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TORONTO, FEBRUARY 3, 1887.

THE *New York School Journal* well says:—"Those who oppose the introduction of acts of worship in our public schools are frequently accused of being enemies of religion. This charge is unjust. A Christian man may not wish to open his business house with devotional worship; neither may a school teacher think best to commence the daily sessions of his school with prayer and reading of the Scriptures. It may be said that there is a great difference between a business house and a school house. It is true that there is, but it is also true that a business man does far more for the cause of religion by his life than by his acts of worship, and a teacher far more influences her pupils by what she is and says than by her formal acts of religious devotions."

LORD CARNARVON distributed, a short time ago, the annual prizes at the Christ church, Battersea, middle class schools. He addressed the students and referred to the educational facilities of the present day as compared with the times when those who were now parents were themselves being educated. He wished that to this education could be added a training in some handicraft, such as was received by every member of the German Royal Family. Such training was not only useful in itself, but it taught the student to appreciate the various indus-

tries, and fitted him to play his part in a world of industries. His lordship urged the lads to cultivate music, and especially commented upon the value of foreign languages to a people like the English; he urged them to maintain and to perfect this knowledge. He pressed upon them the advantages which the living in towns offered for those who could acquire knowledge—advantages which the country people altogether lacked—for dealing with the subject of their choice of a means whereby they could become earners. He said he must say something on this subject which might not be very palatable to many—there were too many of the clerk class at the present day, and many of those who had fallen into the ranks of life as clerks would have done far better for themselves and for the country if they had enlisted in mechanical trades. He assured his hearers that in the greater England across the seas the qualities which were most successful were those of strong limbs, clever hands, and intelligent brains, and the training for these in the proper manner would make the young Englishman worthy of the land of his birth. He did not undervalue reading and writing, and, while he regretted that John Milton's complaint as to the lack of pronunciation was still largely applicable to public speakers and preachers, who failed to render themselves clearly to their hearers, he urged that no one could take too much pains with writing which they expected others to read.

DR. S. PASSMORE MAY contributed recently to the *London Schoolmaster*, an interesting article on "Free Education in the Province of Ontario." We quote his concluding remarks:—

"It is true that it [our public school system] causes a kind of levelling process, as the children of the poor man sit side by side and compete with the children of the rich man. It might be considered in some countries as partially breaking up the distinctions of class, but we find that it teaches self-respect, and all classes learn to know and respect each other.

"The result of our education is that we have individual security, public peace, and that freedom of action consistent with rational liberty in a country which is rapidly increasing in wealth and prosperity.

"Although far removed from the splendour of royalty and the influence of a Court, we train our children to be law-abiding. We are loyal subjects of our Queen, and we love and venerate our mother country; not from antiquated prejudice, nor reluctantly tolerated from a sense of duty; but, on the contrary, it is cherished in our affections, and supported by the free will of a people whose love of order has been strengthened as their knowledge has increased, who value that Government which so ably affords security to life and property, and whose laws ensure the actual enjoyment of all that deserves to be dignified with the name of freedom.

"In conclusion, I may state that the free public school system of Ontario is generally acknowledged to be equal to any in the world. It has been imitated by other countries, including some of the neighbouring States, and, at least one colony in Australia. And in addition to this grand scheme for primary education, there are provisions for secondary and higher education, which are essentially free; and the poor man's son, provided he has talent and energy, receives free education from the public school to the university.

"With a population less than 2,000,000, we have upwards of 5,000 public schools, nearly 200 classical schools, colleges and universities, and 150 mechanics' institutes and art schools, where adults can obtain a practical knowledge of subjects connected with their various trades and employments.

"As stated in the public press, the goods exhibited in the Canadian section of the Exhibition show great advancement in the various manufactures; the workmanship is excellent, the designs are good, and there is an ingenuity in construction, which can only be attributed to the practical education of the people."

Contemporary Thought.

It is often remarked that in our schools the time is fully occupied. How, then, can the study of music be added? Teachers universally testify that fifteen or twenty minutes daily given to singing the music lesson is not so much time lost, because the pupils will do more and better work from the life and enthusiasm awakened in them by the singing.—*American Art Journal*.

It would be a strange thing if the University, which by special permission, bears Her Majesty's title, did not seek to share in such a movement and to erect a monument more lasting than brass. We have a definite suggestion to make. Let us unite heart and soul to raise the quarter of a million dollars that are needed to equip Queen's fully, and let the fund—the greatest effort the friends of Queen's have ever put forth—be known as "the Queen's Jubilee Fund."—*Queen's College Journal*.

ADVICES from British Columbia state that official notification has just been received by the Provincial Government of that Province from the British Government to the effect that the Chinese must be allowed to enjoy the same unrestricted liberties as other people in the Province, and must not be interfered with. Unless these wishes are carried out a threat is made that the Imperial Government will not grant a mail subsidy to the Canadian Pacific Railway. The communication further states that it is the desire of Lord Salisbury to keep on the best possible terms with China, as in event of war with Russia it would be of the highest importance not to disturb the friendly feeling now existing between China and Great Britain. The same intimation was given to the Dominion Government at the time they put the Chinese Immigration Bill through Parliament.

THERE is a small island at the entrance of the Panama Canal which, it is said, will command that canal if it is ever finished. This island belongs to the territory of no country, but several are quarrelling over it. England claims it on the ground that the island is the property of a British citizen, and so far the island is said to be under her protection at least. Possession is nine points of international law as well as of other law, and she is likely to hold it. The French, who are very irritable at present, claim the island on the ground that it dominates what is really a French enterprise. The United States is keeping an eye on the island as a means of protecting her interests, which she claims are paramount in the canal. The Republic of Hayti has probably the best founded territorial claim to it, and wants it in order to sell it out to the highest bidder.—*Ex.*

A COMPARISON of the United States with Europe shows that the extent of territory of both regions is as nearly as may be alike. The area of Europe is 3,761,657 square miles; that of the United States, including Alaska, is 3,501,404 square miles. Take from each the uninhabitable portions, and there remain about 3,000,000 of square miles in each country. The population of Europe is 334,000,000, while that of the United States is less than 60,000,000. So that the 3,000,000 of square miles in Europe supports more than five times as many human beings as does the

same area in the United States. There are in Europe, leaving out Russia, 160 inhabitants to the square mile; in the United States there are only twenty. Europe is divided into nineteen different independent states, and trade between these states is under many and grievous restrictions. As all the world knows, the European states are jealous of each other, they distrust each other, and they are afraid of each other. This state of unfriendliness causes them to keep up immense and most expensive standing armies, amounting in the aggregate to over four millions of men, with a reserve liable to be called out at any moment of ten millions more. The taxes required to maintain and arm this immense body of men are a great burden on the productive industry of Europe. From this burden the citizens of the United States are almost entirely free. Their standing army amounts to 25,000 men all told.—*Edward Atkinson, in the Century*.

It is often affirmed, and it is true, that competition tends to disperse society over a wide range of unequal conditions. Competition develops all powers that exist according to their measure and degree. The more intense competition is, the more thoroughly are all the forces developed. If, then, there is liberty, the results can not be equal; they must correspond to the forces. Liberty of development and equality of result are therefore diametrically opposed to each other. If a group of men start on equal conditions, and compete in a common enterprise, the results which they attain must differ according to inherited powers, early advantages of training, personal courage, energy, enterprise, perseverance, good sense, etc., etc. Since these things differ through a wide range, and since their combinations may vary through a wide range, it is possible that the results may vary through a wide scale of degrees. Moreover, the more intense the competition, the greater are the prizes of success and the heavier are the penalties of failure. This is illustrated in the competition of a large city as compared with that of a small one. Competition can no more be done away with than gravitation. Its incidence can be changed. We can adopt as a social policy, "Woe to the successful!" We can take the prizes away from the successful and give them to the unsuccessful. It seems clear that there would soon be no prizes at all, but that inference is not universally accepted. In any event, it is plain that we have not got rid of competition—i. e., of the struggle for existence and the competition of life. We have only decided that, if we cannot all have equally, we will all have nothing. Competition does not guarantee results corresponding with merit, because hereditary conditions and good and bad fortune are always intermingled with merit, but competition secures to merit all the chances it can enjoy under circumstances for which none of one's fellow-men are to blame.—*W. G. Sumner, in Popular Science Monthly*.

THE occupation of Burmah by the British has been no child's play. The ease with which the passage up the Irrawaddy was made, Mandalay taken possession of, and King Thebaw dethroned and banished caused people at home to conclude that conquest of Burmah would be a rather pleasant picnic for those engaged in it. But they soon found that they made a serious mis-

take. What have been called "Insurrections" soon become numerous and formidable. It was seen that a large and warlike proportion of the Burmese population did not intend to submit to British rule without a struggle. It was soon found necessary largely to increase the army of occupation, and General Roberts found that he had enough to do with an army of thirty thousand men to bring those who resisted his authority into subjection. Though much of the country has been subdued, and many of the insurgent leaders have been convinced that resistance to the invaders is hopeless, the risings have not yet ceased. There is much work for the army yet to do, and it cannot, for some time to come at least, be reduced with safety. No doubt, however, is entertained of its being before very long completely conquered, and of its becoming a peaceful and very valuable addition to the possessions of Great Britain in the East.—*Montreal Star*.

"It is a general complaint among practical men that the education given in schools does not, to any great extent, fit the children for the work they have to do in after life. It is too exclusively literary. The brain is stimulated, often unduly, while no training whatever is given to the hands. And it is by their hands that by far the greater number of the children, when they leave school, must earn their bread. But their education has not fitted them for their employment; on the contrary, it is calculated to give them a distaste for manual labour of every kind. When they go to work therefore they have not only everything to learn, but they must overcome this distaste. It is not fair to the children that they should be forced to begin the race of life handicapped in this way. They should at least have a fair start. Why should there not be a mechanical department in every public school in which boys could be taught the use of tools, and in which whatever mechanical aptitude they possess could be cultivated? A few hours of every week spent in the workshop would not only be invaluable to the greater number of them as a preparation for the business of their lives, but it would be to all an agreeable change, and would not, in the end, retard their progress in their literary studies, for it must be remembered that progress in study is not in proportion to the time spent in poring over books, but in the degree of mental activity brought to bear upon the work. The variety and the pleasing excitement that mechanical employment would afford to the boys would enable them to apply themselves to their books with greater zest, so that really the time spent in the workshop would not be, even in the pedagogue's sense, lost. By making education industrial as well as literary, our workshops, farms and factories would not only be supplied with a class of intelligent and skillful workmen, who love and take a pride in their work, but the true dignity of labour would be maintained. Men who spent their early years in learning some mechanical art, and who were praised and otherwise rewarded for their proficiency in it, would be certain to respect labour, and would not regard those who earned their bread by the skill of their hands and the sweat of their brows as the 'lower classes.' Such a system of education too would greatly lessen that unfortunate class, growing every year more numerous, who cannot dig and who to beg are ashamed." These arguments, taken from an exchange, touch only the superficial aspect of the problem.

Notes and Comments.

WOODSTOCK COLLEGIATE INSTITUTE was formally opened by the Hon. G. W. Ross on Monday, January 31st, 1887.

The *Canada School Journal* at the commencement of this year took a new form. Its contents are now divided under the following heads:—Editorials, contributors' department, special articles, examination news, teachers' associations, literary notes, papers, practical department, notes and literary reviews, etc. It is edited and published by J. E. Wells, M. A.

