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Edited by T. ARNOLD HAULTAIN, M.A.

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JAMES V. WRIGHT, General Manager.

TORONTO, MARCH 17, 1887.

At a special meeting of the matriculated members of the Merchant's House, Lord Dean of Guild Blackie took the opportunity to speak of the necessity of a "Merchants' College" being established in Glasgow. He pointed out that through the agency of technical colleges and science and art classes, manufacturers seemed to have before them the means for giving their young men a proper education. But, he asked, what of the great merchant class, who did not require training in scientific subjects or in technical matters, but who, nevertheless, required a special training of their own? No doubt it had been said that they must look for a large portion of that training to the intermediate schools, but these schools were busy in endeavouring to train pupils for the university, and they did not supply the curriculum which

the merchant required. The want, he suggested, would probably be supplied if there were to be established a Merchants' College, where young men would have the opportunity of being trained in the Teutonic and Slavonic languages, as well as Italian, Arabic, Hindostanee, and Chinese. Along with that they might receive prelections in geography, a subject that was very much neglected, and be well grounded in modern history, a branch of education that was also very much overlooked. There were sundry other branches of knowledge cognate and useful for the merchant which would, no doubt, be included. Of course all this demanded money, but if a matured scheme were prepared by a responsible body, who had the ear and confidence of the public, such as the Educational Endowments Commission, probably money would be found more speedily than might be at first supposed, either by gifts or by bequest. These colleges, he added, might be affiliated to the university, in order that the young men might receive a suitable recognition of their successful application; and he suggested that those who took an interest in the University Bill about to be brought into Parliament should make sure that a clause was inserted empowering such affiliations to be made.

AN excellent beginning (says the *St. James's Gazette*) has been made with one of the very first necessities in the industrial regeneration of Ireland. A plan has been set in operation enabling the teachers of the National schools to qualify themselves for teaching agriculture and the simpler forms of handicraft to their pupils; and although but little has actually been done up to the present, the scheme is capable of yielding, under certain conditions, excellent results. The Commissioners of National Education have established at Glasnevin, near Dublin, the "Albert National Agricultural Training Institution," where the science and practice of agriculture are taught to farmers, school-teachers, and others; and where the most improved systems of dairying are taught to young women, daughters of the agricul-

tural classes. The Glasnevin farm extends over about 180 statute acres, and is arranged so as to illustrate the methods suitable for large and small holdings, or for mere gardens, or for indoor horticultural pursuits. The system by which agricultural knowledge is disseminated from the Glasnevin centre resembles that of other training colleges, except that Glasnevin is a combination of a training college and a public school. The students are divided into five classes, free resident students, paying resident students, paying non-resident students, dairy pupils, and National school teachers. The free places are open to all well-conducted young men, and are filled up by competitive examinations. The paying students are generally the sons of well-to-do farmers, or young men who intend to go into farming either at home or in the colonies. The value of such an institution to these classes is self-evident. It is through the agency of the teachers that the seed grown at Glasnevin is to be taken into every parish and hamlet in Ireland. Male National teachers, having farms or gardens attached to their schools, or who may expect to be able to get land for a small farm or garden, are selected for a course of instruction extending over six weeks. They are boarded, lodged, and taught at the public expense during that time. Moreover, their travelling expenses are paid, so that there is every inducement to lead the teachers to take advantage of the institution. It should be added that, having acquired his certificate, the teacher who instructs his scholars in agriculture is entitled to a special result-fee, the amount of which is now 4s. and 5s. per head (according to class), considerably more than is paid for any other ordinary subject. These are the inducements offered to the teachers. A further stimulus is provided by the fact that in all schools, except in large towns, agriculture is obligatory for boys of the fourth or higher classes; but the obligation is only as regards theoretical or book agriculture, whereas the Glasnevin system aims at the teaching of practical farming according to the methods most suitable to local circumstances.

Contemporary Thought.

IF we are to have American mechanics who cannot only compete with but excel foreign workmen, some systematic plan of instruction must be adopted. The trade school must be as much a part of our educational system as is the professional school, the agricultural school, or the business college. The trade school instruction can be given after the lad has found employment in the workshop, as is the custom in Europe, or, like professional and business schools, it can precede real work. This latter plan of learning how to work at a trade school before seeking employment has, perhaps, advantages which are worthy of consideration. It relieves the employer of much of the responsibility of training the lad. By the instruction he has received at the trade school he has become a source of profit instead of trouble. The school has taught him how to handle his tools and the science on which his trade is based. He has yet to acquire speed of execution and the experience which long practice at real work alone can give, for it is doubtful if it would be advisable, even if it were possible, for a trade school to graduate a mechanic. What is also a matter of no small importance the lad has ascertained if he has any ability or taste for the work he has chosen. He may have been two years in a shop before he has had the opportunity of gaining this knowledge. Two years is a long time to lose; it may be difficult to find other work; so the young mechanic is tempted to continue at work in which he will have no heart and never be likely to do well. The time passed at a trade school would not be wasted if it did nothing more than keep the lad from a trade for which he was unsuited.—*Building.*

HERE are some of my first impressions of England as seen from the carriage and from the cars. How very English! I recall Birket Foster's Pictures of English Landscapes—a beautiful, poetical series of views, but hardly more poetical than the reality. How thoroughly England is groomed! Our New England out-of-doors landscape often looks as if it had just got out of bed, and had not finished its toilet. The glowing green of everything strikes me: green hedges in place of our rail fences, always ugly, and our rude stone walls, which are not wanting in a certain look of fitness approaching to comeliness, and are really picturesque when lichen-coated, but poor features of a landscape as compared to these universal hedges. I am disappointed in the trees, so far; I have not seen one large tree as yet. Most of the trees are of very moderate dimensions, feathered all the way up their long, slender trunks, with a top-sided mop of leaves at the top, like a wig which has slipped awry. I trust that I am not finding everything *couleur de rose*; but I certainly do find the cheeks of children and young persons of such brilliant rosy hue as I do not remember that I have ever seen before. I am almost ready to think this and that child's face has been coloured from a pink saucer. If the Saxon youths exposed for sale at Rome, in the days of Pope Gregory the Great, had complexions like these children, no wonder that the pontiff exclaimed, Not *Angli*, but *angeli*! All this may sound a little extravagant, but I am giving my impressions without any intentional ex-

aggeration. How far these first impressions may be modified by after-experiences there will be time enough to find out and to tell. It is better to set them down at once just as they are. A first impression is one never to be repeated; the second look will see much that was not noticed, but it will not reproduce the sharp lines of the first proof, which is always interesting, no matter what the eye or the mind fixes upon. "I see men as trees walking." That first experience could not be mended. When Dickens landed in Boston, he was struck with the brightness of all the objects he saw—buildings, signs, and so forth. When I landed in Liverpool, everything looked very dark, very dingy, very massive, in the streets I drove through. So in London, but in a week it all seemed natural enough.—*Oliver Wendell Holmes, in Atlantic Monthly.*

ONE great means of securing religious knowledge in the public schools, would be the offering of prizes by such a body as this, or by the board for proficiency, to be tested by periodical examinations, for which arrangements could well be made by permission of the trustees. There is an interesting example of this in what has been accomplished in the City of London, England. Mr. Francis Peak and the Religious Tract Society, began the good work by offering some thousands of Bibles and Testaments as prizes for Scripture knowledge, tested by examination in the Board School. In the City of London, besides the church and denominational schools (there are some 1,034 schools under the school board for London, with some 250,000 pupils). All the children are eligible for this competition, but the attendance is voluntary, and it is encouraging to find that, while there is no obligation to attend this examination, the proportion is so large as practically to amount to the whole number at school. In 1884, out of 237,876 children at school, 192,149 came up for examination, the difference being almost entirely accounted for by the number in infant classes not eligible for such a test. The public school course there is in six standards, corresponding in some degree to forms or classes. In 1884, I find that in the lowest or first standard there was prescribed for the examination seventeen verses from Exodus and seventeen verses from St. Matthew, to be in substance committed to memory, and for study there was prescribed the early lives of Samuel and David, with outlines of the life of Christ. For the second standard they had for memory the same, with two Psalms added; and for study the life of Abraham. For the third standard, there was added to the foregoing seventeen verses of St. John to be learned, and for study the lives of Jacob and Joseph. For the fourth standard, there was added for study the life of Moses, the fuller life of Christ, with the parables and discourses, and eight chapters of the Acts. For the fifth standard there was added for repetition the 15th of St. John, and for study the lives of Samuel and David, the Gospels of St. Matthew and St. Luke, and the first twenty-four chapters of the Acts. For the sixth, or highest standard, there was added for study the lives of Elijah and Daniel, and further knowledge of the Gospels and the Acts, especially as to St. Paul. I am not aware of anything of the kind being attempted here, but why not? Most of the children examined were about ten or eleven years

of age, an age when we lose them in Sunday School.—*From an Essay by Alex. Marling, Esq., read before the Toronto Church Sunday School Association, in the Chapel of Holy Trinity Church, Toronto, Feb. 10th, 1887, and contributed to the "Evangelical Churchman."*

