acquainted. Having referred to the antiquity of Egyptian records, which in so many instances bore on the history of other ancient countries, he proceeded to describe the various changes through which that country had passed since its first colonisation; and, touching on its physical geography, concluded by giving the main results of recent exploration. One or two special statements may be here recorded. Dr. Porter said:—"Were the Nile, by some convulsion of nature, or by some gigantic work of engineering skill—neither of which is impossible—turned out of its present channel away up to Khartoum, or at any other point above Wady Halfa, Egypt would speedily become a desert." No tributary enters the Nile below Berber, that is to say, for the last thousand miles of its course. "The arable land of Egypt is about equal in extent to Yorkshire." The White Nile, issuing from

Lakes Albert and Victoria Nyanza, is broad and deep, never rises above a few feet, and supplies the permanent source of the river of Egypt. "The other tributaries produce the inundation." Of these the *Athara*, from the mountains of Abyssinia, is the most fertilizing, as it brings down with it a quantity of soil. The deposit of this soil is slowly raising the bed of the river as well as extending on each side; for example, on the plain of Thebes the soil formed by deposits has in 3,500 years encroached upon the desert a third of a mile, "while the ruins of Hierapolis in the Delta, which once stood above reach of the inundation, are now buried in a mud deposit to a depth of nearly seven feet." In conclusion, he referred to Egypt and its present condition, saying:—"The commerce from the upper tributaries of the Nile, and from the wide region of the Soudan, forms an essential factor in the prosperity and progress of Egypt." The Earl of Belmore and the Right Hon. A. S. Ayrton moved and seconded a vote of thanks, after which the company present assembled in the Museum, where refreshments were served.—*Victoria Institute for the Advancement of Science.*

SUPERVISION.

IN many parts of our country, ungraded or country schools are without supervision. Satisfactory progress will never be made while this state of things exists. With an efficient county superintendent the greatest possible unity of effort for improvement could be effected. The accomplishment of that alone would be worth to any county more than the salary paid to an official. But that is only one of the many benefits which inevitably follow the wise policy of supervision, where a number of persons are employed to do the same kind of work. Who would think of placing ten of these country-school teachers together in a city school without an efficient superintendent? And yet their chances for success and improvement would be greater, so far as association and mutual help and counsel is concerned, than when isolated in the country schools. Is it not then an unwise policy to leave these seventy five or one hundred teachers without organization, counsel or supervision? The question is open to both teachers and patrons for discussion. The fact that the country schools do not rank with the colleges, universities, normals, and high schools in order, system and efficiency, is largely due to a lack of supervision in these schools. They will never take their destined rank till system and organization is in some way effected. Their work and results must be observed, compared and studied before anything better than what we have can be expected.—*Educational Gleaner.*

The High School.

UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS, 1885.—JUNIOR MATRICULATION.

HISTORY AND GEOGRAPHY.

HONORS.

Examiner—T. C. L. ARMSTRONG, M.A., LL.B.

1. Contrast the attitude of Parliament towards the crown in the time of Henry VII., and in that of Charles I., and account for the change.
2. What means were employed by Henry VII., Henry VIII., Elizabeth, James I., and Charles I., respectively, to obtain money by irregular ways?
3. What different attempts were made by the Tudor and Stuart monarchs to rule without a parliament?
4. In what respect were (a) the allegiance of the subject; (b) the liberty of the subject; (c) the succession to the throne, and (d) the colonial possessions affected during the Tudor and Stuart periods.
5. Sketch the physical features of Ireland, and point out its chief industries.
6. Name the cities of Canada, and state what has led to the growth of each.
7. Name the British possessions in America other than the Dominion of Canada, and tell what each would probably export and what import.

EUCLID.

HONORS.

Examiner—J. W. REID, B.A.

1. Define 'extreme and mean ratio,' and 'reciprocal figures.'
- What is meant by 'compound ratio, componendo convertendo? Give algebraic proofs of these.
- Deduce the algebraical definition of proportion from Euclid's definition.
- Inscribe a circle in a given triangle.
- If the circle inscribed in a triangle ABC touch BC in D , the circles inscribed in the triangles ABD , DAC , will touch each other.
- Inscribe an equilateral and equiangular pentagon in a given circle.
- AB , AC are the sides of a regular pentagon and decagon inscribed in a circle whose centre is O ; if OP be drawn to AB bisecting the angle AOC , shew that the triangles ABC , APC , as also the triangles AOB , BOP are similar, and that $AB^2 - AC^2 = AO^2$.
- Inscribe an equilateral and equiangular quindecagon in a given circle.
- What regular polygons can be inscribed in a circle by means of the propositions of the Fourth Book of Euclid?
- If the vertical angle of a triangle be bisected by a straight line which also cuts the base, the segments of the base shall have the same ratio which the other sides of the triangle have; and if the segments of the base have the same ratio which the other sides of the triangle have to one another, the straight line drawn from the vertex to the point of section shall bisect the vertical angle.