"A GREAT many people have been misled by the use of such terms as the 'Ross Bible,' the 'Mutilated Bible,' and have actually supposed that the Bible had been revised by some one, and certain important passages left out. There is no 'Ross Bible.' There is no 'Mutilated Bible.' There is a volume of Scripture Lessons for the use of Schools. The selections in this volume were made by men who love and reverence the Bible, and whom nothing could induce to mutilate or dishonour the Holy Scriptures."—*Guardian*.

UNSCIENTIFIC people have been inclined to laugh at the suggestion of turning the power of Niagara Falls into electric force, but exactly this thing is in operation in Italy, at the falls of Teverone. Two dynamos of 100-horse power each, all run by the falls, and to light the city of Tivoli. Others are being fitted up, and it is proposed to illuminate Rome, sixteen miles away, with the force obtained. Only think of it, excavations and canals under the house of Mæcenas himself, and the ruins of Rome exhibited by electric light.—*The Chautauquan*.

THE spectacle of Dr. Oliver Wendell Holmes, the Rev. Minot J. Savage, Thomas Bailey Aldrich, the Mayor of Boston, and many other distinguished men, at a mind-reading exhibition in a Boston hotel not long ago, may mean either two things. It may be that renewed popular interest in certain unexplained phenomena is to result in some investigations and unexpected explanations, or it may mean that all of these worthy gentlemen, keeping one another well in countenance by the strength of numbers, indulged in an unprecedented and astonishing frolic. It looks as though Mr. Bishop's professional mind-reading is 'sincere': its scientific genuineness is yet to be proved.—*Education*.

THE *Week* very properly takes Mr. Sam. Jones, to task for his aspersions on the character of Canadian colleges thus:—"Mr. Sam Jones seems inclined to spice his evangelical discourses with a little scandal. How much does he know about the interior of Canadian Colleges, and what business has he to be creating a rhetorical

sensation by scattering vague suspicions broadcast over the character of these institutions? The religious platform is very much like other platforms, and bears very much the same relation to justice, soberness, and truth. Mr. Jones protests that his partner, Mr. Sam Smali, is a perfectly reclaimed debauchee. We take Mr. Jones's word for it; but we are disposed to think that the reclaimed debauchee had better be a hearer than a teacher in the Church. Such, we imagine, would be the practical decision of any congregation which had to choose a pastor. 'I have heard some things (about the Colleges) which if told to you would make your eyes stick out so that they could be cut off with a knife.' Is it not remarkable that there should be educated people who can be caught by such strokes of religious genius as this?"

THE public school teachers of Ontario are, as a class, an influential body. They are popular, well-educated men and women, careful and pains-taking, endowed with zeal and energy in promoting the great cause of education, having a fellow-feeling and sympathy with each other; with a proper estimate of the dignity of their profession, and desirability that it shall never be disgraced by word or deeds of theirs. It is not surprising, in such a large and influential body, many of its members rise to positions of prominent honour in Ontario. The Minister of Education at one of the high schools, in a speech last month, said:—"The Ontario Assembly contained, perhaps, more teachers in proportion to its members than any other legislative body in the world, and men on both sides of the House were willing and able to aid and improve the educational system." In my own experience I have known public-school teachers become leading statesmen, eminent divines, celebrated lawyers, and distinguished physicians. There is no reasonable limit to the position to which they may aspire, and within their reach for the true advancement and government of their country, for although they may not, like persons in the neighbouring republic, aspire to become Presidents, we have a proof that one of their co-workers holds one of the most prominent and important positions in the country, as Minister of Education.—*S. Passmore May, M. D., in The Schoolmaster (London, Eng.)*.

THE *Critic* argues thus on behalf of school boards composed of an equal number of men and women:—"Moreover, it would seem desirable not only that there should be some women in this Board of Overseers, but that the number of them should be equal to that of the men; for it is very certain that in the educational profession as well as in every other industrial occupation, women have not at present a fair and equal chance. The value of work to an employer depends

upon the character of the work itself, and not upon the hand that performs it. Yet for the very same kind of labour, indistinguishable in the product whether done by men or by women, it is universally taken for granted throughout the industrial world, that the women shall be paid at a rate very far inferior to that awarded to men. This is another of the remnants of the traditional injustice to which woman has been subjected ever since she carried the pack of her savage master in his wanderings through the primeval forests. When woman shall have an equal voice in dispensing the rewards of labour, this inequality will disappear; and there is no field of effort in which it ought sooner to disappear than in the work of education. Therefore it is that there ought not merely to be some female members in the Board of Education of this city, but enough members to see that this wrong is righted; and hence we most fervently hope that our future chief magistrates will follow the commendable example of our worthy retiring Mayor, until the sexes shall be impartially represented in our governing educational Board."

THERE is a good deal of talk just now, and very foolish talk, for the most part, about over-education. Whatever may be wrong in our system of education, we may be quite sure that there is not too much education, though we may not give the right kind to the right people, it being so much easier and more convenient at the moment, to make one huge uniform machine to grind away at every one without distinction. But we are not getting too much knowledge; and this fact comes out very clearly from the evidence contained in one of the Blue Books issued by the Royal Commission on the depression of trade. It appears that the Germans, for instance, have driven us out of several markets, because their merchants employ clerks and agents who write and speak the language of the country, while our men of business and their servants do not. In other cases, the Germans and the Americans, not to mention others, set themselves to study the foreign markets, and to discover what their real needs are and how they can be satisfied. Enterprise like this is impossible without education, and here we are distanced again. At point after point we fail to hold our own, and orders consequently go to the foreigner instead of coming to us. Some English firms, no doubt, are better prepared for the struggle, but then they have to contend against the prejudice created by their less intelligent fellow-countrymen. Once we were able to control the world in commerce, but now the conditions of life have changed, and if we wish to keep even our present position, we shall have to learn that we have minds and how to use them. Nothing but that will save us from ruin.—*Sunday Magazine*.

Literature and Science.

EDUCATION'S MARTYR.

HE loved peculiar plants and rare,
For any plant he did not care
That he had seen before ;
Primroses by the river's brim
Dicotyledons were to him,
And they were nothing more.

The mighty cliffs we bade him scan,
He banned them for Laurentian,
With sad, dejected mien.
"Thou all this bleak Azoic rock,"
He said, "I'd sooner have a block—
Ah me!—of Pliocene!"

His eyes were bent upon the sand ;
He owned the scenery was grand,
In a reproachful voice.
But if a centipede he found,
He'd fall before it on the ground,
And worship and rejoice.

We spoke of Poets dead and gone,
Of that Maonian who shone
O'er Hellas like a star.
We talked about the King of Men—
"Observe," he said, "the force of *ken*—
And note the use of *gar*!"

Yes, all that has been or may be,
States, beauties, battles, land, and sea,
The matin songs of larks,
With glacier, earthquake, avalanche,
To him are each a separate "branch,"
And stuff for scoring marks.

Ah! happier he who does not know
The power that makes the Planets go,
The slave of Kepler's laws ;
Who finds not glands in joy or grief,
Nor, in the blossoms of the leaf,
Seeks for the secret Cause.

M. K. in Longman's Magazine.

LIFE AT THE SCOTTISH UNIVERSITIES.

(Concluded from last week.)

THE education given at the Scottish universities is carried on solely by means of the lectures delivered by the various professors, supplemented by exercises and oral and written examinations upon the subjects of those lectures. Even the assistants whom the professors engage to help them in the work of their classes are appointed and paid by the professors themselves. Many of the students who aspire to a degree in arts avail themselves of the services of private "coaches," but these tutors have no official position, and are not able to command more than a very moderate remuneration for their labours. The entire absence of tutors is, of course, another result of the poverty of the establishments themselves, and of the majority of their pupils; but although the want is a great one, it is not an absolutely un-mixed evil. It is true that Scottish students

are deprived of what must ever be one of the most important means of education—the companionship of a superior mind, and the guidance, the encouragement, the stimulus which only a tutor who knows his students personally can possibly supply. It is true that an education which neglects this method must always turn out men whose mental faculties are wanting in polish, who have wasted time over antiquated books, or in struggling through mazes which a few clear words might have made plain to them. Rawness, crudeness of thought, and a certain intellectual egotism are characteristic of the self-educated man; and he who adds to the teaching of books only the instruction he can derive from the lectures and criticisms addressed to two hundred men as well as to himself, is seldom free from these mental weaknesses. But, on the other hand, the necessity which is laid upon the Scottish student of planning out (in great part) his own work, of selecting his own authorities, of struggling unaided with his own difficulties, tends to make him self-reliant. He who climbs the hill of knowledge with his hand clasped by that of an experienced guide attains a higher eminence, and is able to command at less cost a wider survey; he is prevented from wasting his strength in needless enterprises, and is taught to avail himself of all the steps which have been cut by his predecessors. He is able to look down with a smile at his fellow-climber, who, struggling along by himself, reaches, panting and bewildered, and overflushed, perhaps, by his success, a summit which he himself has easily surmounted some time before. Yet it may be that the very difficulties (needlessly encountered though they may have been) of the less fortunate traveller, have had the effect of hardening his muscles, and stimulating his keenness of vision, of increasing his self-dependence and his power of resource.

A similar effect follows, or, at least, generally, follows, from the mixture of classes in both the schools and the colleges of Scotland. To be educated with one's equals produces certain results—perhaps, on the whole, the best attainable. But to be educated with one's social inferiors and superiors, or even with one's inferiors only, produces other results which may rival in importance those obtained by the opposite method. The aristocratic system (as the former plan may be called for the sake of convenience) is indubitably the best for those who are intended to live and work entirely among men of their own class, and who regard an intimate knowledge of the classes immediately beneath their own, of the ways of life of the habits of thought and feeling of the men who compose these classes, as a thing of little or of no importance. To throw a youth of gentle nurture into the

mixed company he must meet with at a Scottish university would probably result in some deterioration of his manners for the time being, unless he chose to live in an unhealthy isolation, or unless he had opportunities for mixing in better society than the great majority of his fellow-students could afford him. But, on the other hand, under the aristocratic system of education, a youth is brought up to know but one class of his fellow-men, and unless he is fortunate enough to be country-bred, and to retain some of the associates of his boyhood, he is very unlikely to gain the knowledge of any other class later in life. To know men, it is not sufficient to meet them merely as ministrators, whether in humbler or in a less inferior position, to our wants or our pleasures. To know men we must consort with them under circumstances, which place us, at least for the time being, or in some respects, upon an equal footing with them—we must share with them conditions, interests, hopes and fears. An undergraduate of a Scottish university has the opportunity, at least, of becoming acquainted with many sorts and conditions of men. The richest country gentlemen in Scotland generally prefer to send their sons to Harrow and Oxford; but youths from every other section of the community are to be found in the class-rooms of Edinburgh, Glasgow, and Aberdeen. The son of the mill-owner sits on the same bench with the son of the small shopkeeper; the merchant, the country minister, the laird, the "tenant body," send their boys to undergo the same educational treatment. This democratic system may have its weak side, but it must result, and it does result, in widened sympathies, and in welding together the various classes of the country. Among the lads and young men who form the great majority of the students, there are always a few of maturer years—men who, somewhat late in life, have determined to cultivate classic fields, or to exchange the desk or the counter for the pulpit. These men are naturally shy, reserved, and uncomfortable, given to associate with each other, and to avoid the boyish fun of their fellow-students.