AGAIN, consider the teaching of Professor Huxley. With whatever rhetorical ornaments he may guild it, what is its practical outcome but materialism? I am well aware of his opinion that the question "whether there is really anything anthropomorphic, even in man's nature," will ever remain an open one. I do not lose sight of his recognition of "the necessity of cherishing the noblest and most human of man's emotions by worship, for the most part of the silent sort, at the altar of the Unknown and Unknowable." But, on the other hand, I remember his positive declaration that "consciousness is a function of nervous matter, when that nervous matter has attained a certain degree of organization." I remember, too, his confident anticipation that "we shall sooner or later arrive at a mechanical equivalent of consciousness, just as we have arrived at a mechanical equivalent of heat." And I do not forget that singularly powerful passage in his "Lay Sermons"—who that has once read it can forget it?—in which he enforces what he deems "the great truth," that "the progress of science has in all ages meant, and now more than ever means, the extension of the province of what we call matter and causation, and the concomitant gradual banishment, from all regions of human thought, of what we call spirit and spontaneity"; that "as surely as every future grows out of the past and present, so will the physiology of the future gradually extend the realm of matter and law until it is coextensive with knowledge, with feeling, with action." Once more. Let us turn to a teacher more widely influential perhaps, than even Mr. Huxley. I mean Mr. Herbert Spencer. He, too, recognizes "an unknown and unknowable power without beginning or end in time." He tells us expressly in his "Psychology" that consciousness can not be a mode of movement, and that if we must choose between these two modes of being, as the generative and primitive mode, it would be the first and not the last which he would choose. These sayings certainly do not sound like materialism. I think, however, that if we closely examine his writings, we shall find the persistence of force his one formula. With that he will bring for you life out of the non-living; morality out of the unethical; the spiritual out of the physical. The persistence of force? I trust it will not seem to exhibit an unappreciativeness, which I am far from feeling, of the high gifts and unwearied self-devotion of this eminent man, if I say that he has always appeared to me to belong to a class of thinkers aptly described in one of Voltaire's letters: "Des gens que se mettent, sans façon, dans la place de Dieu: qui veulent créer le monde avec la parole." But this autotheism is really materialism in disguise. If all beings, all modes and forms of existence are, but transformations of force, obeying only mechanical laws, the laws of movement—and that is what Mr. Spencer's doctrine amounts to, if there is any meaning in words—what is the universe but a senseless mechanism?—*From "Materialism and Morality," by W. S. Lilly, in Popular Science Monthly.*

Notes and Comments.

MR. THOMAS O'HAGAN purposes placing, in a few days, in the hands of a publisher, for publication, a volume of poems bearing the title of "A Gate of Flowers." Mr. O'Hagan is by no means unknown as a writer of prose and verse. Some of the poems which will appear in the prospective volume have drawn forth commendation from so distinguished a *litterateur* as Dr. Oliver Wendell Holmes, of Boston. The book will be dedicated, by special permission, to the Hon. G. W. Ross, Minister of Education.

THE late Earl of Shaftesbury was unquestionably one of the most remarkable men of his time. It is not strange that the story of his life should hold the reader's close attention through the pages of three large volumes. Mr. Edwin Hodder, to whom Lord Shaftesbury delegated the delicate task of writing his life, which Cassel & Co. have ready for publication, contributes a preface in which he tells of the circumstances under which the book was written. "If the story, such as it is, must be told," said his lordship, toward the close of his life, to Mr. Hodder, "I should like it to be told accurately. That cannot be done unless I furnish the means." So he gave all his diaries, private and public correspondence, and every scrap of writing he possessed over to Mr. Hodder, who has used his wealth of material with great cleverness and discretion.

A SOUND mind in a sound body seems to be of more importance to teachers than to almost any other class of individuals. Teachers cannot be too careful about whatever conduces to this end—food, cleanliness and exercise. Take the latter in the hearty, health-giving form of play. Exercise the laughing muscles; one hour's play is often, intellectually, worth two hour's hard study. Tell amusing stories, and listen to others who tell such; even permit yourself to make a pun. If driven to this dreadful extremity as a last resort, a pun will revive drooping spirits, play croquet, lawn tennis, and if you do not think it wicked, play whist. Cultivate cheerfulness, seek healthy, wholesome fun and pursue it; if you feel cross, sit down and laugh. Establish the habit of cheerfulness.

THE Guelph Scientific Society was formed just one year ago, and the results have proved so beneficial that it now enters on its second year with bright prospects. Nearly one hundred paying members took advantage of the monthly lectures and weekly classes, and it starts the new year with a surplus. Papers on scientific subjects, having a local bearing, have been read, and classes have been conducted by Professor Panten, of the Ontario Agricultural College, in Botany and Geology. Excursions were made to various points for collecting botani-

cal specimens and for studying the very interesting outcrops at Elora and Limehouse. For the coming year other trips are proposed, and classes will likely be conducted in Botany, Geology, Chemistry, and a course of lectures given on sanitary subjects. The officers elected for the second year are:—President, James Goldie, Esq.; 1st Vice-President, Prof. J. H. Panten, M.A.; 2nd Vice-President, Rev. Canon Dixon; Corresponding Secretary, R. Gausby, Esq.; Treasurer, D. McRae, Esq.; Recording Secretary, Prof. C. C. James, M.A. A large number of young ladies are associated in the work, and connected with it are the teachers of the Collegiate Institute and the professors of the Ontario Agricultural College. The success of the Society in Guelph should stimulate the teachers in other cities and towns to inaugurate and successfully promote similar societies. During the past year, besides much other work, papers or the following subjects were read and discussed:—The Song Birds of Canada, Jas. Goldie; The Geology of Guelph, Prof. Panten; Wild Flowers in May, Miss Vail; Ferns of Guelph Locality, Mr. Gilchrist; Chemistry of Bread, Prof. James; Dandelions, Mr. Tytler; Astronomical Wonders, Canon Dixon; Borderland of Animal and Vegetable Kingdoms, Mr. Gausby.

At a recent fortnightly meeting of St. Paul's Church Young Men's Association, Montreal, Prof. Penhallow lectured on "The Botany of Canada," discussing the subject largely from a historical point of view. He reviewed the development of Canadian botany from the earliest days of exploration, speaking of the labours of the earliest French missionaries and explorers; later, of the work of physicians resident at Quebec, and finally of naturalists specially sent from Europe for the purpose of studying the flora of Canada. Canadian botany had not reached a sensible degree of development until the middle of the eighteenth century, when the Swedish botanist Kalm had been sent here under a royal commission for the collection of the plants of North America. Vancouver, in his expedition to the west coast, had the botanist, Menzies, attached to his party. This was about the close of the last century. Until the present century Canada had owned no botanists distinctly her own. Within recent years a school distinctly Canadian had grown up, among those might be mentioned Dawson, Drummond, Brunet and Macoun. Having shown the great importance which the study of botany bears to many prominent industries, such as the prevention of diseases among fruits, the preservation of forests, etc., etc., the lecturer concluded by stating that our educational resources as regards botanical instruction at present were not equal to those obtainable in other countries, and urging the establishing of botanic gardens and other institutions for the purpose of teaching it.

IN reply to a contributor we give here the following information:—

ENTRANCE EXAMINATIONS.

Examination papers will be set in Literature from the following lessons in the authorized Readers:—

JULY, 1887.

1. Vision of Mirza... pp. 63—66 and 68—71
2. The Death of Little Nell... pp. 100—104
3. The Bell of Atri... " 111—114
4. Dora... " 137—141
5. The Changeling... " 205—206
6. The Two Breaths... " 217—219
7. A Forced Recruit at Solferino... " 287—288
7. National Morality... " 295—297

DECEMBER, 1887.

1. Oft in the Stilly Night... pp. 71—72
2. The Death of Little Nell... " 100—104
3. The Discovery of America... " 115—119
4. Dora... " 137—141
5. To a Skylark... " 187.
6. The Changeling... " 205—206
7. The Two Breaths... " 214—219
8. The Conquest of Rengal... " 222—228
9. After Death in Arabia... " 272—274

NON-PROFESSIONAL THIRD-CLASS CERTIFICATE EXAMINATIONS.

PROSE.