The angle A of a triangle ABC is bisected by AD which cuts the base at D , and O is the middle point of BC ; shew that OD bears the same

ratio to OB that the difference of the sides bear to their sum.

6. Find a mean proportional between two given straight lines.

If two circles touch each other externally, and also a given straight line, the part of the line between the points of contact is a mean proportional between the diameters.

7. Triangles which have one angle of the one equal to one angle of the other, and their sides about the equal angles reciprocally proportional, are equal to one another.

The straight line bisecting the angle ABC of the triangle ABC meets the straight lines drawn through A and C , parallel to BC and AB respectively, at E and F ; shew that the triangles CBE , ABF are equal.

8. Similar triangles are to one another in the duplicate ratio of their homologous sides. (Euclid's demonstration.)

Prove this proposition also by a method of superposition.

9. The rectangle contained by the diagonals of a quadrilateral figure inscribed in a circle is equal to both the rectangles contained by its opposite sides.

ABC is an isosceles triangle, the side AB being equal to AC ; F is the middle point of BC ; on any straight line through A perpendiculars FG and CE are drawn; shew that the rectangle AC , EF is equal to the sum of the rectangles FC , EG and EA , FG .

10. Bisect a triangle by a straight line at right angles to one of the sides.

LATIN PROSE.

ARTS AND MEDICINE.

Examiner—J. E. HODGSON, M.A.

N. B.—Pass candidates will take I. only. Honor candidates will take I. and II.

I.

1. It is of great importance to your parents and yourself that you should be diligent.
- Cicero is said to have been the most distinguished of all Roman orators.
- Even if I had known his design to murder his opponent, I could not have prevented him.
- Granting that the cause of the war had been a just one, still the general ought not to have acted as he did without the authority of the Senate.
- After the battle of Cannae, when his troops were congratulating Hannibal, and advising him to take some rest himself and give some to his his weary troops, one of his officers, by name Maharbal, urged him to start for Rome at once, since he was sure to feast in the capital as victor within five days. When Hannibal rejected his advice, Maharbal said: "You know how to conquer, Hannibal, but you do not know how to use victory."

II.

In those days Darius, King of the Persians had decided to transport his army from Asia into Europe, and make war on the Scythians. He accordingly bridged the river Danube so as to lead his troops across. He left in charge of the bridge in his absence princes whom he had brought with him from Ionia and Aeolis, to each of whom he had given the complete control of his city, thinking that he would most easily retain in his power the

Greek-speaking inhabitants of Asia, by entrusting the control of towns to friends who would have no hope of safety if he were crushed. Among the number to whom that trust had been allotted was Miltiades, who, when frequent messengers reported that Darius was not meeting with success, and was hard pressed by the Scythians, urged the guardians of the bridge not to throw away the fortune-offered opportunity of freeing Greece.

MATHEMATICS.

Examiners { A. K. BLACKADAR, M.A.,
J. W. REID, B.A.

1. If two angles of a triangle be equal, the sides opposite them shall also be equal.
- Draw a straight line so as to divide a given right-angled triangle into two isosceles triangles.
- If a straight line be divided into two equal, and also into two unequal parts, the rectangle contained by the unequal parts, together with the square of the line between the points of section, is equal to the square of half the line.
- Angles in the same segment of a circle are equal.
- Also state and prove the converse of this proposition.
- Find the radius of a sphere whose volume is equal to the sum of the two volumes of three spheres whose radii are 7, 8 and 9 feet respectively.
- I borrow \$6,000, agreeing to pay principal and interest in four equal annual instalments. Find the annual payment, interest being calculated at 5 per cent.
- The present income of a railway company would justify a dividend of 6 per cent if there were no preference shares; but as £400,000 of the stock consists of such shares which are guaranteed $7\frac{1}{2}$ per cent per annum, the ordinary shareholders receive only 5 per cent. Find the amount of ordinary stock, and the company's income.

7. Prove:

$$\frac{y-z}{1+y^2} + \frac{z-x}{1+z^2} + \frac{x-y}{1+x^2} = \frac{(y-z)(z-x)(x-y)}{(1+y^2)(1+z^2)(1+x^2)}$$

Shew that if $a+b+c$ is zero, the expression

$$\frac{a^2}{2a^2+bc} + \frac{b^2}{2b^2+ca} + \frac{c^2}{2c^2+ab} - 1$$

is also zero.

8. Prove the rules for finding the G. C. M. and L. C. M. of two algebraic quantities.

Find the G. C. M. of:
 $x^2 - (2a+b)x^2 + a(2a+b)x - a^2(a+b)$, and
 $x^2 - (2b+a)x^2 + b(2b+a)x - b^2(b+a)$,
 and the L. C. M. of
 $a^2 + b^2 + c^2 - 3abc$ and $(a-b)^2 + (2a+c)(2b+c)$.

9. Solve the equation $ax^2 + bx + c = 0$, and state and prove the relations between the roots and the co-efficients of the equation.

If α and β be the roots of the above equation,

find the values of $\frac{\alpha}{\beta} + \frac{\beta}{\alpha}$ and of $\alpha^2 + \beta^2$.