Everyone has heard of the terrible struggle with poverty which some Scotch students undergo. It might be difficult to match to-day the stories which are told of the difficulties which have been surmounted in past days; but there are at this hour a considerable number of students, especially at Glasgow and Aberdeen, who not only support themselves by working at a trade during the summer months, but save enough in that time to live upon during the other half of the year at college. How they accomplish this, with no other help than, perhaps, a ten-pound note from a bursary, or a sympathizing relative, is, and must remain, a profound mystery to all who are unacquainted with

the virtues of oatmeal as an article of diet, and with the blessing of a healthy appetite. Even with these advantages the struggle is often painful in the extreme. It is true that many men have come safely through the ordeal, and have afterwards not only done good and useful work, but have attained distinction in the professions; and it is impossible not to admire the pluck and resolution of these raw-boned, hungry youths, who can sacrifice to their ambition not only their share of the amusements natural to their age, but many of what are commonly called the necessaries of life. But the system as a whole cannot be defended. It is very doubtful whether it is for the advantage of the community that the professions should be crowded by competitors from the classes below; the result must inevitably be to lower, in some respects, the standards of the professions themselves. And it is quite as doubtful whether it is good to encourage any considerable number of lads or young men to struggle into a class above that in which they were born, and to which their parents and friends belong. That a boy of talent and resolution should be able so to raise himself is one of the conditions of healthy national life; but that the attempt should be too often made is hardly less than a national misfortune. The system does not result, as at first sight it appears to do, in turning the best youth of the country to the best advantage. One consideration sometimes forgotten is that the shopkeeping, trading, and farming classes are deprived of a large number of their most intelligent and energetic members. "Who devote themselves to more important labours," it may be replied. But the question is rather whether these more important labours might not have been as well or better performed by those who were, in a manner, born to them. And there is another side to the picture. Of all the young men who maintain this gallant and unequal struggle with poverty—an enemy thin, and pale, and strong as death himself—at the northern universities, some fall back disheartened, if not permanently soured by disappointment; some succeed, and of these most become tolerable, a few become distinguished, ministers or doctors; but a very large proportion never emerge from the struggle at all. There is not a church-yard on Scottish soil which is not the resting-place of some bright-eyed youth who has paid for his ambition with his life, who has been vanquished in the fight, and has crept wearily home to die. The success of the few is noticed and admired; the sad failure of the many is forgotten. Even of those who "win through," a large number are permanently weakened in health. They are not overworked, as many Oxford and Cambridge men overwork themselves; they are starved into disease. We may admire, from

many points of view, a democratic system of education. We may congratulate ourselves upon the spread of knowledge among all ranks of the people, and upon the facilities which that system affords for the exercise of legitimate ambition. But an institution which takes for its aim the instruction of many hundreds of young men belonging to all ranks of life cannot possibly afford the best means of education, since it cannot bring teacher and pupil into anything like close intercourse with each other; and the very facilities afforded for enabling young men to rise in the world, are a source of weakness, by lowering (in some cases) the standard required of professional men, and by tempting to a contest with fate which is often barren and not seldom fatal. The system of the Scottish universities has, undeniably, its merits; but it has also its disadvantages and its victims.—*From the National Review.*

RACE-INTERCROSSING IN NORTH AMERICA.

THE opinion prevails that north of the Gulf of Mexico the fusion of European and Indian blood has hitherto been extremely rare. Dr. Daniel Wilson believes, on the other hand, that, to a great extent, what has been taken for the extinction of the Indians has been simply their absorption, and that "they are disappearing as a race, in part at least, by the same process by which the German, the Swede, the Irishman, or Frenchman, on emigrating to America, becomes, in a generation or two, amalgamated with the general stock." Nor is it on the frontier settlements alone that he has observed the evidences of such interfusion. "I have recognized," he says, "the semi-Indian features in the gay assemblies at a Canadian Governor's reception, in the halls of the Legislature, among the undergraduates of Canadian universities, and mingling in selected social circles." Dr. Wilson says, moreover, that "in Lower Canada half-breeds, and men and women of partial Indian blood, are constantly met with in all ranks of life," and cites with approval the opinion that "in the neighbourhood of Quebec, in the Ottawa Valley, and to a great extent about Montreal, there is hardly among the original settlers a family in the lower ranks, and not many in the higher, who have not some traces of Indian blood." M. Benjamin Sulte, on the contrary, indignantly denies that the early Canadians intermarried (except in rare instances) with the Indian tribes. On this point, Abbé Tanguay, than whom no one should be better fitted to pronounce judgment on such a question, makes the following remarks: "For many years the proportion of women to the male immigrants was extremely small. The Carignan regi-

ment alone added fifteen hundred to the population. Did those young soldiers marry native women, and are we to reckon the latter among our ancestors? Some of the colonists did certainly marry native girls, but those girls had been educated and civilized in the institutions of the Hôtel-Dieu and the Ursulines. We can cite several of the most respectable families in Canada who number among their progenitors the sons of the forest, and who should be proud to do so. Among others may be mentioned that of the late Commander Jacques Viger, one of whose ancestors was a daughter of Arontio, the disciple of Father Brebœuf, and like him a martyr to the faith. Nevertheless, we must regard such alliance as exceptional."—*Popular Science Monthly.*

SEEING AND THINKING.

SOME men, remarks a contemporary, would walk through a machine shop and see nothing but lathes, planers, and other machine tools, together with a lot of unfinished castings and pieces of machinery. Such men never improve methods of doing work. They never think of a better way to do a job. They plod along, thinking chiefly of killing time until pay day. Now and then a man comes along who sees things differently. No matter what object meets his eye, the sight of it suggests something. Perhaps the object is nothing but a piece of scrap iron lying on a junk heap. No matter, our "observing man" sees the whole of that piece of iron, and it stirs up numberless thought and calculations as to how that piece was worn out, and what made it wear in that particular manner, and how it could have been made to wear much longer. Perhaps the observing man finds an awkward tool expensively employed doing a job in an indifferent manner. Our seeing man realizes in an instant the disadvantages of that particular tool, and at once sets out to better the matter. A piece of bent iron, a twisted wire, or some commonplace object often gives the impressive mechanic a clew to some point upon which he has been studying for a long time. These men are the ones who make improvements. They are the kind of men needed, and all men should follow their example of trying to see all there is in everything which comes in view, no matter how insignificant or commonplace it is.—*Scientific American.*

ON the authority of W. T. T. Dyer, an English botanist, a remarkable tree of South America, a *Rhapala* growing to a height of twenty feet, is said to be absolutely indestructible by fire, thriving in districts which are burned over twice a year with the annihilation of every other form of vegetable life.

Special Papers.

ANALYSIS AND SYNTHESIS. *

IF one may be permitted, in this day of pedagogical awakening, to profess something less than infallibility of opinion and to take the interrogative attitude, I should like to raise the question of what is meant by the words "analytic" and "synthetic" as applied to teaching.

The broad distinction between the *inductive* and the *deductive* methods of presenting knowledge seems to be generally recognized and understood; so that one may be spared, here, the labour of definition. It seems, further, to be assumed that these two methods of presentation cover the whole ground—that all teaching is either inductive or deductive, or a mingling of the two, in its general character and form.

Again, the terms *analysis* and *synthesis* are widely recognized as naming two opposite, though correlative, methods of teaching;—or, perhaps more accurately, of study. Are these terms coincident with the other two, inductive and deductive, or is this a division on a different basis or principle?

Seeing that the great majority of pedagogical writers who approach the subject recognize the two pairs of terms as practically coincident, the further question arises, Which coincides with which? Is the analytic method nearly identical with the inductive, or with the deductive? And here, strangely enough, we meet with some diversity of answer from those who assume the coincidence of the two pairs of terms.

It would seem that the meaning of the words "analysis" and "synthesis" ought to be clear enough to all, through their etymological relations; but such appears to be far from the actual fact. The same specific process is called by one "analysis," by another "synthesis." For example Professor Swinton, in the very suggestive introduction to his *First Reader*, says:—"The three recognized systems of teaching the first steps in reading are the *Alphabetic*, the *Phonic*, and the *Word* systems. The first two are analytic,—the Alphabetic teaching the *letters* as parts of *printed* words, and the Phonic teaching the *sounds* as parts of *spoken* words; the third is synthetic, teaching the word as a whole."

On the other hand, Dr. E. E. White says:—"When a word is taught as a whole, and then its elements or letters are taught, the method employed is analytic. When the elements or letters are first taught [Alphabetic and Phonic methods], and then through these the word is taught, the method is synthetic." Mr. Currie says almost precisely the same thing. Which is right, Prot. Swinton, or Dr. White and Mr. Currie?

But to the main question,—Does analysis coincide with induction or deduction? Is the deductive method of presentation analytic or synthetic? On this Dr. White makes the following deliverance:—"It should be observed that all deductive teaching is analytic, and all inductive teaching synthetic; but the converse is not true." The book in question is so admirably concise, clear, and, generally, convincing that one is almost tempted to surrender himself here to its authority; but let us first consult a few other writers of equal repute.

Says Marcel, in his classic on Method:—"We call *analysis* the method which rests on *example* and *practice*, and leads by induction to the principles under which the facts of language may be classed; and *synthesis*, the method which makes *precept* and *theory* the starting-point from which to arrive, by deduction, at the forms of expression."

Professor Jevons, after a lucid discussion of analysis and synthesis, concludes as follows:—"It will appear that *induction* is equivalent to analysis, and that the deductive kinds of reasoning which we have treated of in prior lessons are of a synthetic character. The synthetic method usually corresponds to the method of instruction, and the analytic method to that of discovery."

Jas. Currie carefully unfolds the same view.

Mr. Sully says on the subject of methods:—"Another important logical distinction bearing on the problem is that of analysis and synthesis. In the first we set out with the complex and resolve it into its simpler parts; in the second we reverse the problem, and, starting with the simple, build up the complex. The distinction is to some extent parallel to that between induction and deduction. In observing facts and arriving at the common principles which underlie them, we resort to analysis. On the other hand, in reasoning deductively, as in *Euclid*, we proceed synthetically by combining elementary facts and principles." Other writers might be quoted in the same vein.

On the other side, once more, Dr. Raab says:—"Inductive teaching is somewhat of the nature of synthetic teaching. It proceeds from the particulars to the general," etc.

Which is right, Drs. White and Raab, or Messrs. Marcel, Jevons, Sully, Currie, Gill, Fleming, *et al*? Dr. White's discussion is all clear and satisfactory, except the one unlucky sentence above quoted. Shall we account that a slip of the pen, or brain, and go with the weight of authority in the other direction,—viz., that the inductive method is the analytic,—or shall we escape from the dilemma as Professor Bain does in his "Education as a Science," where he concludes:—"To express the conduct of any school lesson under either of the terms *ana-*

lysis and *synthesis* is to produce the utmost confusion in the mind of a young teacher, as everything that the words cover is conveyed by other names more expressive and more intelligible. Such are, description, explanation, abstraction, induction, deduction."

Yet, just before this passage, Mr. Bain has written:—"When abstraction prepares us for making an inductive generalization, like the law of gravity, there is a counter process of *deductive* carrying out of the law to new cases, and this may be called *synthesis*; but 'deduction' is a better word." And this remark would seem clearly to place him with Jevons and Marcel, so far as he will allow the word "synthetic" to be applied to instruction at all.