- * XV. Addison.—The Golden Scales... pp. 88—92
- * XXII. Goldsmith.—From "The Vicar of Wakefield"... " 127—133
- XLV. Arnold.—Unthoughtfulness... " 227—233
- LVII. Carlyle.—Death of the Protector... " 274—282
- * LXIII. Thackeray.—The Reconciliation... " 308—315
- LXXII. Stanley.—Arnold at Rugby... " 350—354
- * LXXIV. Geo. Eliot.—From "The Mill on the Floss"... " 356—359
- LXXXVII. Ruskin.—The Mystery of Life... " 390—396
- XCII. Goldwin Smith.—England in the Eighteenth Century... " 409—411
- XCIII. Huxley.—A Liberal Education... " 412—416

POETRY.

- XXXV. Byron.—The Isles of Greece... pp. 211—214
- LVI. Bryant.—To the Evening Wind... " 272—273
- * LXVII. Longfellow.—The Hanging of the Crane... " 336—342
- LXIX. Clough.—"A Ship becalmed"... " 346—348
- * LXXIX. Tennyson.—The Lord of Burleigh... " 370—372
- * LXXXI. Tennyson.—The Revenge... " 373—377
- XC. Matthew Arnold.—Rugby Chapel... " 401—407
- CI. Swinburne.—The Forsaken Garden... " 422—424
- * CV. E. W. Gosse.—The Return of the Swallows... " 437—438

* These selections marked with an asterisk will be repeated for 1887-8.

Literature and Science.

THE "NEW LOCKSLEY HALL."

Oh, but this is really dreadful! This is blasphemy indeed;
 How can Christian poet cherish such a pessimistic creed?
 Since the day he heard the curlews calling over Locksley Hall,
 Does he in the London purveys no improvement find at all?
 Since the day his shallow-hearted cousin that young man forsook,
 Think of all the Statutes we have added to the Statute-Book.
 Have we not a shower of blessings poured upon the human race?
 Freed the nigger, raised the work man, made the landlord know his place,
 Given the poor a loaf unburdened, and an untaxed breakfast-cup,
 Fenced machinery, shortened hours, and made the capitalist "sit up"?
 Do we hang the petty pilferer? No! we find the murderer mad.
 With the bad corrupt the good? No! 'mongst the good we send the bad.
 See! to all our needy widows School Board officers go their round:
 Postage has been greatly cheapened, penny newspapers abound.
 In the gain of his improvements now the happy farmer shares,
 Harcourt's done his level best to extirpate the breed of hares.

—Saturday Review.

THE PITT-RIVERS MUSEUM AT OXFORD.

THE collection of objects presented to the University of Oxford by General Pitt-Rivers has now been partially arranged, and is thrown open to visitors in the large and convenient hall which has been erected for it by the University. To these objects have been added many others transferred from other university museums, such as the Ashmolean, together with numerous donations from other sources. The Ashmolean Museum has thus been enabled to become a scientific collection with a specific character, instead of a mere gathering of relics and rarities. The Pitt-Rivers collection belongs to the department under the charge of Professor Moseley, F.R.S., who is superintending its arrangement on the lines laid down by its founder. The essential quality of the museum lies even more in its arrangement than in the value and beauty of the objects exhibited, great as these may be. It is not a cabinet of curiosities, but a school of development, in which series of objects are set in order to teach the lesson of how they came to be. The manner in which the collection itself came into existence was this:—Many years ago, when the British Army was giving up the Tower musket for the new rifle,

Colonel Lane Fox (who has since taken the surname of Pitt-Rivers) was officially engaged in inquiries as to the most efficient forms of guns, and was thus brought to see that these are not invented suddenly and all of a piece, but arise by successive partial alterations, whose history is soon forgotten as they are absorbed in the general course of progress. Struck by this practical point, he set to collecting weapons of all ages and all nations, and soon satisfied himself that the principal of gradual development, suggested step by step by what had preceded, runs through their whole history from the rudest stages, and pervades in like manner the whole history of civilization. Thus was started his vast museum illustrative of the stages of human arts and ideas, which soon outgrew the dimensions of a private house, and, after for some years occupying a temporary home in the exhibition buildings of Bethnal-green and South Kensington, has now, in a much expanded state, been presented to the University of Oxford, who have built for it the spacious and well-lighted annexed opening out from the main court of the University Museum.

The importance of the collection as a teaching instrument, framing for the student new and rational ideas of culture-history, impresses itself at once on the spectator's mind. At one end are cases of musical instruments, showing their first rude beginnings leading up to their highest forms. The strung bow of the hunter, to which in South Africa a calabash is fixed as a resonator, shows the primary form to which all the stringed instruments of the orchestra may be traced back. Looking at the intermediate stages, we see, for example, how the harp of ancient Egypt and modern Burmah is but a great bow still. So the hollowed log, struck on its resounding lip by the festive Fijian, led on to the bell, which in its early form was clapperless, and which in Japan may still be seen of wood. Passing to the next group of cases, a series of models, from the rudest "dug-out" of the savage to the three-decker of the Trafalgar period, displays the successive lines of development leading on to modern navigation. Each class of boat has its history—the Esquimaux skin canoe and the Ojibwa bark canoe (both familiar to the visitor to Oxford from their imitations paddled on the river), the oracle belonging alike to the rivers of ancient Babylon and modern Wales, the galleys which were Mediterranean war craft from the ages of the Pharaohs till Lord Exmouth bombarded Algiers. Parts of the modern ship, such as the masthead and the fore-castle, have their original types depicted in the tombs of Egypt from the vessels that floated on the Nile. Among the most instructive of General Pitt-River's series is one which early engaged his attention, re-

lating to the development of the shield. If asked the question how the Roman soldier came to ensconce himself behind his huge buckler, one would be apt to take it as a matter of course that a shield was always intended for a screen. But the real course of human invention, as shown by the facts, does not always correspond with probable guesses, and it is here seen that the defence of the rude Australian or African was no screen, but a narrow weapon, little more than a parrying-stick, grasped in the middle, wherewith by mere dexterity of fence, he held himself unharmed against a shower of spears. The parrying-shield lasted on into modern civilized warfare, represented even by the Highland target whose value as a defence was due to its bearer's quick eye and ready hand. Thus it appears that the use of the shield for shelter did not belong to its first purpose, but was due to special development of an earlier and nobler weapon. To go through the endless trains of reasoning of this kind, illustrated in this one museum court would be to attempt prematurely a descriptive catalogue. But we cannot pass unnoticed a remarkable instance of the mode in which conservative ceremonial trites have preserved the traces of ancient low culture. Close by the Fire series, where sticks, with their charred points and holes, show the savage mode of kindling fire by friction of wood, there stands the sacred fire-drill, still used in India by the priest to "churn" the sacrificial fire—a rude, archaic instrument, kept up by Hindoos from the remote ages, when their ruder Vedic ancestors had this as their ordinary means of kindling the fire of the domestic hearth. Nor is it the industrial arts alone whose rise and progress can thus be followed by the aid of series of specimens. The history of ornamental art shows itself especially amenable to the same treatment as in those brought together by General Pitt-Rivers to show how the figures of men and animals may, by successive stages of breaking down, pass into mere decorative patterns, or how the net or basket originally fitted on to the gourd or earthen pot has, when discontinued, left behind it an ornamental pattern drawn on the vessel it would once have really supported. Among the Cyprus pottery (part of the famous Cesnola collections) such history is apparent in the patterns derived from memory of former rush bands or concentric rings, which were suggested by the lathe-marks left on turned wooden vessels. In short, wherever the visitor turns he finds that what he used to set down to arbitrary fancy, to spontaneous genius, is really some particular stage in a course of growth or development sprung plainly and intelligibly from the stage behind it, and ready to serve in its turn as the starting-ground for new ideas and inventions to come.

Special Papers.

AT SCHOOL IN DRURY LANE.

To comprehend the magnitude of Drury Lane Theatre, go and look for the children's school which is somewhere inside it. You will find, to begin with, that from the stage door across the stage is a good walk. Having advanced so far, you are directed to take the first turn to the left, the second to the right, and inquire again. This brings you to the offices in the south of the building. Thence you are escorted along a passage, down a stair and into a court-yard; after that you go down a slight of steps, turn sharp to the right, ascend again, and ask for the new paint-room. Then the school for the children employed in Drury Lane pantomime comes into view.

I spent a forenoon in Mr. Harris's school the other day. Though the children's dances and evolutions have always been "a feature" in the Drury Lane Christmas entertainments under the present management, the school is quite a new idea. Perhaps it had its origin in a recent School Board discussion, when it appeared that one of the societies for looking after other people had its eye on the theatrical managers who employed children in their theatres. It could be said that this employment prevented the children's attending school; and so Mr. Harris not only provided a school, but made attendance at it compulsory.