10. Solve the equations:
 (1) $3x(x-101) + x + 495 = 0$
 $\frac{x^2+8}{x^2+5}$
 (2) $x+2 = \frac{x^2+5}{x^2+5}$
 (3) $\begin{cases} x+y+z = a+b+c \\ bx+cy+az = cx+ay+bz = bc+ca+ab \end{cases}$

The Public School.

THE NEW PUPIL-TEACHER SCHEME.

AT the beginning of this year an interesting experiment came into operation. For some years educationists have become more and more dissatisfied with our pupil-teacher system as, until now, it has been known. For one thing the policy of teaching children by children has been challenged. A boy in, say, the Sixth Standard one day, has been put the next day to teach forty other boys in, say, the Second Standard. As more correct ideas of what education really means became entertained by those responsible for the management of our schools, it became generally recognized that the work required skilled workmen if it was to be done efficiently, and the appointment, as responsible teachers of classes, of mere novices, newly appointed apprentices, was generally condemned. Where retained, its retention was due to financial reasons. Wherever the funds admitted, adult assistants were appointed in increasing numbers, and nothing in the recent history of our elementary schools is more remarkable than the extent to which pupil teachers have been replaced by ex-pupil teachers and certificated assistants. Again, the greatest dissatisfaction has been expressed with respect to the way in which pupil teachers had been instructed. Year after year the Government Inspectors had dilated on the unsatisfactory way in which the majority of the candidates for Queen Scholarships had been prepared, and the unsatisfactory character of the Training College curriculum has been said to be due to the fact that these institutions have had to do the work which should have been done during the pupil-teacher's apprenticeship. Another ground of dissatisfaction was the undue pressure put upon pupil-teachers, leading very often to a breakdown in health. Even those who, like Sir E. H. Currie, had regarded the cry of over-pressure as a sham cry in general, had made an exception with respect to pupil-teachers, and especially female pupil-teachers. To work hard all day, and then, when fagged out with the exhausting work of teaching, to have to study hard all the evening, has given rise to many evils, and accounts to a great degree for the unsatisfactory result of the scholarship examinations referred to by the Inspectors.

The London School Board proposed to remedy, as far as possible, these defects of the system, and passed last year a new pupil-teacher scheme which came into operation on the first of January. The salient features of this scheme were that pupil-teachers were to be divided into two classes, junior and senior; that the junior pupil-

teachers should be regarded as learners, and should not be counted in determining the staff of any particular school; that a sort of half-time system should be brought into force by which these junior pupil-teachers should spend half their time at school learning the art of teaching, and half of their time should be given to their own studies; that the studies of both seniors and juniors should be carried on in connection with special pupil-teacher schools established solely for their efficient instruction. The additional expense to the Board of this scheme was estimated at about £12,000. Before the scheme came into operation it was discovered that it would be more costly than had been expected. A special committee was appointed to inquire into the cost of a new scheme, and the report of the committee was recently presented to the Board. It estimated the increased expense at, at least, £25,000, and added that it would be as cheap or cheaper to employ none but adult assistants, as to carry on their schools with mixed staffs of assistant and pupil-teachers under the regulations now in force. Mr. Gover at the last meeting of the Board, accordingly moved, and the Rev. T. D. C. Morse seconded, a resolution to rescind the resolution establishing the new pupil-teacher scheme. This gave rise to a long debate which resulted in the carrying of the Previous Question in a small Board by nineteen to fifteen. It is probable that Mr. Gover's resolution would have been carried if it had not been stated that the new scheme was but an experiment. It was to be tried for a time, and if the results were not satisfactory it was to be given up. It was forcibly urged by several speakers that it had not yet come fairly into operation, and that the least the Board could do would be to give it a fair trial. The decision come to, therefore, does not definitely settle the question, which will undoubtedly come up again for further consideration.

There were certain features in the debate of considerable interest. In the first place there was not a single member of the Board who had a word to say in favor of the old pupil-teacher system. Seeing how many members are representatives of the voluntary school element this is very remarkable. It proves that the time for a new departure is drawing nigh. The pupil-teacher system was a great improvement on the old monitorial system which it replaced. For a time it answered well, but, as the demands on the teachers increased from year to year, it became increasingly difficult to carry on schools efficiently simply with the aid of pupil-teachers. There are many prominent educationists who have held that the system should be abolished altogether, and that none but competent assistants should be engaged in their place. Messrs. Gover and Morse were repeatedly challenged to state