Is Professor Bain sound in his advice to discard these terms; or shall we go on with the majority and identify analytic method with inductive, synthetic with deductive? Will not some wise man of the East, or West, throw a little fresh light on this question?—*New England Journal of Education*.

THE teacher of the little beginners should have the highest salary paid in *any grade* to teachers of single classes. I have not the time or space to give here all my reasons for this conclusion. One or two I state: It requires greater skill and greater knowledge to teach beginners than to teach any other grade. All teaching and training leads directly to the formation of good or bad habits. The irrepressible six-year-old, under the domination of a teacher, and in a new world—the school-room—will easily form bad habits that neither time nor training can ever eradicate. Good habits can under the right directing, be as easily formed as bad ones. A primary teacher should see the relation of her teaching to all work in subsequent grades, ideally. She should know the whole work. She should be a teacher of large experience.—*Col. Parker*.

THERE is a good deal of rudeness between boys in their intercourse and bearing with one another that is not really intended as such, but is not, therefore, any the less to be disapproved. It is often simply the overflow of excessive high spirits. But the very best good humour, unrestrained by proper bounds and limitations, may become the most positive incivility. We often apologise for the coarseness of people by saying "He means well." It is well if we can make such an apology for them, for if their rudeness is really intentional they are not fit to be received into any worthy person's society. But they who mean well should also do well, and the ways of politeness are never so easily learned as in youth. The boy who is habitually coarse and rude in his bearing towards other boys will be such as a man toward men, and all his life will never gain the reputation of being a gentleman.—*Ex.*

Mathematics.

ALGEBRA SOLUTIONS.

(See page 827.)

1. $x^2 + px + q = 0$. (1)
 $x^2 + qx + p = 0$. (2)

Let a and b = roots of (1), then $a + b = -p$,
 $ab = q$.

Let $a + c$, $b + c$ = roots of (2), then $a + c + b + c$
 $= -q$, (3), $(a + c)(b + c) = p$.

$\therefore c^2 + (a + b)c + ab = p$,

$c^2 - pc + q = p$,

$c^2 - pc = p - q$ (4), but from (3) $2c = p - q$.

\therefore (4) becomes

$$\left(\frac{p-q}{2}\right)^2 - p\frac{p-q}{2} = p - q,$$

dividing by $p - q$ we have $p + q + 4 = 0$.

3. $x^4 + p^2x^2 + p^4 = (x^2 + p^2)^2 - p^2x^2 = (x^2 - px + p^2)(x^2 + px + p^2)$

$x^4 + 2px^3 + p^2x^2 - p^4 = (x^2 + px)^2 - (p^2)^2 = (x^2 + px - p^2)(x^2 + px + p^2)$.

\therefore H.C.F. is $x^2 + px + p^2$.

5. (a) $m^4 + n^4 + (m+n)^4 = (m^2 + n^2)^2 - m^2n^2 + (m+n)^4 - m^2n^2 =$

$(m^2 - mn + n^2)(m^2 + mn + n^2) + \{ (m+n)^2 - mn \} \{ (m+n)^2 + mn \} =$

$(m^2 - mn + n^2)(m^2 + mn + n^2) + (m^2 + mn + n^2)(m^2 + 3mn + n^2) =$

$(m^2 + mn + n^2)(m^2 - mn + n^2) + (m^2 + 3mn + n^2) =$

$2(m^2 + mn + n^2)^2$.

(b) $(a + b + c)(b + c)$.

6. Divide expression by $(x - c)^2$, and from remainder we get

$4c^3 = 4r$ and $c^4 = q$

$c^6 = r$ and $c^2 = q^2$

$c^2 = r^4 \therefore q^2 = r^4$.

7. $2x$ should be $2x^2$, apply $a^2 - b^2 = (a + b)(a - b)$.

8. Multiply and substitute.

9. Multiply first by x , second by y , third by z , and the answer is obvious.

10. Let $\frac{x}{b-c} = k$, then $x = (b - c)k$, $ax =$

$a(b - c)k$, $by = b(c - a)k$, $cz = c(a - b)k$.

$ax + by + cz = k(ab - ac + bc - ab + ac - bc) = 0$.

11. Since $a = \frac{x-y}{x+y}$, $\therefore ax + ay = x - y$, and

$(1+a)y = (1-a)x \therefore \frac{x}{y} = \frac{1+a}{1-a}$, etc.

12. Multiply, and $a^3b^3 + a^2c^3 + b^2c^3 = abc^4 + acb^4 + bca^4$.

Divide these equals by $a^2b^2c^2$ and

$$\frac{1}{a^3} + \frac{1}{b^3} + \frac{1}{c^3} = \frac{a^3 + b^3 + c^3}{a^2b^2c^2}.$$

J.H.T.

ALGEBRA.

1. If $x^2 + y^2 + z^2 + 2xyz = -1$, show that

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

2. (a) Factor $8(a + b + c)^3 - (a + b)^3 - (b + c)^3 - (c + a)^3$.

(b) Factor $9x^3 + 48x^2 + 52x + 16$.

3. Find the H.C.F. of $a^3 + b^3 + c^3 - 3abc$ and $a(a + 2b) + b(b + 2c) + c(c + 2a)$.

4. Reduce :

$$\frac{(a + m)(a + m + x)(a + m - x)}{2a^2m^2 + 2a^2x^2 + 2m^2x^2 - a^4 - m^4 - x^4}.$$

5. Without simplifying show that $(a + b + c)(ab + bc + ca) - (a + b)(b + c)(c + a)$ is equal to abc .

6. Prove $(a^2 + b^2 + c^2)^3 + 2(ab + bc + ca)^3 - 3(b^2 + a^2 + c^2)(bc + ac + ab)^2 = (a^3 + b^3 + c^3 - 3abc)^2$.

7. Solve $\sqrt{a+x} = \sqrt{x^2 + 8ax + b^2}$.

8. Prove that $x^4 + px^3 + qx^2 + rx + s$ is a perfect square if $p^2s = r^2$, and $q = \frac{p^4}{4} + 2rs$.

9. Show that the sum of the cubes of any three consecutive integers is \div ble by three times the second of them.

10. Find the value of $\frac{a^n}{2na^n - 2nx} +$

$\frac{b^n}{2nb^n - 2nx}$, when $x = \frac{a^n + b^n}{2}$.

11. Simplify :

$$\frac{a^2 - (b - c)^2}{(a + c)^2 - b^2} + \frac{b^2 - (c - a)^2}{(a + b)^2 - c^2} + \frac{c^2 - (a - b)^2}{(b + c)^2 - a^2}.$$

12. If the same value of x satisfies both the equations $ax^2 + bx + c = 0$, and $a'x^2 + b'x + c' = 0$, what is the relation subsisting between a, b, c, a', b', c' ? J.H.T.

CURIOUS PROPERTY OF TRIANGLES.

IF the two sides 2:3 are given, I am unable to find a rational base that will yield a rational area; I cannot see why it is that I cannot find such base. This, however, is not so much a property of triangles as it is, perhaps, a property of my inability to find or see. I can find triangles whose three sides and area are all rational. I raked up this formula in looking for what I have not yet found. In the right angled triangle 5,12,13, if one of these as 5 be considered base, 12 the perpendicular, then 13 exactly is the hypotenuse; the area is 30. Now on the same base 5, and between the parallels whose distance apart is 12, I found rational sides other than 12 and 13, which with the base 5 yield an area 30. In all right-angled triangles whose three sides are commensurable the formula holds true.

But if the perpendicular and base are given, the area is given; how is it that two sides, I mean rational ones, lying between the parallels made by the extended base and line parallel thereto, and distant the length of the perpendicular, cannot be found that will yield a rational area? I wish some one would report.

JOHN IRELAND.

Methods and Illustrations

FOR PRONUNCIATION.

TEACHERS may use this list of words to advantage on Friday afternoons:—

| | | |
|---------------|---------------|-------------|
| President. | Solecism. | Ferule. |
| Precedent. | Vase. | Err. |
| Precedence. | Canine. | Quinine. |
| Bivouacked. | Catch. | Camphor. |
| Vehement. | Profile. | Volatile. |
| Behemoth. | Reptile. | Women. |
| Prestige. | Ductile. | Dynasty. |
| Christmas. | Raillery. | Dynamite. |
| Wednesday. | Pierile. | Caoutchouc. |
| Tuesday. | Trio. | Recess. |
| February. | Venison. | Yacht. |
| April. | Dude. | Regime. |
| Tassel. | Tune. | Do. |
| Diphthong. | Dost. | Due. |
| Truths. | Victuals. | Dew. |
| Lava. | Worsted. | Helm. |
| Handsome. | Tomato. | Category. |
| Vagary. | Supple. | Sonorous. |
| Wont. | Viscount. | Quoth. |
| Won't. | Pumpkin. | Regime. |
| Querulous. | Cupboard. | Soirée. |
| Long-lived. | Puotographer. | Were. |
| Black-guard. | Telegrapher. | Soubriquet. |
| Put. | Strength. | Quoits. |
| Simultaneous. | Wrestle. | Respite. |
| Discipline. | Deaf. | Syrup. |
| Handkerchief. | Clothes. | Florist. |
| Cuirass. | Column. | Girl. |
| Precise. | Soot. | Honour. |
| Concise. | Suit. | Genuine. |
| Spirit. | Inexorable. | Hiccough. |
| Chivalry. | Routine. | Juvenile. |
| Strength. | Chamois. | Hovel. |
| Quay. | Retrograde. | |
| Restaurant. | Slough. | A. M. B. |

EXERCISES IN ENGLISH.

CHANGE from direct to indirect narration:—

1. I had said to myself, "In the Christmas season of the year, I should like to see that man."

2. "Ah! sir," said she, "I am a fool to weep at what I am glad of. I will answer you in plain, and holy innocence. I am your wife, if you will marry me."

3. My father loved Sir Roland de Boys, and if I had known this young man was his son, I would have added tears to my entreaties before he should have ventured.

4 "Ah," said she, "I fear it is my cousin Juliet."

5. "If I do not take pity on her, I am a villain. If I do not love her I am a Jew. I will go get her picture."

6. "Pardon me, dear master," said Ariel, ashamed to seem ungrateful; "I will obey your commands."

7. Whatever I have tried to do in life, I have tried with all my heart to do well; whatever I have devoted myself to, I have devoted myself to completely. In great aims and in small, I have always been thoroughly in earnest.

8. "Sir," said he, "it's a pity your father hadn't made a fisherman of you, for you know more about a cod now than any man in

(Continued on page 874.)

TORONTO:

THURSDAY, FEBRUARY 3, 1887.

A "PRACTICAL" EDUCATION.

A WIDESPREAD, though erroneous idea of the advantages to be derived from an introduction into schools of what are termed *industrial* education and *practical* education, appears to have seized upon the public mind, both in this country and in the United States. The idea involved would appear to be that a *practical* education is one that would enable our children not only to secure, on leaving school, immediate and constant employment, but above all to *make money*. Everywhere, says a writer in *Education* there is a popular clamour for the rejection and exclusion, from our higher courses of study, of the classics and other so-called "useless" branches, and the substitution for them of other studies which are thought to have a money value, or which will enable those proficient in them to earn money directly on leaving school. "Less Latin, and more book-keeping"; "less music, and more penmanship"; "let's have instruction in the use of tools and in the trades"; "cut out the nonsense, and give us something useful";—these are some of the familiar phrases in which the advocate of practical education expresses his dissatisfaction with the present educational system.