The school is in a corner of the paint-room, partitioned off with old scenery and theatrical frame-work. The wall in which the door is has evidently been the "back scene" of one of those Drury Lane cottages where the persecuted heroine and her little boy fly for safety when the villain and his minions are looking for them everywhere. With its "door in the wall" nicely painted, and the make-believe Venetian blinds over it, the exterior of the Drury Lane academy is a little suggestive of a delightfully roomy doll's house. "Children's School" painted on the door adds to this effect. But when once you are inside all such notions are dispelled. True, half-familiar scenery still meets the eye. One wall has evidently at some time represented a prison. The rustic garden-seat now used as a form is quite an old friend. When the young lady sat down on it and the young gentleman hastened to her, a bit of love-making could always be depended on. Not many other stage "properties" are recognizable, however; for the young ladies' seminary at Drury Lane has been fitted up according to the demands of the Code and with all the latest improvements. When I entered, the school was comfortably filled with scholars, who were busy copying the word "minimum" from a bran-new blackboard. Nearly all the furniture was new,

indeed, and each scholar had new school-books, new slates, etc. A duly qualified schoolmistress superintends the lessons; and as she has power to dismiss a child for non-attendance or other fault, she seems to have *no difficulty in keeping her flock together* and in good order. And then, dismissal from the school implies dismissal from the pantomime. Judged by the roll-call, some eighty per cent. of the children on the books were present, their ages varying from mere babes who could just walk up to girls of eleven who could solve staggering sums in arithmetic. All were happy looking and "tidy." The school hours are ten to one daily, and the scholars—they are all girls—attend regularly. The first care of the Drury Lane schoolmistress was to divide her pupils into classes, and age was not much of a guide here. One of the older girls is employed ostensibly to teach a few of the smaller ones their alphabet, but really to learn it herself. In the "advanced class" they spell readily—some of them—the words which the village schoolmistress of the olden times told her pupils to pass by as "the names of foreign countries"; and they seemed to enjoy multiplying £72 3s. 11d. by 564, or dividing £3,941 4s. 2 1/2d. by 83. I also heard them reading and reciting. As is natural in a school in a theatre, recitations are made a special feature of; and the youngest child present delivered herself, correctly, and with obvious delight, of a long poem concerning two thoughtless kittens. One could not avoid noticing that nearly all the plain-looking girls were at the top of their classes, and the pretty ones at the bottom. A proper air of decorum filled the school; and as the girls bade their schoolmistress a polite "good-day," and filed off, there was nothing to suggest that in half an hour they would be attired as monkeys.

Though pantomime only lasts for a month or two, and the children's engagements then terminate, Mr. Harris has really more to do with their education than any other person. Visitors to the pantomime this year may have noticed that the faces of many of the children are familiar. It is a fact that in Drury Lane "annuals" "principals" come and go, but the same children are "on" year after year. There are pupils in the school who have shared in the glories of Drury Lane for six successive years; which proves, among other things, that they must have been mere infants when first employed. They are regularly apprenticed to Mr. Harris for nine years. This is why the Drury Lane children seem so well trained when compared with the children who appear in other pantomimes. At present, when two performances are given daily, the children are in the theatre from school-time until their last appearance in the evening. They have lunch in the school about twelve o'clock and dinner

in the dressing-rooms two hours afterwards. Then they have their share of the good things going. During the afternoon performance on Wednesday all kinds of goodies, from dainty dinners down to ale and oranges, were constantly being brought in to the actors and actresses, who, like the children, have not time to leave the theatre between the performances. This is pleasant for the little ones, who are general favourites and can look after themselves. They have long days at Drury Lane; but the end of the afternoon performance, at least, did not find them tired. Yet some of them were just the height of my walking-stick. *Schoolmaster.*

THE SANITARY CONDITION OF SCHOOLS.

THE following form was recently prepared by the state health officer of Indiana, and sent to each district officer throughout the state:—

1. Where located. Size. No. of rooms. material.
2. Is the building in good repair? Height of ceiling?
3. Is it on a public road?
4. Is it on high, well-drained ground?
5. What is the size of the yard?
6. Is it fenced?
7. Does water stand in ponds in the yard?
8. Is the house well ventilated? 9. How?
10. What are the means for heating?
11. If stoves are used, are they perfectly safe and in good order?
12. How many windows? Size?
13. Are the windows to the left or right, behind or in front of the pupils?
14. Are the blackboards placed between the windows? Are the surfaces of the blackboards dead or glossy?
15. What is the source of water supply? If from wells, are they kept clean and in good order?
16. Is the source of water supply safe, and protected from contamination by cesspools, overflows, stables, hog-pens, privies, stock and barn yards, foul standing or running water?
17. Are there any privies? Are they in good order?
18. Have the privies vaults. How often are they disinfected or cleaned?
19. Are the pupils required to be vaccinated before entering the school?
20. Are the pupils from houses where infectious or contagious diseases are prevailing excluded from the schools?
21. Do you consider the children over-worked?
22. Are all the doors hung so that they shall swing outwardly?
23. What suggestions can you make to render the hygienic condition of the school more favourable?

Educational Opinion.

PHYSICAL CULTURE.

FOR some time I have watched with keen interest the growing desire for a systematic course of instruction in physical culture, in the different grades of schools throughout the province. During my collegiate course I was materially benefitted by a thorough drill in gymnastics, the utility of which in developing the different parts of the body and giving a general healthy tone to the constitution is universally admitted, and above all argument. Finding myself benefitted by the assumption of these means, upon entering the teaching profession, I at once began a course of instruction for my pupils. I soon found, however, that if the work were to be carried on it would be at my expense, and against the wishes of a number of parents, who saw evidently no more efficacy in gracefully wheeling round a horizontal bar, than in King George in "Bainting and Boetry." In the face of this opposition the matter was dropped, but personally, I still adhered to the practice of taking a few spins on the bar every morning. There has been, however, a book authorized by the Minister of Education entitled, "Physical Culture." This book I have examined carefully and find it to be an admirable work. The Education Department is to be congratulated upon this valuable addition to their list of authorized text-books. The book was written by a competent educator of long experience. But why, I would ask, is not this book more widely circulated in the schools? The answer comes at once, "Because it is not a work on any of the examination subjects." There are other subjects not nearly so important as this one which receive a vast amount of attention simply for the reason that examinations will be held on these subjects. Teachers naturally desire their pupils to take a high standing and will not therefore put time upon any branch which will not bring any immediate reputation to them as successful teachers. Now if this book were placed into the hands of all the teachers throughout the province and also into the hands of the pupils, say from the third reader upwards with the assurance that the study of this subject would give them a higher rank in their examinations, we would find that both teachers and pupils would go to work with a will, and after a few months earnest practice in all the principles laid down by the author, pleasure and zeal would be manifested in the pursuit of this interesting and important branch of education.

We know perfectly well that the United States of late years, has been making rapid strides in this direction. We find magazine writers commenting upon the fact that, the young men and women of the United States

have remarkably fine physiques compared with the young people of the same country twenty years ago.

This is entirely attributable to the growing interest in athletic pursuits. It is certainly quite evident that there is a vast difference between the physical conformations of American young men and women of the present day and the work, ungainly figures of a quarter of a century past. Now, I ask, shall this great Canada of ours of which we are justly so proud remain in the back ground in this grand enterprise—the enterprise of giving to our boys and girls a manifest energy and zest in their occupations?

We all know that an organization physically weak is oftentimes accompanied by a mental defection. In such cases the life is short and aimless. Let us have a nation of sound men and women physically, and as a natural sequence sound mentally.

Now in reference to teaching, this subject it may be held that it is not necessary that the pupils have the book, as the teacher may illustrate and hence the pupils will learn by example. We will admit that the teacher may do this, the question is *can* he so do. If his physical education has been neglected in youth he cannot be expected to be lithe and graceful in his movements in mature years. Had teachers received a liberal education in this respect, then they would be competent to give illustrations which would be of practical utility. In most instances the teachers ability is limited to exciting the pupils' interest in the subject and pointing out clearly any features they do not comprehend. After a time there will be developed an avidity on the part of the pupils and what was at first a task becomes soon a keen delight. A number of these same pupils will themselves fill positions as teachers and after this thorough course of training will possess the qualifications of teaching successfully this same branch of education to others. By all means let our educationists infuse some spirit into the public mind in favour of this important subject, talk about it, write about it, have the book in the schools and above all have examinations upon it and we shall have a people recognizing the fact that this study is as important as any other on the curriculum.

If there is any one place where this subject should be taught, and that most thoroughly, it is in the Normal Schools. It should there be handled comprehensively, so that the teachers may go forth equipped not only competent to "teach the young idea how to shoot" but prepared to give instruction by which the body may be developed symmetrically and the health placed upon a firm basis. It is certainly very short-sighted to authorize a work and then not have the subject which it unfolds properly taught. Let no false economy woo with winning speech

and deceptive smile. Let us show a little humanitarianism in this instance, and make more even the paths of the present generation and those who follow.