what, if the new scheme were abandoned, they would substitute in its stead. They did not venture to propose to revert to the old system. At the same time, while indicating a preference for the employment of adult assistants, they would not declare in favor of the abolition of the system so far as the London Board schools were concerned. This was the weak part of their case. It was easy to show up the defects of the new scheme. They were not prepared with any scheme to put in its place. Nothing is more clear than the fact that if pupil-teachers are to be retained some such scheme as that adopted by the Board must be adopted. The advocates of the new scheme are not, as a rule, in love with the pupil-teacher system. Mr. Stanley would abolish it to-morrow if he could, but for one thing. He wishes it retained in order that a supply of teachers at a cheap rate may be secured. If the pupil-teacher system were abolished the attractions of the profession of teaching would have to be increased to obtain the necessary number of eligible candidates. Inspectors and School Boards would have to worry less—managers would have to pay more. As Mr. Stanley put it, by refusing to employ pupil-teachers, "The board would be playing into the hands of those who wished to bring the trades union element into the profession and to create a monopoly, cutting off the supply of teachers who would come in to compete with them; the salaries of teachers would go up, and the Board would have to pay a higher price for an inferior article." It is remarkable how hostile to trades unions Mr. Stanley is when away from Oldham. But he has made a grand mistake. There is no combination of teachers to keep candidates from entering the profession. There is a great combination of managers, aided by the State, to bring candidates in. All that the trades unionist among teachers asks for is a fair field and no favor. We want no monopoly, but we protest against ratepayers' money and State funds being lavishly expended to keep down teachers' salaries and secure a superior article at a lower price.—*The Schoolmaster, London, Eng.*

GINN & CO., Boston, will publish a Handbook of Poetics about the middle of August. This book is designed to supply the need of a work on the principles on which poetry is based. The book has three divisions:—Subject-matter, Style, Metre. Each is treated from two points of view—the historical, tracing the development, say of the epic, or of the heroic couplet; and the theoretical, stating clearly the principles and laws of the subject under discussion. The author is Francis B. Gummere, Ph. D., formerly Instructor in English in Harvard.

Educational Intelligence.

ARBOR DAY IN THE COUNTY OF WATERLOO.

THE planting of shade trees, the laying out of flower beds, and similar improvements on the school grounds of the County of Waterloo have been fairly well attended to during the last eight or ten years. However, lack of interest on the part of pupils and lack of system and good judgment on the part of older heads, were in many places only too manifest—well meant efforts often ending in sore disappointment. It now seems as if the appointment of an Arbor Day by the Minister of Education was just what was needed to systematize the work of trustees and teachers, and encourage pupils and get them interested. The following statement will convey some idea of how the Minister's suggestions were responded to. The figures are gathered from returns recently sent in to the County inspector:—58 schools observed the day as a holiday (for various reasons a considerable number preferred a later date), 1,393 trees (1,175 deciduous and 218 evergreen) were planted; on 38 grounds flower beds were laid out; 2,249 persons (48 trustees, 59 teachers, 2,076 pupils, and 66 other people) took part in the work; 25 lectures were delivered by teachers to their pupils on Canadian forestry; 35 grounds received attention of various kinds, such as a general raking and cleaning up, levelling, sodding or seeding down, laying out walks and graveling them, etc., etc.—*Berlin Daily News*.

SCHOOL TEACHERS AT GOVERNMENT HOUSE.

HIS Honor the Lieutenant-Governor held a reception on the evening of Tuesday, July 21st, at Government House, to the school teachers from various parts of the Province, who are at present attending the summer course of instruction, held at the School of Art, in this city. There were about two hundred and fifty teachers present. They were introduced by Dr. May, of the Education Department, and were received with great cordiality and affability by his Honor, who conducted them through the reception and music rooms, the conservatory and ball room, and invited a tour of inspection through the lower suites of rooms and the grounds. The teachers were delighted with their reception, and were loud in their expressions of admiration for the attractive state of the grounds, which are now in splendid condition. Before the party took their leave, his Honor addressed a few words to them, expressing the pleasure it gave him to welcome them to Government House, and regretting that Mrs. Robinson was not present to receive them. He observed that he was

well aware that they had deprived themselves of their holidays in order to be instructed in the art of drawing, in order that they might give the schools over which they presided the benefit of the skill and knowledge they might acquire. It was truly a praiseworthy thing that they should have undertaken the task, and the community could hardly fail to derive benefit from the result of their labors. It would have afforded him great pleasure to welcome them at any time, but under the circumstances his pleasure was greatly enhanced. The excellent schools now in existence throughout the country spoke well for the future of the Province, and with such self-sacrificing and intelligent teachers as those he saw before him the educational interests of the community must be rapidly promoted and developed. Dr. May thanked his Honor on behalf of the teachers, for the courteous reception he had given them. Their welcome, he said, at Government House formed a startling contrast with the manner in which school teachers were treated in the United States, where they were regarded as menials. In Ontario they were treated as ladies and gentlemen, a fact which had been emphasized by his Honor's kindness that afternoon. Hon. G. W. Ross made a few remarks, in which he called attention to the fact that this was the first occasion the school teachers had been received by a representative of Her Majesty at Government House.—*The Mail*.

HIGH SCHOOL SPORTS.