The following further remarks of the writer referred to appear to us to be so pertinent that we cannot refrain from quoting them at length. He says that there is a wide-spread, popular discontent with present educational methods, our so-called "business colleges" afford a convincing proof. Almost every city in the country has at least one of these institutions, which booms and flourishes on a liberal patronage of young men and women, who pay fifty dollars for a life scholarship, and graduate, in from three to six months, with a three-dollar, metaphorical diploma, testifying to the high proficiency of its happy possessor in the arts of penmanship, book-keeping, actual business, railroading, banking, brokerage, etc., which usually constitute the "college" course.

Useful as these institutions may be, in the way of preparation for business, it may yet be fairly doubted whether the mental discipline in acquiring a copper-plate finish to one's penmanship, or in learning "scientific" book-keeping, however prac-

tical it all may be, constitutes real education in the true sense of the word.

The demand appears to be for an education that will enable our boys and girls to earn money at once, or be of immediate and daily use in whatever calling they may follow. Such an education means, if it means anything, instruction in such things as will benefit the largest number of persons, and not a special few. It means, therefore, for the average citizen, very little, because the average citizen, needs but very little. Fair average reading, fair legible writing, the fundamental rules of arithmetic,—with, it may be, a knowledge of fractions for the business citizen,—spelling to the extent of the average man's vocabulary of six to nine hundred words, and enough English grammar to understand the parts of speech and their uses, make a practical curriculum, perfectly sufficient for the general needs of the great mass. Higher arithmetic, with the intricacies of bank discount, compound proportion, progression, cube and square root, etc., and algebra, geometry, and trigonometry, are clearly out of place in a practical course, because the average citizen never has occasion to use them; and the special few who would need them should, according to this theory of education, *pay* for special instruction in them. *That* is practical. And no system of education can be called practical which admits of the teaching of such things as benefit the few, and not the many.

The modern languages, especially German in some localities, are considered very practical by the admirers of a practical education. Why they should so consider them, we fail to see; as not one out of a thousand American pupils studying any one of these languages ever learns to speak it. All that such pupils ever get out of the study of such a language is a *reading*, not a *speaking*, knowledge of it. Practically, it is of no more benefit than the study of Latin or geometry. It disciplines the mind, that is all.

Latin and Greek are branches contemptuously rejected by the believers in education as utterly useless and ornamental. But Latin and Greek have a practical value, which those who know nothing about them would do well to consider. No thorough, comprehensive knowledge of English grammar is possible without a knowledge of the classics. And no better training in

one's own language, in the use of words, in fluent, clear, common-sense thinking, can be got, than through the study of Latin and Greek. The scholar that knows them as they ought to be known is always sure of what he is talking about. Commend us to the study of these two languages as the best corrective of the tendency to gush and "slop over" in one's speech. For keen, sharp, yet broad mental discipline, the equal of Latin and Greek has never yet been found. They have no money value, it is true, at the world's counter; but they give, as no other study can give, the mental grasp and alertness through which money *may* be made, but which money can never buy.

The sciences are particularly acceptable to the followers of the practical school. But how many facts and principles of physics and chemistry are we applying every day, without even having studied physics and chemistry at all? How much of the geology or botany that we learned in school do we apply out of school? The most practical of them all, physiology, is mostly learned to be forgotten. What we apply of it, out of school, can be put in less than a single page. The truth is, we study the sciences in school as we do the classics, or anything else,—not so much for their practical application as for their discipline to the powers of observation and judgment.

And so of every study deemed practical. When closely examined, it is found to be mainly a disciplinary study. The "practical" element in it, the part that can be applied in after-life, is but a very small part of it. And to teach nothing but that is to give education so narrow a scope that, from the necessities of human nature, it must grow narrower and narrower, requiring narrower teachers, and still narrower teaching. So long as a man may be a lawyer, or doctor, or minister, or teacher, or editor, or merchant, or manufacturer, without general education, practical education must mean the least possible amount of education necessary to make a lawyer, doctor, minister, teacher, editor, merchant, or manufacturer. More education than what is practically necessary for these callings would be, according to this system, illogical and useless.

The truth is, the entire idea of practical education is based on the wrong conception of the nature of education. It supposes that education is something to

secure for everybody the largest amount of physical comfort and happiness. Education is not this. It is not giving something to a man; it is rather bringing out of a man what is already in him. It is the development of mental power. It is that culture which we of this generation give to our children of the next generation, "in order to qualify them for at least keeping up, and, if possible, for raising the level of improvement which has been attained." True education is progressive, and looks to the future. The so-called practical education is stationary, and addresses itself to the dead level of the present. True education has to do with the welfare of the mind. Practical education has to do, really, with the welfare of the body.

It is a popular belief, that the function of our public schools is to furnish, in some degree, to their pupils, a preparation for the occupations which they may follow in after-life; and, that the more knowledge of their future callings which they can get in school the better. This is a delusion. Behind the preparation for any calling lie the habits of mind and conscience which alone render success in that calling sure. These habits of mind it is the business of school to give. And what our boys and girls should carry away with them from school is not professional knowledge, but that which should direct the use of their professional knowledge, and bring the light of general culture to illuminate the technicalities of a special pursuit.

OUR EXCHANGES.

Education for January has a strong and interesting table of contents. The first article is on Wellesley College, with a frontispiece showing the main college building. This article is written by Miss Estelle M. Hatch (Jean Kincaid), of the editorial staff of the *Boston Globe*. Dr. H. B. Adams, of Johns Hopkins University, continues his series of articles upon History in American Colleges, considering, in the present number, Yale University. The "Query Club" has under discussion the question of "Morals in the Schools." The departments of "Miscellany," "Foreign Notes," "Current Literature," and the "Résumé of Educational Literature" are well filled, and contain much interesting and valuable information.

The *Atlantic Monthly* for February has already arrived, and proves itself to be a good number. It opens with "The Second Son," v-viii, by M. O. W. Oliphant and T. B. Aldrich. Mr. Whittier contributes a poem entitled "A Day," Harriet Preston writes on "Two Serious Books," "Oliver

Thorne Miller," the author of that delightful little book, "Bird-Ways," noticed some time ago in these columns, contributes a pretty little account of a pet blue-jay under the title, "A Bird of Affairs." The first part of "The Lady from Maine" is the following piece. A five-page poem called "*Credidimus Jovem Regnare*," from the pen of Mr. James Russell Lowell, "A Glance Backward," by Susan Fenimore Cooper, the continuation of F. Marion Crawford's "Paul Patoff;" "The Federal Convention," by John Fiske; "An Experience on the Island of Capri," by W. Chauncy Langdon, are among the other good things in this number of the *Atlantic*.

A NEW serial story by James Otis, the author of "Toby Tyler," is begun in the February *St. Nicholas*. The author calls it "Jenny's Boarding-House: a very quiet but very true story of New York life." It deals with the doings of a lot of little newsboys and a baby whom they adopt, and it begins to be interesting with the first paragraph. Hjalmar H. Boyesen opens the number with a seasonable tale of Icelandic adventure, entitled, "Between Sea and Sky," illustrated by the frontispiece drawn by J. W. Bolles. "Effie's Realistic Novel" is a clever sketch by Alice Wellington Rollins, in which, while telling an amusing story of a little girl who tried to write like Mr. Howells, Mrs. Rollins manages to convey an excellent idea of the methods and purposes of the modern school of fiction-writers. The Rev. Washington Gladden has a number of valuable thoughts for the rising generation under the suggestive title, "If I were a Boy." A Japanese story translated into English, but illustrated by a Japanese artist, is not the least striking feature of the contents. Mrs. Frances Hodgson Burnett's "Story of Prince Fairyfoot," comes to an end. Miss Baylor's serial, "Juan and Juanita," is continued.

REVIEWS AND NOTICES OF BOOKS.

Latine Reddenda: Exercises from the Beginner's Latin Book. By William C. Collar, A.M., Head Master Roxbury Latin School, and M. Grant Daniell, Principal Chauncy-Hall School, Boston. Boston: Ginn & Co.

The authors of "The Beginner's Latin Book" are of the opinion that a separate edition of the exercises for turning English into Latin will be a great convenience to teachers.

After the exercises have been done once with the help of the special vocabularies and under the direction and criticism of the teacher, it will be found useful to review them again and again, sometimes orally, sometimes in writing, with all helps in the way of rules, special vocabularies, and model sentences removed. The pupil is thus left to depend entirely upon his previous study and faithful attention to his teacher's instructions.

It is believed also that teachers who use other elementary Latin books will be glad to have in cheap and convenient form, a set of exercises which they can use as supplementary to their regular work. For such, an edition is published with an English-Latin vocabulary.

Both editions have the *Glossari Grammaticum* for the aid of those who wish to conduct recitations in Latin.

THE next number (Vol. IV., No. 34) of *Latine et Græce* will contain full lists of all words occurring in Cæsar more than one hundred times, arranged according to frequency of occurrence; and those in Cicero's Orations. It will also contain, in tabulated form, the entrance requirements in Latin and Greek, with required work in college in those subjects, at the principal colleges; also a complete index of the volume. No. 33 contained the *Latine Parsing and Analysis* tables using Latin grammatical terms. These tables are also printed separately. The "Studies in Greek Synonyms" were begun in No. 30.

LONGMANS, GREEN & Co. have in press a biography of Sir Joseph Napier, Bart., formerly Lord Chancellor of Ireland, by Mr. A. C. Ewald. The work contains correspondence from the late Lords Derby and Beaconsfield, Mr. Gladstone, the Duke of Newcastle, Lord Eglinton, Lord Chancellor Chelmsford, Lord Ashbourne, and other distinguished statesmen, and throws much new light upon the political history of the times. Sir Joseph Napier was Attorney-General for Ireland in Lord Derby's Government of 1852, and introduced on that occasion his Irish Land Bills, often alluded to by recent legislators on the same subject.

OTTO VON RANKE sent a letter to the *St. James' Gazette*, dated No. 4 Finchley Road, London, Nov. 4th, 1886, in which he says that the seventh volume of his father's "history" will not be the last publication from the literary remains of his father, Leopold von Ranke. Besides a considerable number of smaller essays that the historian intended for publication, there are lectures delivered before King Maximilian of Bavaria, which were taken down in shorthand; also an autobiography which, though unfinished, will certainly be published. It is at present difficult to say whether the "History of the World" will terminate with the seventh volume, or whether one of his competent pupils will succeed in continuing the history, at least down to the Reformation.

MACMILLAN & BOWES, Cambridge, England, announce that they purpose to complete, as soon as possible, the series of facsimile reproductions of the first eight books printed at Cambridge, by J. Siberch, in 1521, of which collection three have already been issued. The books have been annotated by the late H. Bradshaw, librarian of Cambridge University, and are said to afford an admirable example of Mr. Bradshaw's method of working out difficult bibliographical problems. The titles of the promised volumes are: "Lucien, Lepidissimum Luciani Opus, etc. Henrico Bulow interprete. Cant. 1521;" "Baldwin, Archbishop, De Venerabili ac Divinissimo Altaris Sacramento Sermo. Cant. 1521;" "Erasmus, Libellus de Cæcilibus Epistolis. Cant. 1521," and "Fisher, Bishop John, Contio in Joh. xv. 26. Cant. 1521." The edition in each case will be limited to 150 copies.