Every parent has in his power the bestowal of a rich legacy upon his children, the gift of a strong, sound constitution. Some people do not think seriously of these things, but surely our prominent educators see the vast scope they have in which to produce grand results. We hope they will see the responsibility resting with them of dealing vigorously with this all-important question.

WILL FRANKLIN SMITH.

Toronto.

VASSAR.

AT the recent annual reception of the alumnae of Vassar, held in New York, the address of the incoming President of the Alumnae Association was received with the greatest approval. Mrs. Wood said: "Society's latest challenge to higher education is, 'Does college fit women for social life?' Already the cause of higher education has passed the experimental stage. The college alumnae has ceased to be a *rara avis*, and girl graduates are as numerous as roses. Time has been to us a most powerful ally. It has solved questions we could not answer, and now we no longer meet the demands of the public with promissory notes, but with the solid wealth of experience. Are we not women? Is the social part so important that we must forget that we are wives and mothers? Yet grant that some girls are especially fitted for society. How shall we treat these exceptions? The rich of to-day are the poor of to-morrow. The education that leaves the nature pliant for fortune or misfortune is the best. Let us change the question to meet the public demand. Does college education unfit woman for social life? It not only does not, but above and beyond every other one influence fits her to absorb its good and reject its evil influence. The higher the education, the stronger the influence given and received."

President Taylor returned thanks for the greeting given him. "Although it is twenty-five years," he said, "since Matthew Vassar laid his broad foundation, it cannot be said that the popular mind has awakened to the importance of the movement. The signs of the times, the preparations which are given girls desiring a college education, and the levity of a certain part of the press, as if it were a humorous thing for a girl to think of higher education, do not make one feel that the advance has been all that was hoped. But the movement is making progress, and we can walk by sight as well as by faith. I believe it matures and deepens woman. Vassar College, as President Raymond said, stands for order and regularity in woman's

education, and all demands to lower the standard have been met with an honesty and energy that I have never seen equalled. I am not here to beg, but there is a popular supposition that the college is above want. There are not many at Vassar possessed with that belief. It wants half a million dollars to put it on its feet."

WOMEN AND MONEY.

WHILE we should endeavour to prepare the way by all means in our power for the recognition of our daughters as rightful co-labourers with our sons and justly entitled to equal opportunities to earn and control their wages, yet let us remember that, if our daughters would achieve great things, they must pay the price in struggle and anxiety. Æschylus says that glories are the children of hardship and God's favour.

When young women are thus prepared by a liberal education for lives of usefulness and self-support, we shall expect the question of their marriage to be one which they shall be as free to decide as are our young men. If for any reason they choose to remain single, the title "old maid" will not have any stigma for them. It is inevitable that the removal of any external pressure of necessity to marry for the sake of a home and a support will have a tendency to elevate the standard of marriage, first among women and then among men. One of the greatest foes to happy marriages is the existence of the mercenary spirit on the part of parents and daughters. Nothing will so effectively remove it as the possession by young girls and women of satisfactory, honourable, remunerative occupations, and the countenance and approbation of society in their pursuit of them. We have now before us so many beautiful examples of single women who live happy, useful, and independent lives in charming homes of their own, and who occupy the highest social position, that our educated daughters need not fear if for any reason they choose in this respect to imitate their example. Alice and Phœbe Cary, in their beautiful home, once the centre of one of the most charming and cultivated social circles in the world, Harriet Martineau, Jean Ingelow, and others, occur to our minds as representatives of happy, honoured maiden life. Time would fail me to tell of Mary Carpenter, Elizabeth Peabody, Florence Nightingale, Caroline Herschel, Emily Faithful, Octavia Hill, Maria Mitchell.

It is a very encouraging sign of the times that many parents who occupy high social position and have abundance of means to maintain their daughters in luxury and idleness, were they so disposed, are seriously considering the question of occupation for their daughters, and even taking practical steps towards securing it.

The prejudice against the earning of money by women, even among those fortu-

nately situated in life, has measurably passed away. And so we hope the day is about past when women who do anything to earn money must feel called upon to apologize for it, when the comfortably situated housekeeper who has a few boarders must feel it incumbent on her to explain that she only takes them for company, or when the woman who teaches music must assert that she only does it for the sake of keeping up her own knowledge of the science. And, above all, we hope the day is near at hand when it will not be considered a reflection on father, mother, or husband, that daughter, sister, or wife, does something that is rewarded in money. For money is the most wonderful and delicate instrument of power that civilization has ever produced. And since the progress of womanhood is in the direction of the acquisition of knowledge, which is power; since the one inevitable result of woman's education will be desire for the exercise of power—the next stage of her progress will be to learn the use and value of the power and influence which come through the possession of money, all the more enjoyable if this money represents work done by herself, power evolved by her own life forces.—*From "The Future of Educated Women," by Helen Ekin Starrett.*

WOMAN'S OPPORTUNITIES AS A WORKER.

MAYOR HEWITT, just before his inauguration, said to a reporter that "there are comparatively few avenues open to women for employment, and all but one of them are overcrowded." But it was immediately answered that there are about one hundred selected occupations mentioned in the census, and that in four-fifths of these women are employed. They are excluded from those that demand especial muscular vigour, they are not blacksmiths, masons, or car-drivers; but in twenty of the mechanical and manufacturing industries of New York, more women than men are employed. Moreover, the modern inventions, the telegraph, the telephone, the type-writer, open occupations for which women are especially fitted, and in which they are very generally employed. They do not, however, generally receive the same wages for the same work. This irregularity is explained by the political economists by saying that women are not in general so strong as men, and that by their own constitutions, and by the constitution of society, equal continuity and permanence of labour cannot be expected from them. There is no reason to doubt, however, that the course of events which has so greatly enlarged their industrial opportunity will gradually and even speedily introduce them into all employments for which they are not unfitted.—*George William Curtis, in Harper's Monthly.*

TEMPERANCE IN THE SCHOOLS.

THE Canadian W.C.T.U. is endeavouring to secure legislation on this subject in the Dominion. From all we can learn we think that they have not received the encouragement they deserve in this effort. It is not merely in the high schools which are attended by but one-tenth of the school population, that such instruction is needed, but in the lower grades, where the great proportion of the scholars are found. Instruction in the physical economic and moral consequences of the use of alcohol can be made sufficiently elementary to suit all grades. It is at least, as important as a good many other things that are taught in the schools. Let parents and school trustees, and the pulpit and the press, emphatically demand the authorization of such instruction and the educational authorities of the several provinces will not venture long to refuse it. And this being granted what a patent lever will it prove raising public sentiment to a higher level on this subject. In ten years they will be the men and women, the voters and moulders of public opinion. And when a true conception of the appalling moral and physical ruin wrought by strong drink is enfolded in the young brain of the country, the knell of the traffic is rung drinking shall be under ban, and when the present generation of toppers shall have passed away, there will come in their stead a generation of men and women who know not the accursed habit and who are too well instructed as to its baneful consequence ever to acquire it. Let us warn and save the children that we may save the world.—*Rev. Dr. Withrow, in an Exchange.*

HEADACHE IN SCHOOL CHILDREN.

PROFESSOR N. J. BYSTROFF has examined 7,478 boys and girls in the St. Petersburg schools during the last five years, and found headache in 868; that is 11.6 per cent. He states that the percentage of headache increases almost in a direct progression with the age of the children, as well as the number of hours occupied by them for mental labour; thus while headache occurred in only 5 per cent. of the children aged 8, it attacked from 28 to 40 per cent. of the pupils aged 14 to 18. The author argues that an essential obstinate headache in school children is the excessive mental strain enforced by the present educational programme, which leaves out of consideration the peculiarities of the child's nature, and the elementary principles of hygiene. The overstrain brings about an increased irritability of the brain and consecutive disturbances in the cerebral circulation. Professor Bystroff emphatically insists on the imperative necessity for permanently admitting medical men to conferences of school boards. Of palliative measures he mentions methodical gymnastics, mild aperients in well-nourished children, steel in the anæmic, bromides, inhalation of oxygen, and in severe cases, a temporary discontinuance of all studies.

TORONTO:

THURSDAY, MARCH 17, 1887.

THE SCHOOL OF PRACTICAL SCIENCE.

THERE seem to be at present in the little educational world of Ontario two opposing forces at work, one a centripetal, the other a centrifugal, so to speak. In other words, there is a centralizing tendency, and there is also disintegrating tendency. At the same time that the best means of bringing about a federation of the universities of Ontario is discussed, there is an attempt to create fresh universities; when many are bemoaning the poverty of existing educational establishments, others are endeavouring to found new ones; while the Government finds it difficult to provide sufficient funds for one institution, it is asked to contribute further sums for others.