IN accordance with previous announcement the annual games in connection with Seaforth High School took place on Friday afternoon last. The day was all that could be desired, and there was a very fair attendance of spectators. The scholars had been looking forward to this occasion for some time with considerable interest, and when the day arrived they had the grounds nicely arranged and well laid out, showing that they are not afraid to work with their hands as well as with their heads. Their efforts, also, were well seconded by their teachers, who evidently recognized the benefit which recreation of this kind is in such an institution. The several games were largely patronized by the pupils and were very keenly contested, and many of them created considerable interest and excitement among the onlookers. It may be noticed that the Counter cup, given for the person winning the greatest number of prizes, was awarded to Mr. T. H. Higgins. One of the most pleasing features of the afternoon's proceedings was the drill competition. A number of the pupils, armed with mock rifles, were put through the various military exercises by the second master, Mr. Haggarty. The precision and accuracy of their movements

showed clearly the care that had been taken in instructing them in this most important exercise. The exhibition of club exercise, given by several young ladies, was also very nice. These are things which should be taught the boys and girls of every educational institution, and we are glad they receive so much attention in our High School.

In the evening the school building was brilliantly lighted up, and as several of the rooms had previously been handsomely decorated, the interior of the building presented a most attractive appearance. The lower rooms were used for refreshment rooms, and were provided with tables on which were served the strawberries and ice cream. It is needless to say that these were well patronized by those present. One of the up-stairs rooms was seated and fitted up for an audience room, and had a neat platform erected at the one end for those who took part in the performance, while the rooms adjoining were utilized as waiting rooms. Long before the hour for the entertainment to commence the room was packed with people, and was found insufficient to accommodate more than a third of the people present. Those who failed to get in, however, took their disappointment pleasantly, and many of them took up places in the hall and the adjoining rooms where they could hear although they could not see what was going on inside, while others went for the refreshment rooms and amused themselves in various other ways. The chair was occupied by the Rev. A. D. McDonald, and a most interesting musical and literary programme was discussed, most of the leading musicians taking part. During the intermission the names of the winners of prizes in the games were read out by the chairman, and the prizes were distributed. The Doherty band from Clinton were present during the evening and played several airs very nicely.—*Seaforth Expositor*.

THE NATIONAL ASSOCIATION.

THE National Association, which was held July 14-18, was fairly well attended. Five or six hundred were present. This was only a tithe of the great mass-meeting at Madison last year. But such a meeting may never occur again.

Saratoga is the place of places that are adapted to such a meeting. Its great hotel facilities, its elegant surroundings, its places of historic interest, and its cosmopolitan spirit all render it peculiarly suitable for the meeting of a national convention. The next meeting will be held at either Topeka or Denver, with the probabilities strongly in favor of the former.

The officers for the coming year are well chosen. Prof. N. A. Calkins, Assistant Superintendent of New York City, is President; W. E. Sheldon, *New England Journal*

of Education, Secretary; and Prof. E. C. Hewett, of the Northern Illinois Normal School, Treasurer. Mr. Sheldon has held the position several terms and makes a most excellent secretary, but if he were to step aside, others, quite as competent, could be found to fill the place.

Indiana men fared well in the appointment of officers. Supt. J. W. Holcombe was chosen President of the Elementary Section; E. E. Smith, Assistant Secretary of the General Association; Geo. P. Brown, Secretary of the Council; and Prof. S. S. Parr, of DePauw Normal School, Counsellor for Indiana.

The noted papers and addresses were those of the President, F. Louis Soldan; J. W. Stearns, of Wisconsin University, on "The Common Schools and Morality"; "Psychological Inquiry," by Prof. W. T. Harris; Supt. L. H. Jones, of Indianapolis, gave one of the best discussions of the whole meeting, following the paper of Prof. Harris. "Methods in Teaching Geography," by Prof. L. R. Klem, Hamilton, Ohio, was a good paper, as was "Avenues to the Mind," by Prof. W. M. Giffin, of Newark, N.J. Supt. Holcombe read a paper that was mentioned with favor, on "County School Supervision."

The discussions, as a rule, were tedious and sometimes trivial. One feels impelled to ask, "Is it becoming impossible to do things for themselves without a surfeit of egotism?" Too many speakers obtruded themselves in the meetings not because they really had anything to say, but because they wanted to be seen and heard. Some of the papers were filled with the same aim. The sooner this element is eliminated the better. Another feature should likewise be reformed, viz., that of handing the offices around among a select few. The only question to be asked and answered is, "Is the person the most efficient one for the place, observing due rotation of offices?"—*Indianapolis Educational Weekly*.

MR. ORR, of Bowmanville, has been appointed modern language master in Guelph High School.

WE learn that Mr. A. B. Gilbert has been engaged as principal of the Parkhill Public School in room of Mr. McBrayne, resigned.

MR. T. A. OWEN, B.A., having severed his connection with Trenton H.S., is now giving his attention to instructing pupils in music.

THE Trustees of Port Arthur have secured the services of Mr. R. R. Cochrane, B.A., as principal of the school at that place. The salary to be paid is \$1,000 per annum.

MISS MAY B. BALD, B.A., of Welland, one of the young ladies who were graduated in Toronto University this year, has been appointed assistant in the Essex Centre High School.

MR. GEORGE KIRK, Port Hope, who is the holder of a first-class certificate, grade A, has

been appointed principal of the Chatham Model and Central Schools. The new teacher's salary is to be \$800.