BOOKS RECEIVED.

Latine Reddenda. Exercises from the Beginner's Latin Book. By W. C. Collar, Head Master of the Roxbury Latin School, Boston, and M. Grant Daniell, Principal of the Chauncy-Hall School, Boston. Boston: Published by Ginn & Co. 1886. 276 pp. Price 22 cents.

(Continued from page 871.)

Plymouth but one, old John Barkins—that's me ; my name is John Barkins."

9. She then said to the two Pilgrims, you you must go without alms, for all my cakes are too large for you."

10. "What a strange crackling within me!" he said, "shall I ever get in there? It is an innocent wish, and our innocent wishes are certain to be fulfilled. I must go in there and lean against her, even if I have to break through the window."

11. "What do you say, Master Matthew? are we going to have war?"—A. M. B.

FOR PUPILS.

AN EXERCISE IN GEOGRAPHY.

THIS exercise, taken from the *Teachers' Institute*, will be found a good recreation for a Friday afternoon :—

A person by the name of Miss (capital of Maine) (capital of Mississippi) lived in (capital of Massachusetts), and her friend Miss (river in northern Asia flowing into the Arctic), (strait between North America and Greenland), living in the (largest city of United States), resolved to take a trip to the (most northern mountains in New York), so they bid (cape at the southern point of Greenland) to all and started the (fifteenth day of the eighth month in the year Grant died), journeying in a direction toward the (northern cape of Asia). They were full of (cape south of Africa.) They had a small (mountains in northern Africa) of the country. Miss (capital of Mississippi) wore a dark (mountains in Vermont) dress, and Miss (strait between North America and Greenland) was attired in a (western tributary to Mississippi) dress, with a sea (east of China) ribbons, and both wore heavy (sea south-east of Europe) cloaks, and carried warm (gulf east of Arabia) shawls. They found the surface of the country (mountains in western part of United States), and the climate (country in South America). For breakfast the first morning they had (island of East Indies) coffee, and (cape east of Massachusetts) fish, which they thought nearly good enough for (cape north-west of North America). The proprietor of one hotel was called (bay south of Hudson's Bay), (large river of British America flowing into the Arctic). He showed them a stuffed (large lake in northern British America), and which he had captured, and it had (lake farthest west of great lakes) fur. It was so natural they had (river in North Carolina). He also displayed an (island south of Connecticut), (river in Idaho), also huge (large lake in Maine). After visiting two months they were joined by their friends (cape south of Maine), (largest river of New Brunswick), and (cape east of Massachusetts), (city on Lake Ontario), who had been among (lakes west

of Vermont), and with their brothers (two capes east of Virginia), and all returned to (capital of New York).

READING AND GRAMMAR.

DR. B. A. HINSDALE, seeking to bring the instruction in reading and grammar closer together, set the following examination paper to candidates for admission to high schools last June :—

1. The following stanzas are from Tennyson's "Ode on the Death of the Duke of Wellington" :—

Bury the Great Duke
With an empire's lamentation !
Let us bury the Great Duke
To the noise of the mourning of a mighty nation.
Mourning when their leaders fall,
Warriors carry the warrior's pall,
And sorrow darkens hamlet and hall.

Where shall we lay the man whom we deplore ?
Here, in streaming London's central roar,
Let the sound of those he wrought for,
And the feet of those he fought for,
Echo round his bones forevermore.

What empire is meant? What is an empire's lamentation? What means "hamlet and hall"? What thought do you get from the last two lines of stanza one? Why is London called "streaming"?

2. Analyse all the sentences in the second stanza.

3. Give case and construction of "Great Duke" in first line, "us," "pall," "whom," "London's," and "bones."

4. What part of speech is "mourning" in line four? Of the same word in line five? What part of speech is "streaming"?

5. Parse "warriors" and "warrior's" in line six, "bury" in line one, and the same in line three.

6. Give the principal parts of the verbs in second stanza.

7. Correct and give reasons :—
(1) "Sense and not riches win esteem."
(2) "We sorrow not as them that have no hope."

(3) "Who should I meet the other day but my old friend?"

(4) "This twenty years have I been with you."

(5) "It cannot be me you mean."

8. Give the rules for the objective case ; the rules for the infinitive.

9. What is a *principal proposition*? a *copula*? an *adverbial element*? What is *apposition*? Give an example of each.

10. Write a composition on any one of the following subjects :—The Life of David Livingstone. Audubon and Birds. Captain Cook's Voyages and Discoveries. Marquette and the Mississippi. La Salle and the Mississippi. The Founding of Marietta. National Cemeteries. Old-fashioned ways of reaching the West. Story of Sir Francis Drake. Whittier's "Snow-Bound."—Taken from *Common School Education*.

Educational Intelligence.

ROYAL CANADIAN SOCIETY OF MUSICIANS.

THIS association was formed on December 29th, 1885, and the name, "Ontario Music Teachers' Association" adopted *pro tem*. At the convention held in Toronto on December 28th, 29th, and 30th, the title was changed, by vote of the members, to "The Royal Canadian Society of Musicians"

During the past year the list of active members has increased to 200.

One of the most important features of the convention was the discussion on "Music in the Public Schools," to which the afternoon session of Wednesday, December 29th, was devoted.

Mr. Cringan, who had been invited to explain the Tonic Sol-fa system, gave an address in which the merits of that notation were ably presented, and illustrated by a class of children. He strongly advocated the introduction of the system of which he is the exponent, and contended that the staff notation presented difficulties to children. He also quoted statistics to show that in London, England, the Tonic Sol-fa system is used in 384 schools.

Mr. Preston, of the Toronto Normal School, in illustrating the Holt system, argued that wrong methods of teaching the staff notation had given the Tonic Sol-fa a foothold in England, and that the results there were much exaggerated. He quoted Emil Bhenke and Lennox Browne, the eminent authors of "Voice, Song, and Speech," to show that the practice of teaching children by rote to sing Oratorio Music, is ruinous to their voices, and leads to fraud and deception—such performances being advertised as the result of a system of singing by note.

As Mr. Cringan had admitted that 80 per cent. of those who study Tonic Sol-fa ultimately require the staff notation, the use of an additional notation would be a hindrance to musical progress. He showed by class illustration that the first steps in singing by note were within the comprehension of any child, and that difficult modulations represented in the ordinary notation were easily sung by children.

After general discussion the following resolution was proposed by Mr. St. John Hyttenranch, of London :—

"That a uniform system of instruction in vocal music be used in all the schools of the Province, and that the system at present in use in the Toronto Normal School should be adopted in all schools of the Province of Ontario, and that this be recommended to the Minister of Education." Carried—only three opposing the resolution.

TORONTO NORMAL SCHOOL.

THE formal opening of the Toronto Normal School took place on the 26th ult., Principal Kirkland presiding. On the platform were the Minister of Education, Dr. McLellan, the masters of the Normal school and the teachers of the Model school and the Kindergarten department.

The opening lecture was delivered by Dr. McLellan, who, after welcoming the students to the Normal School, referred to his own early experience in the institution nearly forty years ago,

and spoke of the marked improvement that had taken place during that period, and particularly during the last few years. The lecturer then dwelt at length on the importance of the professional training of teachers, and the necessity of students taking the advantage of the opportunities offered. The importance of following up concrete illustrations by broad generalizations was fully set forth. The great educational value of such subjects as music, drawing, and algebra was fully discussed.

The Minister of Education was then introduced. He was pleased to welcome the students to the Normal School and to the city, where he hoped they would spend a pleasant and profitable six months. While the work of the session would perhaps be difficult enough, yet he hoped that the students would not forget the importance to themselves, as well as to their pupils, of preserving their own health. Good teaching cannot be expected from those not enjoying good health. Special attention should be given to drill and calisthenic exercises, so that teachers may be able to relieve the monotony of school routine by healthful recreations. An attempt is being made to encourage, as far as possible, the study of music in the public schools of this Province. The kindergarten department would serve as an excellent model for the management of the younger pupils of the schools, and would in fact suggest methods of dealing with all the lower classes. The practice-teaching in the model school will aid very materially in improving the general character of the teaching of all those who pass through the ordeal.

TEACHERS' INSTITUTES.

THE following are the dates of the annual meetings for 1887 :

FEBRUARY.

3rd and 4th.—East Grey and Haldimand.
10th and 11th.—East Victoria and Lincoln.
17th and 18th.—West Victoria and Glengarry.
24th and 25th.—Waterloo and Carleton.

MARCH.

3rd and 4th.—South Wellington and East Middlesex.

APRIL.

21st and 22nd.—Elgin and Lennox and Addington.
28th and 29th.—West Kent, West Middlesex, Lanark and North Essex.

MAY.

5th and 6th.—North Hastings, Brant, Prescott and Russell and South Essex.
12th and 23rd.—South Hastings, Norfolk, Dundas and East Kent.
19th and 20th.—Leeds, Frontenac, Renfrew and East Bruce.
26th and 27th.—Grenville, Muskoka, Ontario and West Bruce.

JUNE.

2nd and 3rd.—Stormont, South Grey, Peel and Welland.
9th and 10th.—Northumberland, South Simcoe and West Huron.
16th and 17th.—Durham and North Simcoe.
23rd and 24th.—Peterboro and North Grey.

SEPTEMBER.

22nd and 23rd.—Haliburton.
29th and 30th.—Perth.

OCTOBER.

6th and 7th.—Wentworth.
13th and 14th.—East Huron.
20th and 21st.—North Wellington.
27th and 28th.—Lambton.

NOVEMBER.

3rd and 4th.—Oxford.
10th and 11th.—Prince Edward.

THE TEACHERS' ASSOCIATION OF HALIFAX (NOV. SCOTIA.)

THERE was a large attendance at the regular monthly meeting of the Teachers' Association of Halifax city, which was held in the High School building on January 12th. The discussion of Spencer's education, laid over from last day, was continued in a lively manner. Well written and exhaustive papers were read by Mr. Burbridge, of Morris Street School; Miss Affleck, of St. Patrick's School, and Mr. Kenneth Chisholm, of Albro Street School. The next meeting will be held on the second Wednesday of February, when the teachers will begin a course in psychology. They are certainly working hard to improve themselves, and deserve praise for their efforts.

MISS D. THOMPSON has charge of a school at Osso.

MR. STINSON is teaching Camden East School this year.

MISS A. EADY, has taken charge of a school at Calabogie.

To Norwood High School a new library has been added.

MR. C. HARDY is teacher at Vandevan School, Oxford County.

MR. SEATH is teacher of the Second Concession School, Princeton.

MR. CORNER is the present school teacher at Dorryville School.

Miss Chambers, of Napanee, is the teacher of Forest Mill School.

MISS BOYLE has resigned her position in Almonte Public School.

MISS KATE TANNEY is the teacher at Maplevale school this year.

M. P. O'DEA is to be the sole teacher at Renfrew Separate School.

MR. BURGER has been selected as teacher for Napanee Mills School.

MISS JESSIE DAVIDSON is teacher at Paris Plains School, County Oxford.

MR. LAYCOCK continues as teacher of Currie's School, County Oxford.

MISS EMERSON is engaged for the junior division of Janetville School.

MISS STORK has been appointed second assistant in Almonte High School.

MISS A. MCKINNON has been appointed teacher at Sturgeon Falls.

MR. C. FINCH, teacher of Springvale School, Hagersville, has resigned.