The centrifugal force has recently assumed a serious magnitude. Three different cities are doing their utmost to obtain the establishment of a school of practical science—not a single school of science to be supported by the three cities, as, perhaps, the reader not versed in Canadian educational politics (for there is such a thing as educational politics) might innocently imagine, this is not what these cities are contending for; the one thing for which they are fighting is the locality of such school of science: Ottawa, Kingston, London, each sends deputations to the Attorney-General to point out to him its relatively superior advantages. The fight seems to be, not that the Government may provide a first-rate school of science which shall rival if not excel the best school of science upon the continent, but that the Government shall establish a second school of science; and Ottawa cries out that she should be the favoured city, Kingston does the same, London does the same.

Let us say frankly at the outset, we are heartily tired of these petty jealousies. Of what consequence is the *locality* of a school of science compared with the importance which attaches to its *excellence*? A good, a thoroughly good school of science Ontario must have; where it is placed we care not a rush. Ontario is behind the world in practical scientific education as she is in many other things, although she appears to be ignorant of the fact. She has many rivals: McGill is

one; Columbia University another, Cornell, Pennsylvania, and Michigan, others; the Massachusetts Institute of Technology at Boston, the Stevens Institute at Hoboken, the Rensselaer Institute at Troy, the Worcester Free Institute, the Sheffield Scientific School,—all these are rivals, and to one or other of these the youth of Ontario will be tempted if we do not ourselves provide the means for a thorough practical scientific education.

But we have already, it may be said, a school of practical science. We have; but of what degree of excellence? The staff of this so-called school of practical science may without any exaggeration be said to consist of one professor and one assistant. This one professor and one assistant, aided by the professors of theoretical and practical chemistry, together with a few lectures from the mathematical professors of University College, are supposed to teach and examine some forty or fifty students of civil engineering, and some dozen students of mechanical and electrical engineering; and they are supposed to do this in crowded rooms, with no, or an extremely meagre, library, with next to no models, and with next to no workshops. This is not exaggeration, for the facts are these: there is one draughting room, one lecture room, and one "library"—so this last is styled, but as there are no books in it, it is used as a second draughting room. The workshops (*sic*) contain two lathes, an anvil, and a forge. The models are a Pratt truss bridge (a miserable specimen) and a skeleton steam engine.

These things ought to be known. We have no hesitation in making them known.

In such a state of affairs what is the duty of the Government? To erect another school of practical science at Ottawa, or at Kingston, or at London? To establish another institution with a staff of one man, with two models, and two lathes?—for if the Government cannot afford to provide more for the school already in existence, how can it afford to provide more for schools which it may subsequently establish? To us it seems that the duty of the Government is plain—it is to efficiently equip the school of science it has already established, and not for one moment to dream of establishing a second anywhere. Of course Ottawa, Kingston, London—each would like a school of practical science; so doubtless would Coboconk or

Bondhead—Parkdale could probably advance most valid arguments to prove that a school of practical science is an absolute necessity to her.

We are utterly unable to recognize the utility of any number of useless schools of science. The existing school of practical science has only been kept from being practically useless in the past by the fact that the Professor of Engineering has done the work of half-a-dozen men. The one professor with his one assistant is supposed to teach six, in reality eight distinct departments. If he were incapacitated by illness for a single month the work of the school would be completely blocked. But the fact is this school of science teaches its students draughting and surveying, little more; and how two, or three, or thirty such schools of science would benefit Ontario we fail to perceive. Zero added to zero any number of times will never make anything but zero.

The Government should take a broad view of this matter. It must surely possess intelligence sufficient to enable it to perceive that with its present equipment the existing school of practical science is not up to the standard required. It must surely recognize the uselessness of a second like unto it. We hope no number of deputations from Ottawa, or Kingston, or London, or Coboconk, or Bondhead, or Parkdale will blind its eyes to these facts. If Ontario has only a limited sum of money at its command wherewith to equip schools of practical science, it surely would be a policy short-sighted in the extreme to fritter it away in a number of comparatively useless schools, instead of concentrating its powers and establishing one which would be able to perform the work expected and required of it. One school of science there already is; let a second not be dreamt of until this is properly and thoroughly equipped.

OUR EXCHANGES.

THE *Forum* for March is an admirable number. For good substantial reading we rank the *Forum* highest amongst American magazines. It caters to none but readers of the best taste and intelligence; it never intermingles with its heavier subjects trivial or sensational matter. We wish some of its brother monthlies would follow the example set them by the *Forum*. The first article in the March number is from the pen of St. George Mirart. The name of St. George Mirart will suffice to ensure the reading of this article on "The Future of Christianity." The next article is entitled "Henry George's Economic Heresies," and is one of the most terse, lucid, succinct, and at the same time truculent criticism of Henry George's main theories, which we have had the pleasure of

perusing. It is by George Gunton. Edward Everett Hale writes the first of a series of articles on "Books that have helped me." To mention the author's name is to praise the article. Neal Dow writes on "Effectiveness of Prohibition." Professor R. T. Ely on "Labour Organizations." E. Lynn Linton on "The Tyranny of Fashion." T. W. Knox on "Standing Room Only." Judge E. A. Thomas on "Shall the Jury System be Retained?" The *Forum*, by the discussion of such topics by such writers must be doing incalculable good to the United States.

THE frontispiece of *Scribner's Magazine* for March is a portrait of M. Thiers, engraved from the painting by Healy, which has not before been reproduced. The first article, "The Stability of the Earth," by Prof. N. S. Shaler, is a full and comprehensive discussion of the whole subject of earthquakes and kindred phenomena. "Aunt Fountain's Prisoner" is a short story by Joel Chandler Harris. The third instalment of ex-Minister Washburn's "Reminiscences of the Siege and Commune of Paris" describes the establishment of the Commune, and many of the exciting and terrible incidents that occurred during its reign. Mr. Bunner carries his "Story of a New York House" down to a somewhat later period in the history of the city. Mr. Edward J. Lowell's article on "The Bayeux Tapestry," which is profusely illustrated with reproductions of striking scenes from that famous work, is of interest and value; and in summarizing the results of the most recent scholarship in regard to the Norman Conquest, Mr. Lowell has given a vivid and eloquent description of its most important events. The second part of "J. S. of Dale's" amusing novelette, "The Residuary Legatee," does not fall behind the first in its power to interest and to stimulate curiosity. "What is an instinct?" is the question which is answered by Prof. William James in a thoughtful and scholarly article, which is marked by unusual vigour and freshness of expression. The article deals more especially with the instincts of man, and is of particular value for its clear statement of the laws which govern instincts, and their relation to education and mental development. In verse Andrew Lang contributes a characteristic "Ballade of the Penitents."

REVIEWS AND NOTICES OF BOOKS.

J. B. LIPPINCOTT Co. are about to publish, in connection with Adam and Charles Black, of Edinburgh, a new library edition of the *Waverley Novels* in twenty-five volumes.

THE *March Atlantic* reviews recent verse by Arlo Bates, Clinton Schollard, Oscar Fay Adams, James Jeffrey Roche, Mrs. Piatt, Elizabeth Akers, Celia Thaxter, Margaret Deland, Nora Perry, Henry Bernard Carpenter and C. P. Cranch.

EVELYN COLLEGE for Young Women will soon be opened at Princeton, N. J., under the auspices and direction of Princeton College professors. The president of the new college is Rev. Dr. McIlvaine, whose daughters, Misses Elizabeth and Alice McIlvaine, will act as its principals.

"QUIET Observations on the Ways of the World," by Erasmus Wilson, now in the press of Cassell & Company, is a rather unique volume. It grew out of a series of much applauded articles, that first saw the light in the columns of the *Pittsburg*

Dispatch. The style is flowing and journalistic, and the observations are shrewd, as might be expected from the portrait of the author, which serves as the frontispiece of the book.

"THE Romance of Invention," a book just about to leave the press of Cassell & Company, is as fascinating as a fairy tale, yet every word of it is true. The store of the many inventions that have electrified the world, are here set forth robbed of their often wearisome technicalities, and are laid before their reader in their most attractive form. Mr. James Burnley, the author, has worked laboriously to accomplish his object, and he has met with signal success.

ONE of the most important books lately announced is Emil Naumann's "History of Music," about to be issued by Cassell & Company. This exhaustive work has been translated into English by F. Praeger, and edited by that veteran musician, Sir F. A. Gore Ouseley, Mus. Doc., and Professor of Music at Oxford University. The book is in two volumes, and it is profusely illustrated, not only with pictures, but with numerous reproductions of famous musical manuscripts. The history of music is carefully traced from pre-classical times to the music of the future. No such elaborate work has heretofore been attempted. It comes at a most auspicious time, when music has a more vital hold upon public interest than it has ever had before.