MR. COLIN FERGUSON, who was for some time headmaster of the Simcoe Public School, died of consumption in California, last month. He had many warm friends in Simcoe who mourn over his untimely death.

MR. A. C. MCKAY, B.A., has been appointed mathematical master of Port Hope High School. Mr. McKay graduated from Toronto University this year with the gold medal in Physics and he has had some experience in teaching. Mr. M. Haight, B.A., who recently resigned the position, left for England a few days ago.

MR. C. R. GUNNE, B.A., for the past seven and a half years head master of the Vienna High School, has accepted a similar position in the high school at Markham, in the County of York. We understand that the salary to be paid is \$900. Mr. Gunne will enter on the duties of his new position at the close of the present vacation.

DAILY attendance at the Ridgetown High School for six months ending 1st July, 121. Registered number, 132, number applying for entrance at Ridgetown, fifty-five, at Dresden, twenty-eight. The number writing at Ridgetown for second and third-class certificates, sixty. We understand that Mr. Little has been re-engaged as classical, and Williams as mathematical, master at \$800. Mr. Chase retains the head mastership at \$1,200.—*Plaindealer*.

THE fourth annual convention of the Canadian Shorthand Society will be held in the Normal School, Toronto, on Monday, 17th August, comprising a concert, conversazione, collation and excursion, in addition to practical papers and discussions, and an exhibition of writing and reporting appliances. The council of the society have arranged a very attractive programme, and we would strongly advise shorthand writers to arrange their holidays so as to take advantage of the convention. Full information as to hotel and railway fares, excursions, etc., will be sent on application to the secretary, Mr. Frank Veigh, 262 Sherbourne Street, Toronto.

WE have received the thirteenth annual report of the Public Schools of the County of Waterloo, of which Thos. Pierce, Esq., is the Inspector. The average cost per pupil throughout the county in 1883 was \$7.73; in 1884 it was \$9.08. The total number of children between the ages of five and sixteen years in the county for the year, was 10,192—decrease 407. The percentages in the several classes as compared with the whole number attending school were as follows:—First class, 39 per cent; second class, 20 per cent; third class, 25 per cent; fourth class, 11½ per cent; fifth class, 4 per cent; sixth class, ½ per cent. In the whole Province only fifteen per cent of the pupils were in the fourth class, 2 per cent in the fifth class, and ½ per cent in the sixth. The average salary paid to masters in a rural section was \$450; the average paid to a mistress was \$307. There were 15 changes of teachers during the year and 44 at the end of the year, or a total of 59—being an increase of 9 over the previous year. The number of schools under inspection during the year was 88.

Personals.

HENRICH has just published a third edition of the "Assyrische Lesestuecke" of Friedrich Delitzsch. The work has been entirely rewritten, and contains new texts, several pages on grammar, and a valuable glossary.

MR. WM. J. ROLFE, the Shakespearean editor, is to sail Saturday, August 1, in the "Scythia" from Boston, to be gone about six weeks. If any one ought to be able to make an easy and pleasant trip to Europe, it is the editor of the *Satchel Guide*.

MR. LOWELL, as he was seen one day last week riding in an Old Colony railway car from Boston to his present summer home at Southboro', Mass., looks much as of old, save that the sandy gray of his hair has grown grayer, and that the two corners of his beard drop in long pendants, like horns turned upside down. He is less robust in appearance than he was, and perceptibly older.

MR. W. S. KENNEDY, whose recent contributions to the *Literary World* and the *Independent* concerning Ruskin have attracted new attention to his own writings, resides at "Stoncroft," a cosy cottage in Belmont, Mass., overlooking Boston and Cambridge, and the sea. He is a native of Ohio, though of New England ancestry, and a graduate of Yale College, and is in his thirty-sixth year. He has produced biographies of Whittier, Holmes, and Longfellow.

DR. VON BULOW has by no means lost his gift of elegant repartee. During his recent visit to Paris, he was asked to play at the house of a very distinguished personage. His hostess, after listening for a short time, began an animated conversation with another distinguished guest. The doctor at once stopped. The lady looked surprised, but my excellent friend, with his utmost politeness and *sang froid*, remarked "Quand Madame parle, tout le monde doit se taire."—*London Figaro*.

MR. HENRY F. WATERS' genealogical researches in England have clearly an international aspect and value. It is not surprising, therefore, that the Earl of Dufferin should send a significant contribution to the fund which enabled Mr. Waters to pursue his discoveries concerning John Harvard. He writes at the same time to Mr. Charles A. Drew, of Boston, of his hearty sympathy with the movement, and his pride in having a right to recall his connection "with the noble university."

CAPT. C. FERNANDEZ DURO, favorably known by his writings on Spanish history, and in this country best known as the author of an account of Penalosa's expedition to New Mexico, has of late given his attention to researches regarding the Armada. The results of his labors are presented in two large octavo volumes, under the title, "La armada invencible," Madrid, 1885. He has brought together documents showing almost conclusively that the popular notion regarding the cause of the defeat of the Armada is erroneous. The incompetence of the Duke of Medina Sidonia, the commander, and not the unfriendly action of the elements, caused the failure of this incomparable fleet.