MR. G. W. HURST has been engaged as teacher at Douglas Public School.

MR. MORRISON, of Maplewood, is Principal of Holbrook School this year.

MISS MCCUEN is teacher of Union Spring School for the current term.

MR. POLK has been re-engaged as teacher of Wyebridge School for 1887.

MISS J. EDGAR, of Croydon, has been appointed teacher at Windover School.

MR. DILLON late teacher at Newburg High School, has gone to Mitchell.

MISS MARY MCKINNON has been engaged as teacher at Shelburne School.

MR. JOSEPH L. CLARKE is again teacher at S.S. No. 10, Anderdon School.

MR. MCINTOSH and Miss McDougall are the new teachers of Walton School.

MISS CARTER, of Fairfield Plains, is teacher at Goble's School, County Oxford.

MISS D. WELDON has commenced duties as teacher in S.S. No. 7, Verulam.

MR. KAISER has succeeded Mr. Cole as Principal of Norwich Public School.

MR. JOHN A. COOKE has been re-engaged as teacher of Verona Public School.

MISS SHAIN, teacher of Whittington School, has been re-engaged for this year.

MISS WRIGHT, of Jasper, has been engaged as assistant teacher in Delta School.

MR. R. E. PRESTON has been engaged for Bethany Public School for this year.

MISS BERTHA NEILSON has taken the position of teacher at Camden Public School.

MISS LAING, of Mitchell, has commenced her duties as teacher at Bluevale School.

MISS J. BEATTY has been engaged for a third year as teacher at Glen Buell School.

MISS CLEVELAND has been engaged as teacher for S.S. No. 3, Wheatley, Co. Essex.

MISS ARMSTRONG, the new assistant teacher at Bethany, has entered upon her duties.

MR. CHARLES H. SMITH has been engaged as teacher of Boxgrove School, Co. York.

MR. W. H. HARTON, is re-engaged as Principal of the Perth Model School at \$700.

MR. FRANK PRICE is teacher at Sillsville School, County Lennox and Addington.

MR. CHARLES DRUMMOND has been appointed teacher in the school at Maxwell Village.

MISS ANNIE DRUMMOND has been engaged to teach in S.S. No 3, Proton, for this year.

MISS A. MOORE, of Newcastle, is engaged for this term as teacher of Enterprise School.

MISS BESSIE TAYLOR has been re-engaged at Showers' Corners School, County Oxford.

MR. VICTOR SMITH has taken charge of Cranbrook School, *vice* Mr. A. McKay retired.

MR. J. A. McDONALD has been appointed teacher of Cassell School, Oxford County.

ALL the teachers in Lucknow Public Schools have been re-engaged at advanced salaries.

MISS H. ARMSTRONG has been appointed teacher of S.S. No. 5, Proton, for this year.

MR. R. J. SANGSTER has been appointed assistant master of the Cayuga High School.

MR. P. H. BUCHANAN has been re-engaged as teacher at Spring Hill Academy, Princeton.

W. A. IRELAND has been appointed teacher in the Ottawa City Schools at a salary of \$750.

MR. MCNAMARA teacher S.S. No. 10, Randolph, has been re-engaged for another year.

MISS FOSTER has been engaged as teacher in the school on the 9th concession of Gosfield.

MISS TAYLOR has commenced her duties as teacher of Richwood School, County Oxford.

MISS LEBARRE, of Oakville, has been engaged as teacher of Lynden School, Co. Wentworth.

MR. JAS. LAWLER has been appointed principal of the public school at Linwood, near Berlin.

MR. STEWART, of Fredericksburg, has been engaged as teacher for Wilton School for 1887.

MR. R. G. HAGAN, teacher of S.S. No. 1, Osborne, has resigned and given up teaching.

MISS WALLACE, teacher, Walkerton School has been presented with a purse by her pupils.

MISS CONLEY, of Port Perry, has been appointed teacher of the Drum School for the year 1887.

MR. J. WISE has succeeded Mr. Wm. Ferguson as teacher of S.S. No. 2, Uffington, Muskoka.

MR. WILSON, of St. Marys, has been engaged as teacher of Uxbridge School, *vice* Mr. Lapp.

MR. HERBERT GAGE, of Bath, has been engaged as teacher of Denbigh School, County Lennox.

ALBERT BUNTING, of the Strathroy Model School, takes charge of S.S. No. 23, Adelaide.

MR. DENNIE, formerly teacher in the Janetville School, has been engaged for the Lotus school.

MR. J. J. KING, teacher of S.S. No. 9, Floss, has been engaged to teach at Downeyville School.

MR. KERR and Miss Whitmore have been reinstated as teachers at Priceville School, Co. Gray.

MISS B. MURDOCK has been re-engaged as teacher of Centre Mara School for another term.

MISS RIGGS, teacher in Devitt's school, Cartwright during the past year, has been re-engaged.

DAVID STENTON, teacher at Port Lambton, has retired from the profession, and will study medicine.

MR. WILSON and Miss Merritt, teachers of Schomberg School, have been re-engaged for this year.

MR. HEANEY has been engaged as teacher in the junior department of S.S. No. 1, Stanton, for 1887.

MR. JAS. BRAITHWAITE has been re-engaged as teacher in Devizes School, Nissouri Township, for 1887.

MISS MCGUHEIN, Lobo, has been re-engaged by the trustees for the coming year, at a salary of \$500.

MISS ROBINSON, of Kincardine, has been appointed teacher in Brussels school *vice* Miss Jessie Ross.

MR. M. PARK, teacher of S.S. No. 14, Glen Meyer, has taken a position in a neighbouring school.

MISS LEE has been engaged as teacher of the junior department of the Amherstburg Public School.

MR. TEESZEL, MISS Pettit, and Miss Stewart have been engaged as teachers at West Lorne School.

MR. HARNWELL, of Kincardine, has been appointed teacher of S.S. No. 1 (south end), Pelee Island.

MR. J. E. FERGUSON late of the St. Thomas Collegiate Institute, has been appointed teacher at Caltou.

MISS BAYNE has been re-engaged as teacher for this year at Trimble's Corners School, County Oxford.

MR. MCPHERN, late of North Toronto, has been appointed to take charge of the Coleridge School for 1887.

MISS MAGGIE CRAIG will continue to act as teacher of the Windsor School, where she taught last year.

MR. NIXON has been appointed teacher of Unionville School *vice* Mr. Wm. Braithwaite, resigned.

MISS SUSAN BERTRAND, of Vardevar, has been engaged as assistant teacher at the North School, Sweaborg.

MR. M. McDONALD, late Principal of the Separate School, Renfrew, has removed to Alexandria, Ont.

MR. MCMASTER, late teacher at Shrigley School, has been appointed teacher of the Public School, Shelbourne.

MR. JAMES NORRIS has been appointed teacher of Mitchell High School, with a salary of \$500 per annum.

MR. WRIGHTMAN, teacher, Rathorn School, has been re-engaged. He has taught the school for nine years.

MISS LILY GILCHRIST, of Glenarm, has been engaged first assistant as teacher of the Beaverton Public School.

MISS LENA, of Catarqui, is engaged as teacher in S.S. No. 13, Glenvale, Frontenac, at a salary of \$225 a year.

MR. R. E. COSTIN has entered into a new engagement as teacher at Eastwood School, County Oxford.

MISS KATIE WITHROW is teacher of the South, and Mr. Swanton of the North School, Sweaborg, County Oxford.

MR. ALBION GOWMAN, of Leamington, has been engaged to teach school in Section No. 7, Cottam (Gosfield).

MISS VIOLET MCGREGOR, of Belmont, has been engaged as one of the teachers in the Springfield Public School.

MR. WILSON SMITH, a Normal School gold medallist, will have charge of the Vienna Public School this year.

MR. WALKER is re-engaged at Longside at a salary of \$570, and Mr. Powel at Kinlough at \$500 per annum.

MISS J. MCLENNAN, late teacher in Galt Public School, has been engaged on the staff of the Stratford City Schools.

MISS E. NEWELL, who filled the position of teacher at S.S. No. 6, Snowden for the past three years, has resigned.

MR. W. R. BOYES, teacher of S.S. No. 9, Don, County York, has been presented with a valuable gift by his scholars.

MISS DRAKE, of Windsor, has been engaged to take charge of the junior department of the Blenheim Public School.

MISSSES BAXTER, Fleming, Olephant, Walton, and Skelton have been appointed as teachers in the London Schools.

MR. J. McCULLOUGH and Miss Smithson have both been re-engaged as teachers at S.S. No. 3, Uffington, Muskoka.

MR. FORESTER, teacher of Wheatley, County of Essex, was presented with a handsome watch on New Year's night.

W. A. HUTTON, teacher of Glenwillow School for the last two years, purposes to attend the Ottawa Normal School.

MISS S. MCKENNA, of London, has been teacher of Port Royal School for eight years, and still continues to fill the position.

MR. GEO. PEARCE is Principal and Miss H. Finney, of Lindsay, is assistant, at Little Britain School, County Victoria.

MR. D. McLAREN, who has been attending Chatham Model School, has commenced teaching at a school near Dresden.

MR. JOHN BAYNE, teacher of S.S. No. 9, Crinan, has been presented with a handsome purse (well filled), by his pupils.

MISS MARY E. TYERMAN, has been engaged as teacher for the junior department of Carlingford School for the present year.

MR. C. F. COOKE, who has taught Gesto School for the past five years, has left for Toronto, where he intends to study medicine.

MR. BRECKON, late teacher of S.S. No. 13, East Nissouri, has removed to St. Marys. Mr. James Switzer is his successor.

MISS CAMPBELL, of Woodville, has been engaged as teacher of Dundalk Public School, in place of Miss Acheson resigned.

MR. DAVID HUTCHINSON, of Carden, has succeeded Mr. Wm. J. Ford, of Little Britain, as teacher of Fingerboard School.

MR. NICHOLS, late teacher at Bexley, County Victoria, it is stated, has been appointed to Norland School, in the same county.

MISS MOORE has been placed in charge of the primary department, and Miss Brown, of the junior class at Ridgetown Public School.

MR. STEPHEN MURPHY, of Renfrew, and Mr. N. Williams, have been engaged as assistant teachers at Pembroke High School.

MISS EDITH NEELEY, formerly teacher of Newburgh Public School, has been selected as teacher of Victoria School, County Lennox.

MR. W. J. CHISHOLM, B.A., modern language master at the Ingersoll Collegiate Institute, has had his salary increased to \$900 per annum.

MR. JOHNSON, M.A., of Toronto University, has been appointed Assistant Professor of Philosophy and Logic at Cornell University.

MR. KERSWELL, teacher of S.S. No. 6, Adelaide, was presented by his pupils with a gold-headed cane on the eve of his departure.

MISS J. FRANKLIN, who has managed Port Royal Public School for the last year, has left to take charge of the Rowan Mill's School.

MISS LAURA FOSKER, lately a pupil of the Windsor Model School, will take charge of the school at Albana during the current year.

MR. DILLON, M.A., and Mr. Norris have been appointed to positions in Mitchell High School, of which Mr. W. Elliott, B.A., is Principal.

MR. WILSON SMITH, who recently returned from the Normal at Toronto, has been engaged for Port Burwell as head teacher at a salary of \$500.

MR. FRANCIS WHITE, of Oakland, has been appointed teacher of S.S. No. 4, Malden *vice* Mr. John T. Youell, removed to Penetanguishene.