The Epoch, Mr. DeWitt Seligman's new weekly, makes a promising first appearance. It is the size of *The Critic*, is neatly printed in good-sized type, and has altogether an attractive make-up. It opens with editorial notes, which are followed by a political symposium. There is poetry by Mr. Stoddard, the first of a series of essays by Julian Hawthorne, an essay by Robert Grant, and the first instalment of a serial story by H. H. Boyesen. The drama is discussed by G. E. Montgomery, and music by H. T. Finck, who writes with less bias than we usually find in his articles. The department of literature is presided over by Geo. P. Lathrop. Mr. John Foord, late of the *New York Times*, and later of the *Brooklyn Union*, is in charge of the political department of the paper.

THE *New York Times* says of Painter's "History of Education": "Professor Painter presents the educational methods used by the ancients and Christian education before and after the Reformation. Most interesting are the chapters on reaction against abstract theological education, which found in Montaigne, Bacon, Descartes, Milton, Rauch, Comenius, Locke, Jansen, Fenelon and Rollins its mouthpieces. If Rousseau was a theorist only, to whom to intrust even a kitten would have been to ruin it, there were after him other men, saints when compared with Jean Jacques, who were practical in their ideas, and who taught children in a philosophical manner. Of these, Pestalozzi was the most distinguished, and of his pupils, Froebel. A brief but clear account is given of education in America, beginning with the colonial period. Prof. Painter's work is a very good one, for he is not only accurate, but presents just such salient facts as people want to know in regard to a subject of the great human interest."

RICHARD STEELE, by Austin Dobson. English Worthies, edited by Andrew Lang. At the hands of Macaulay and Thackeray, Steele has been

abused to play second fiddle to Addison. At the hands of Mr. Austin Dobson, Richard is himself again. Mr. Lowell said that Mr. Dobson had rescued Fielding, and for Steele he has done even more, for there was more to do. No man may know just how great Mr. Dobson's contribution is, to the exact and authentic biography of Steele, who has not considered the condition in which that biography was left by Macaulay, Thackeray, and Mr. John Forster. Mr. Dobson, having by patient research disproved many of the assertions on which elaborate deductions had been based, has been compelled to erect a wholly new scaffolding of fact, and to traverse not a few of the statements and conclusions of his predecessors. But so modestly has he done this, and with so total a lack of boastfulness, either in the text or in the preface, that the novelty of his chapters is visible only to those familiar with the fables which have hitherto masqueraded as the facts of Steele's career. For example, the whole relationship of Steele to Addison, and of the influence of the latter on the former is seen in a very different light, now that Mr. Dobson has shown us that Steele was the elder of the two, from that in which Thackeray viewed it when he supposed Addison to be the senior by several years. In this biography of Steele, Mr. Dobson employs the same rigidly scientific method he used first in his biography of Fielding, but he uses it now with more ease and grace; his style is richer and ampler; his statements are as exact and as precise as they were before, but they have more colour, and they are set off by more abundant allusions. Mr. Dobson's prose style was always admirable in its simplicity; the reader was never forced to pick the poet's locks to get at all he has to give. Mr. Dobson says that the social sketches of the *Tattler* must always retain a certain interest, as "the whole of the time is mirrored in its pages," and we may repeat this phrase in praise of Mr. Dobson's own book, "the whole of the time is mirrored in its pages." Queen Anne is dead, as we all know, but Mr. Dobson calls her up before us in her habit as she lived. "We see the theatre, with Betterton or Bracegirdle on the stage, or that 'romp,' Mrs. Bicknell, dancing; we see the side-box bowing 'from its inmost rows' at the advent of the radiant 'Cynthia of the minute'; we hear the shrill cries of the orange wenches, or admire the pert footmen keeping guard over their mistresses' bouquets." And then Mr. Dobson shows us the church with its high pews and its hour-glass by the pulpit, and the Ring in Hyde Park with the gilded chariots moving slowly, and the politicians at White's or the Cocoa-tree. Great Pan is dead, it may be, but Queen Anne? There were poets in her day, and there are poets now to write about them and to make them live again for us, and so Queen Anne is sure of her immortality. [New York: D. Appleton & Co. 1 vol., 12mo, \$1.00.]—*Book Buyer*.

BOOKS RECEIVED.

A Synopsis of the Nature and Effects of Alcohol and Narcotics. By L. H. Luce, M.D. Boston: D. C. Heath & Co. 1887.

The Golden Legend. By Henry Wadsworth Longfellow. With Notes by Samuel Arthur Bent, A.M. In two parts. Part I. Boston: Houghton, Mifflin & Company. 1887.

Methods and Illustrations

EDUCATION OF PUBLIC SCHOOL TEACHERS IN THE ART OF SINGING.

THAT all children, when properly taught, can understand the elements of music, and can learn to sing new music at sight as well as they can learn to read and to understand writing and print, has been as clearly demonstrated as anything can be. That such has not been always the case where teaching music has been attempted, is also true. But that all children do so learn where right methods are employed and properly carried out, proves that the failures were either in the methods or in the teaching or in both. It is equally true that children, through music-study in school, can learn to use their voices correctly, thus training the entire vocal apparatus for reading and speech, as well as for song.

It is true, also, that children can learn to sing with taste and expression; that they may acquire a fondness for good music and for singing, and that they will, through proper musical training, become as much more refined, cultivated, and useful, than they otherwise would be, as it is possible for any one pursuit to achieve. In fact, their whole training is not complete without this element.

The desirability of this condition of things, both as far as the individual himself, and the social and religious organizations of society are concerned, will be conceded by all who desire the highest and best standard of manhood and social life. The question then is, How, with our present generally low estimation of music and the uses of music, can teachers be educated who will introduce correct music teaching, and carry it on through a sufficient period of years to work out in the pupils the state of things desired?

If pupils understand the subject, and if they make intelligent and protracted effort to learn to sing and to do whatever is required, they will succeed as surely as in any other case wherein nature gives results as a consequence of intelligent activity.

The work of the teacher is to aid the pupils in understanding the subject, and to guide them in the necessary drill or practice. Is the matter practical?

Can the regular school teachers be so trained that they can instruct and drill the vast army of children that is growing up in the schools of the country?

If the highest types of professional music teachers were required to do this teaching, it would seem an impossibility either to secure a sufficient number of such teachers, or to compensate them pecuniarily if they could be secured; and in either case the children would remain uninstructed.

There is, then, but the alternative—to accomplish the work through the medium of the regular school teacher. "But," it will be said, "most of these know nothing of music teaching, and very little of music, while many cannot sing at all. How then, can they be trained to do effective work in teaching music?"

It may be put down as a universal fact that those who cannot sing are in that condition because they have never tried sufficiently under proper conditions; it is understood, of course, that cases of organic defect in the vocal, auditory, or neuro-central apparatus are excluded thereby. This general capacity has been proved by thousands of persons, who could not distinguish a difference even in pitch of tones, becoming afterwards fair singers and passable teachers. It is said, "Teachers must grow up and become such persons themselves as music is intended to make them, before they are fit for teachers." This is true as to the highest condition of things that is reached; but a start must be made, the best that can be done under the circumstances should be done, and the educated judgment of teachers will comprehend that this thing is a fact, even when they do not appreciate it as a possession. Hence the average school teacher can, under certain circumstances, be fitted to begin the work.

It is true there must be on the part of the teacher an approximate comprehension of the functions of music. He must understand the elements of musical science and of the method of obtaining proficiency in the art. How can the regular school teacher obtain this knowledge? How can he be instructed and trained to do this work?

The first step in the education of teachers is to make music one of the school studies; the second, to require all the pupils to study and sing music; the third, to require the regular teachers to teach music, and hold them as responsible for the progress of pupils in this branch as in any other; the fourth, to employ a supervisor or superintendent of music who possesses the requisite musical knowledge and ability and the right appreciation of the uses of music, who shall have undergone a thorough normal training, and shall have shown aptness in teaching, who shall have had a good general education, and whose manners and morals shall be such as to commend him to educated and refined people.

The duties of this supervisor shall be to map out the work to be done by the teachers, and to show them how to do it. This may be done at teachers' meetings appointed for this purpose, and by frequent visits to the several schools, when the pupils are not only tested in what has been done by the regular teachers, but new subjects are introduced by the supervisor, and the pupils are

drilled so as to show the regular teacher how to do it. The teachers also should meet regularly for instruction in learning to sing and to read music themselves. With the thought before them that "they must understand this subject and learn to sing, or they will lose their positions," it is astonishing to observe how soon such ideas as "natural gift," "can not do it," "beneath the teacher's dignity," "ability to sing is evidence of shallowness," etc., will disappear, and real progress manifest itself.