Examination Papers.

HIGH SCHOOL ENTRANCE.

JULY, 1885.

WRITING.

Examiner—J. E. HODGSON, M.A.

1. Write each of the following letters, or combinations of letters, three times:

l, u, m, ch, sp, w, A, W, H, Q.

2. Write the following stanza:

The enfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea,
The ploughman homeward plods his weary way,
And leaves the world to darkness and to me.

DRAWING.

Examiner—JOHN SEATH, B.A.

NOTE.—25 marks constitute a full paper.

1. Draw a horizontal line 1 inch long, by the judgment of the eye alone. Indicate its division into half inches by a short, upright line; the division of the half inches into quarter inches by shorter upright lines; and the division of the quarter inches into eighths of inches by faint dots placed on the line.

2. Draw two horizontal lines across your paper, about one inch apart. Beginning at the left lay off towards the right, an oblong two inches in length; skip $\frac{1}{8}$ inch, and lay off a square; skip $\frac{1}{8}$ inch and lay off an oblong 3 inches in length.

(a) Within the first oblong draw the outline of a portion of any picket fence.

(b) Within the square draw the side view of a teacup. Place the handle on the right side of the cup and draw two horizontal borders, each $\frac{1}{8}$ inch wide across the cup—one near the top, the other near the bottom.

(c) Within the second oblong draw a border, composed of a four-pointed star repeated three times horizontally.

3. Draw a circle two inches in diameter, and within it draw *one* of the following: An octagon, a hexagon, two interlacing equilateral triangles, the interlacing bands being $\frac{1}{8}$ inch wide.

4. Draw the following:

(a) An oval, having its diameters respectively 1 and 2 inches—the longer diameter being horizontal.

(b) An ellipse, having its diameters respectively 1 and 2 inches—the longer diameter being horizontal.

(c) A clover leaf, using the diameters of the oval as construction lines.

N. B.—The ruler may be used, if necessary, to draw the long horizontal lines across the paper in question No. 2, but for no other purpose.

ARITHMETIC.

Examiner—J. E. HODGSON, M.A.

NOTE.—100 marks constitute a full paper. A maximum of 5 marks may be added for neatness and writing.

1. Express in words: 1708963, 005904, \$705.637, and MDCCCLXXXV.

2. Simplify:

$$\frac{7}{7} (3\frac{1}{2} + 9\frac{1}{7}) \div \frac{1}{15} \text{ of } \frac{\text{£}15 \text{ 10s. 2d.}}{16\text{s. 2d.}}$$

3. Find the value of $17.65\dot{4} + 4\text{ } \$3\dot{5} + 6.40\dot{8}$.

4. Make out a bill of the following goods:

23 yds. cotton @ 11c.; 13 yds. gingham @ 23c.;

25 yds. flannel @ 37c.; 18 $\frac{1}{4}$ yds. tweed @ \$1.50;

12 $\frac{1}{2}$ yds. serge @ \$1.75; 6 $\frac{1}{2}$ yds. broadcloth @ \$4.50.

5. A merchant purchases sugar at \$7.50 per cwt.; at what price per pound must he sell it in order to gain 10%?

6. Find the simple interest on \$167 for 3 yrs. 9 mos. at 7% per annum.

7. In what time will any sum of money double itself at 6% simple interest?

8. \$1,200 is to be divided between two persons, A and B, so that A's share is to B's share as 2 to 7.

9. At what two times between three and four o'clock are the hands of a watch equally distant from the figure III?

10. A man having \$720 spends a part of it, and afterwards received 7 $\frac{1}{2}$ times as much as he spent; he then had \$1,305. How much did he spend?

COMPOSITION.

Examiner—J. E. HODGSON, M.A.

NOTE.—70 marks constitute a full paper. A maximum of 5 marks may also be allowed for neatness and writing.

1. Combine the following elements so as to form complex sentences:

(a) Parrots abound in the forests of South America. In these forests there is summer all the year round. In these forests the leaves are always green. In these forests the flowers are always blooming.

(b) The bison is found in North America. The bison is also found in the northern parts of Europe and Asia. In America the bison is commonly, but erroneously, called the buffalo.

2. Express in your own words the meaning of the following:

(a) I dare do all that may become a man;
He who dares do more, is none.

(b) All alone by the side of a pool
A tall man sat on a three-legged stool,
Kicking his heels on the dewy sod,
And putting together his reel and his rod.

(c) Only in sleep shall I behold that dark eye
glancing bright;
Only in sleep shall hear again that step so
firm and light;

And when I raise my dreaming arm to
check or cheer thy speed,
Then must I, starting, wake to feel—
thou'rt sold, my Arab steed.

3. Write a letter to a friend, describing how you spent Arbor Day, or the Queen's Birthday.

4. Correct the following:

(a) He is seldom or ever here.

(b) Has either of your three friends arrived?

(c) I shall neither depend on you nor on him.