MR. LATIMER, teacher of Lethbridge Public School (Man.), was presented with a handsome dressing-case by his scholars on Christmas day.

LAMBTON County Council has granted \$25 to the West Lambton Teachers' Association, and \$50 to the East Lambton Teacher's Association.

MISS WARD, teacher of S.S. No. 5, Verulam, was presented with a beautiful album and picture, together with an address, by her pupils, on her leaving.

MR. BRECKON, who has been teacher of No. 13, West Nissouri, for the past three years, was recently presented with a handsome gift and an address.

MR. WALKER, teacher of Clover Hill School County Peel, S.S. No. 17, being about to leave, was presented by his pupils with an album and an address.

MR. CHARLES RUSSEL, teacher, has left Peterborough to take charge of the Port Hope Business College in affiliation with the Peterborough College.

THE teachers of the Arkona school this year are Mr. R. A. Callender, Principal; Miss Barnes, second division, and Miss Ella Trimble, third division.

MR. GEO. SHURTLEFF, teacher in S.S. No. 3, Williamsburg, has been presented with a gift of value, accompanied by an address from his scholars.

MR. JOHN O'CONNOR, M.A., formerly of the London Collegiate Institute staff, has been appointed to a professorship in Trinity College, Toronto.

MR. SIDNEY SILCOX, formerly of Iona, has been appointed to St. Thomas Central School, with a salary of \$400 per annum, *vice* Mr. C. F. Maxwell.

MR. SIPPER, of Wolverson, has been appointed teacher of Maybourne Public School, in room of Mr. J. W. McCullough, who is about to study medicine.

MR. J. E. FRITH, teacher of the Governor's Road School, Princeton, has been presented by his scholars with an address, together with a handsome arm-chair.

MR. KERSWELL, late teacher of Wylie's School, Adelaide, on severing his connection with the school, was presented by his pupils with a gold-headed cane.

MR. R. A. PATTERSON, B.A., of Dixon's Corners, formerly a teacher in the Ingersoll Public School,

has accepted an engagement in the Gananoque High School.

MR. ROBERT NESBITT, formerly of Woodville, has been engaged as teacher of S.S. No. 7, Tay, for six months of this year, in place of Miss Colgan resigned.

MR. SINCLAIR, teacher of Rockwood School, has had, on account of ill health, to relinquish temporarily his position. His place is at present filled by Mr. Jones.

MR. J. P. ARCHIBALD, teacher of Beachville School, has been presented with an address, accompanied by a testimonial of a substantial character, by his pupils.

THE trustees of Moose Jaw School have engaged Miss Davidson, an assistant teacher. Under the supervision of Mr. McDonald, the school is in a prosperous condition.

MR. GEO. W. JOHNSON, teacher during last year at Eden Grove School, has resigned. His successor is W. H. McCrackin, who has just passed the Model School.

MR. G. GILROY, late teacher at Seagrave, County Victoria, was presented with an address, together with a Bible and writing desk, on the occasion of his departure.

MR. C. A. CHANT, teacher of S.S. No. 9, Osprey, has been presented with a writing desk, accompanied by an address from his pupils on the occasion of his resignation.

MR. FRANCIS WHITE, of the County of Victoria, has been engaged to teach in S.S. No. 4, Malden, succeeding Mr. Yorrell, who has been appointed to Penetanguishene School.

MR. MACPIERSON, teacher of the Orillia Public School, being about to remove to Jarratt's Corners, was presented by his pupils with an address, together with an easy chair.

MR. IRWIN continues his position at Sutherland Public School for this year; and Miss Madden, of Port Perry, has been appointed teacher in the junior division of the school.

MR. G. W. GILROY, teacher of S.S. No. 17, Seagrave, having resigned his position, was presented with a writing-desk and pocket Bible, accompanied by an address.

MISS HOPKINS, late assistant teacher of Flesherton Public School, has been engaged by the new School Section, Flesherton Station, as teacher there for the present half year.

MR. JAMES W. SHIER, teacher of Atherley School, has resigned his position, and was presented on leaving with an address, together with an album, by his late scholars.

MISS JOHANNA SULLIVAN, teacher S.S. No. 1, Ops, has been presented with an album and an address by her scholars. Her engagement in the school will continue this year.

MR. ARTHUR COOKE and Miss Mabel Moffatt have been engaged as teachers at S.S. No. 1, Oakley, Muskoka. The former fills the position lately occupied by Mr. Dennis.

MR. FRANCIS has been appointed assistant teacher at Port Dover High School, *vice* Mr. McHechnie; and Miss Husband takes the position vacated by Miss Jemima Smith.

MR. CHARLES W. MOREY, who has resigned his position as teacher of Fullarton School, was presented with an address, a cake basket, and napkin rings by his late scholars.

MR. ALEXANDER has been re-engaged as principal of Port Rowan High School. Mr. Stevens has been appointed assistant, and Miss Annie Ryan teacher in the junior division.

MR. JAMES WIN. ARNORN, late Principal of Durham Public School, on the occasion of his leaving to take charge of Barrie School, was presented with an address and a purse.

MR. J. A. FYFE, B.A., of Toronto University, has been engaged as assistant master of the Streetsville High School, *vice* Mr. Galbraith, who has taken up his residence in Brampton.

MR. HASTINGS, teacher of S.S. No. 14, New Durham, has been presented by his pupils with an address, accompanied by an album and a writing desk, on the occasion of his departure.

MR. D. P. MCCOLL, teacher, has been re-engaged as Principal of the Wallacetown Public School for 1887, at a salary of \$500. Miss Searle has been appointed assistant at a salary of \$250.

MR. W. BLAKESON has been engaged as teacher of S.S. No. 7, Swinton, in place of Miss Hardy, who upon her resignation, was presented by her late pupils with a handsome lady's companion.

MR. WM. BRAITHWAITE, teacher of Unionville Public School, County of York, on the occasion of his leaving was presented by his scholars with an address, together with a handsome chair and lamp.

MR. J. COUCH, of Bruce County, succeeds Mr. McPherson as teacher of Westminster School; and prior to his departure the late scholars of the latter presented him with an address and an easy chair.

MR. JOHN MCLEAN, of St. George, who has, for nearly thirty years, taught in the public schools in South Dumfries, was recently presented with an address, accompanied by a magnificent silver tea service.

E. NORTHCOTT, teacher of Mount Brydges school, on the occasion of his retirement after three years service, was presented by his late pupils with a writing desk and an album, accompanied by an address.

MR. L. A. COPELAND, who was last year teacher in South Blandford School, has obtained another and a better position. On the occasion of his leaving he was presented with a handsome writing desk.

MR. WILLIAMS, who is a graduate of Cambridge University, has been appointed Principal of Newburgh High School, and Mr. Martyn, formerly Principal of Bath School, has been appointed as his assistant.

THE Senate of the Royal University, Dublin, at last convocation, conferred a high medical degree upon a lady; and another lady, for the first time in the history of this university, received the degree of M.A.

MR. W. R. LIDDY, of Primrose, late teacher of Relessey School, at the close of last term, was presented with an address and a handsome writing desk by his pupils. He proposes to attend Orangeville High School.

At Upper Kent School, County Oxford, Miss Hendry, of Florenceville, succeeds Miss Wheeler, and Miss Adams assumes the position held by Miss McLeod, while Miss Glasgow, of Windsor, takes the place of Miss Bird.

MR. HOGG, the late teacher at Holbrook, who has been appointed to act as Principal of Delmer School, was presented on the eve of his departure from the former place with a chain and locket together with an address.

MR. C. P. GREEN, principal of Richmond Academy (Que.), was presented with an address, accompanied by five volumes of Macaulay's History, Hood's Works, and Motley's Dutch Republic, by his scholars.

MR. A. S. JOHNSON, M.A., modern language master of Caledonia High School, has left to take the position of Professor of Metaphysics in Cornell University, Utica, N. Y., at a salary of \$1,000 for the coming six months.

MR. ROBERT MITCHELL, of Elora, has been appointed teacher of Ripley Public School, at a salary of \$400 per annum. Miss Jennie Mitchell, late teacher in Salem School, has secured a position as teacher in Teeswater.

THE pupils of the Portsmouth Public School gave an entertainment to their parents and friends on the 30th December, which was in every respect a success. The programme was made up of songs, duets, recitations, and dialogues.

MISS RUTHERFORD, who has been teacher in S.S. No. 6, Chatham, for the past three years, has been presented with an address, accompanied by a silver fruit dish, silver spoon, and napkin ring, on the occasion of her departure.

MISS MCKAY, of Thamesford, the retiring teacher of Basswood School, County Oxford, has been presented by her late pupils with an address, together with an album and an ink-stand. Miss McWilliams is the new teacher.

MR. SAMUEL J. LATTA has been engaged as teacher for 1887 at S.S. No. 3, Stephen, with a salary of \$400 per annum. He has been attending the Normal School, Ottawa, for the past term; prior to which he taught in the same school.

THE Teeswater Public School opened on the 7th January, with the following staff of teachers, viz.: Mr. John Ritchie, head master; Miss J. A. Mitchell in the 2nd, Miss Minnie Brown in the 3rd, and Miss Sharp in the 4th, department.

MISS McLEESE and Miss Charlotte McDonald, both teachers in the Cobden Public School, Renfrew, were the recipients of addresses accompanied by presents from their respective pupils. The former received a silver napkin ring, and the latter an album.

MISS JENNIE WILSON, who has been teaching for the past two years in St. Andrew's Ward School, Goderich, has taken a position in Florence School, Kent County. Previous to her departure she was presented with a handsome writing desk by her Goderich pupils.

MR. J. McLAUGHLIN, of London, at one time principal of Lucan School, and afterwards of the Stratford High School, and who possesses a First A certificate, has been engaged as principal of the Welland Public School, at a salary of \$650 per annum, *vice* Mr. Grant, resigned.

AT Orillia Miss Delmage and Miss Allen have commenced their duties as teachers in the South Ward School, their predecessors, Misses Chase and Lytle having been transferred to do duty at the Central. Mr. Huff and Miss McKay are also installed at the latter school.

AT a recent meeting of the Napanee Board of Education the committee on teachers reported that they had engaged Miss Emma Allen for six months, at a salary of \$20 per month, no vacation allowed; also that Miss Fraser being ill, the committee had employed Miss Dora Casey to take her place during illness; all of which the board confirmed.

MR. C. BOWERMAN, teacher S. S. No. 8, Grey, who has been engaged for another year at a largely increased salary, was lately presented with an album by his scholars. The other teachers who have been engaged in Grey are: S. Anderson, No. 2; E. Smith, No. 7; A. Anderson, No. 10; J. McIntosh, No. 1; J. Stewart, No. 9; G. McIntosh, No. 11.

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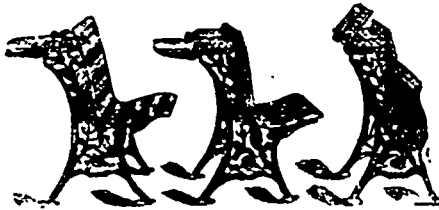
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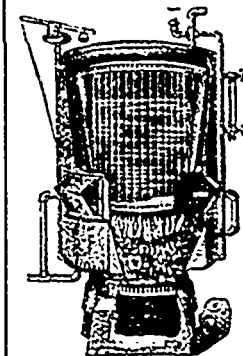
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