(d) Neither riches nor beauty furnish peace and contentment.

(e) Our mutual friend arrived yesterday.

(f) The winter has not been as severe as we expected it to have been;

5. Expand the following sentence into a paragraph:

William Tell, the Swiss patriot, having pierced with an arrow the apple placed (for a mark) upon his son's head by the Austrian tyrant, dropped a second arrow; and being asked its purpose, replied that it should have found the tyrant's heart if he had harmed his son.

READING.

Examiner—JOHN SEATH, B.A.

For the examination in Reading, the local examiners shall use one or more of the following passages, paying special attention to Pronunciation, Emphasis, Inflection and Pause. They shall also satisfy themselves in any way they may deem proper, that the candidate can read *intelligently* as well as *intelligibly*. Not less than fifteen lines should be read by each candidate. A maximum of 50 marks may be allowed for this subject.

ONTARIO READERS.

1. The Road to the Trenches, pp. 234-235.

2. Bernardo Del Carpio, pp. 242-243.

3. Song of Miriam, pp. 325-326.

CANADIAN READERS.

1. Murder Relenting, ll. 1-71; pp. 174-177.

2. How they brought the good news from Ghent to Aix, pp. 211-214.

3. Canadian Loyalty, pp. 244-247.

ROYAL READERS.

1. King John, from the beginning to "come forth," p. 111.

2. Alas, so long! p. 138.

3. The Pickwick club on the ice, pp. 320-322.

ORTHOGRAPHY AND ORTHOËPY.

Examiner—J. E. HODGSON, M.A.

NOTE.—25 of the fifty minutes allowed for this subject are to be allotted to A, which is to be read to the candidate three times. At the end of 25 minutes the presiding examiner will distribute B among the candidates, who will, after writing their answers, fold them and hand them in with their work under A.

A

With the instinct of despotism he had seen that the real danger which menaced the new monarch, lay in the tradition of the English Parliament; and though Henry had thrice called together the Houses to supply the expenses of his earlier struggles with France, Wolsey governed during eight years of peace without once assembling them.

A man of lax principles lacks character.

We must bow as we pass under the bough of that tree.

Wait till I am weighed.

Asiatic, conjugation, neuter, economy, hygiene, changeable, seizure, received, believed, rebel, separate, campaign, hypocrisy, nonsense, development.

B.

Indicate fully the pronunciation of the following words: massacre, towards, truths, heroism, grid-iron, beneath, peril, pearl, geography, horizon, history, forbade, cleanly (adj.), cleanly (adv.).

Accentuate the italicised words in the following sentences:

Their accounts of the *conflict conflict* with each other.

The very dogs *refuse* to eat the *refuse* you offer them.

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A trustworthy, truly scholarly dictionary of our English language.—*Christian Intelligencer*, N.Y.

Is to all intents and purposes an encyclopædia as well as a dictionary.—*Birmingham Daily Gazette*.

Its introduction into this country will be the literary event of the year.—*Ohio State Journal*, Columbus.

A work of sterling value. It has received from all quarters the highest commendation.—*Lutheran Observer*, Philadelphia.

The work exhibits all the freshest and best results of modern lexicographic scholarship, and is arranged with great care so as to facilitate reference.—*N.Y. Tribune*.

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Every page bears the evidence of extensive scholarship and laborious research, nothing necessary to the elucidation of present-day language being omitted. * * * As a book of reference for terms in every department of English speech this work must be accorded a high place—in fact it is quite a library in itself. We cannot recommend it too strongly to scientific students. It is a marvel of accuracy.—*Liverpool Mercury*.

The more we examine this work the more we are struck with the superiority of the "grouping system" upon which it is constructed, the great care which has been given by the author to the minutest details, and the wide range which it covers. We have compared it with some of the largest dictionaries, and find it more than holds its own. * * * It is the most serviceable dictionary with which we are acquainted.—*Schoolmaster*, London.

This may serve in great measure the purposes of an English cyclopædia. It gives lucid and succinct definitions of the technical terms in science and art, in law and medicine. We have the explanation of words and phrases that puzzle most people, showing wonderful, comprehensive and out-of-the-way research. We need only add that the Dictionary appears in all its departments to have been brought down to meet the latest demands of the day, and that it is admirably printed.—*Times*, London.

The first point that strikes the examiner of Stormonth is the good-sized and extremely legible type. This is a great comfort for persons whose sight is defective. The dictionary seems to be specially rich in provincial, obscure, and obsolete words, such as one encounters in rare old English books or hears from the mouths of rustics in the nooks and corners of England. The definitions are, as a rule, brief; but long and minute in the case of the more important words. Much judgment is shown in the proportions of space assigned for the purpose. The "sound-symbols," giving the pronunciation, are as clear as could be desired.—*N.Y. Journal of Commerce*.

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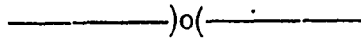
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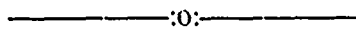
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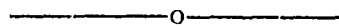
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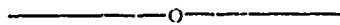
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