As previously stated, it is simply a question of ordinary good sense, of commencing work with a purpose of doing it, of correctly understanding what is to be done, and of a vigorous prosecution of the study. Nature will take care of the rest, and in due time intelligence, feeling, spirit, and voice will grow into knowledge, appreciation, and ability.

It is evident that the quality of the work depends very largely upon the supervisors. If these have a correct apprehension of what is to be done, and of how to do it; if they are skillful and wise in instructing, directing, and overseeing teachers, there is but little doubt that the results will be most satisfactory.

How to educate correctly these supervisors or directing music-teachers, then, becomes an essential consideration. Of course a sound musical education, a knowledge of the vocal organs and of how to use them correctly, is the base. Hence all instruction in this direction is an agent in preparing the musical director and teacher, whether it comes through the medium of the living teacher or the printed book. But teaching in class so that each individual shall learn, is, in a sense, so different from private teaching, that preparation to do this kind of work requires a special, not to say a different training.

For this purpose the most ample preparation must be made, or the best musician who undertakes class music-teaching in school will be "groping in the dark," and is most likely to fail. He must have the best light of theory, experience, and precedent in this special field. Even then the science and art of correct class teaching are so recent that the director must make many original experiments, and must do much original thinking and investigating. Normal music-schools, whose faculties embrace most successful and experienced teachers in this kind of work have done much, and will do more, in training teachers; colleges, theological schools, and all schools that have for their object the highest in education, or fitting persons for special professional life, should demand of and for their pupils the best musical training and the best music. This in turn would create a demand for the best music teaching in their own schools and in

the schools lower down. Similar demand should also be made by churches, and by educated and refined society.

It may be repeated: if the demand for teachers of a high standard of excellence is made, the best knowledge and the greatest skill will soon be employed in training such teachers, who in turn will be qualified to train, to direct, and to supervise the regular school teachers. Improvements will be made in methods and means, as in other things, as experience and earnest purpose seek to supply a demand which is made necessary by the highest ideals in human development. —*The Study of Music in Public Schools.*

HINTS TO OFFICIALS AND TEACHERS.

"I DON'T care how fine a scholar a person is, if he lacks character he has no business in the school-room."

It was our old friend, Mrs. Gray, who made the above remark, and I had scarcely time to join the group surrounding her when the lady continued:

"Now just let me tell you a few plain facts. No class of people exercise so direct and lasting an influence for good or evil as teachers. Therefore no class is so important a factor in the solution of human progress. The teacher is, to a great extent, responsible for the future of the child, for he not only receives him at so pliant an age, but has control of him for so long, that he may be said to mould his character.

"Children in the first stage of development learn by observation. They are imitative. The impressions made during childhood are lasting, for nature intends the child to store up facts by which in after years his expressive, and still later his reflective, faculties may be developed. Childhood is, therefore, the time to make correct impressions, and the child who is so fortunate as

breathe the pure rural atmosphere of a good man or woman will be saved the pain of spiritual amputation in after years. Children are not able to appreciate moral lectures, indeed much harm is often done by those same moral lectures, so that the example of a teacher is of much more weight than anything he may say, and any act or word of his that awakens suspicion is extremely unfortunate. No child will respect or love a person whom he mistrusts, and the teacher who occupies this relation to a child can hope to accomplish little. Children are good critics. They detect better than grown people blemishes in character, and the remark, 'I do not like my teacher,' is often the result of a child's moral strength in detecting and condemning wrong.

"The character of teachers, therefore, should be a question of grave importance. Much attention has been given to intellectual attainments, and wisely too, but physical

and moral qualifications have been largely overlooked. Thousands of persons are licensed to teach every year of whose character superintendents know absolutely nothing. We see the results of such carelessness in vicious and ill-mannered children.

"Is it profitable? Is it humane? Is it right?"

"To attain proper qualifications to teach is the work of study, experience and moral growth, but following are some hints teachers might find useful:

"Never be too busy to greet your children pleasantly.

"Don't be afraid of your dignity. If a boy enjoys talking to you about base-ball, listen gracefully and tell him anything of interest you may know about the game; it is your duty to be interested in what interests your children.

"Never be afraid children will know you too well. If you are what you should be the more they learn about you the better they will love you.

"Don't see everything that occurs in the school-room; you will be happier, and so will the school.

"Never use authority simply to test it. Its efficacy depends very much on the stage of the disease.

"Never punish because you *can* but because you *must*.

"Never consider anything troublesome that gives your pupils either pleasure or profit. Make each pupil a study and do not try 'to use them all alike.' Did you ever hear of a physician using the same remedy for all diseases?"

"Give a child time to *grow* into good habits, and do not be foolish enough to teach him deception by compelling him to do impossible things; no one ever got his growth in one day.

"No child is thoroughly bad. The teacher who arrives at that conclusion is not a good judge of character.

"Don't think it a crime to laugh.

"Don't mistrust your children; lying and cheating are the results of poor management.

"Do not preach too much especially to boys.

"Do not frighten children by severity, nor repel them by coldness. Take them into your heart of hearts, and watch them bud and blossom in the sunshine of love."—*C. E. Raymond, in the Current.*

HINTS ON READING.

THE readers Coleridge has divided into four classes. He says: "The first class of readers may be compared to an hour-glass; their reading being as the sand: it runs in and it runs out and leaves not a vestige behind. A second class resembles a sponge, which imbibes everything and returns it in

nearly the same state. A third class is like a jelly bag, which allows all that is pure to pass away and retains only the refuse and dregs. The fourth class may be compared to the slave of Golconda, who, casting aside all that is worthless, preserves only the pure gems."

It is to be feared that in the present day the greatest number of readers belong to the first of these classes. The amount read is something almost fabulous, but the results are comparatively trifling. Volume after volume is perused; pamphlets and papers are mentally consumed, but the stores of knowledge are not perceptibly increased. This charge lies not only against those who read secular works; it applies to too great an extent to those who read the Scriptures and other treatises upon things divine. Lord Bacon once said that "reading makes a full man." He could not have meant the kind of reading that is now too prevalent. The omnivorous readers, the readers who skim through page after page; the butterfly readers, who taste some flowers of literature here and there, but never settle down to a resolute extraction of the sweets, are found at the year's end, with all their reading, not more "full" intellectually, but often more foolish than before. Why is this? Because in these express days the reading has been done as quickly as possible, and because what is read one hour is buried beneath a heap of multifarious matter the next hour. But if a man read upon a prudent plan, if he digest what he mentally receives, his reading will become a delightful source of very extensive information and sound wisdom. —*The Quiver.*

MISUSED WORDS.

COME to see me, and not come and see me. Acoustics is always singular.

Cut bias, and not cut on the bias.

Allow should not be used for admit.

Almost, with a negative, is ridiculous.

"Almost nothing" is absurd.

The burden of a song means the refrain or chorus, not its sense or meaning.

Bountiful applies to persons, not to things, and has no reference to quantity.

Affable only applies when speaking of the manner of superiors to inferiors.

Methinks is formed by the impersonal verb think, meaning seem, and the dative me; and is literally rendered. It seems to me.

Admire should not be followed with the infinitive. Never say, as many do, "I should admire to go with you," etc. This error is singularly fashionable just now.

Allude is now frequently misused when a thing is named, spoken of or described. It should only be used when anything is hinted at in a playful or passing manner. "Allusion to of the by-play language."—*Ex.*

Educational Intelligence.

NORMANBY TEACHERS' ASSOCIATION.

THE Normanby Teachers' Association met in the school house, Ayton, on Saturday, Feb. 19th. The majority of the teachers in the township were present, and many of them showed their methods of teaching different subjects, or entered into the discussion which followed the teaching of some lesson. The question, "Resolved, that Napoleon was a Greater General than Wellington," was discussed, and the decision given in favour of the affirmative. The society meets again in May, when the subject for debate is "Resolved, that Steam has been of greater benefit to man than the Printing Press."

CHATHAM SCHOOL BOARD.

At the last meeting of this Board the petition from coloured citizens was not reported upon, and the committee was given another month in which to report.

Mr. Cooper advocated strongly a new shed at Forest street school for the purposes of play. He moved, seconded by Mr. Holmes, that \$250 be granted to Forest street school to part pay the expense of a suitable shed, and that the school managers and the chairman be a committee to ask for tenders and give the contract.

Mr. Holmes also gave the motion his heartiest support. The teachers of the Forest street school would raise the remainder of the sum required.

Unanimously carried.

The chairman and Mr. Hoon spoke of the over-crowding of the Central School. A new central school was strongly hinted at.

WATERLOO COUNTY TEACHERS' ASSOCIATION.

THE regular annual meeting of Waterloo County Teachers' Association, was held in the model school building, Galt, on the 24th and 25th ult.

The first day was taken up by Mr. C. B. Linton giving an address on the teaching of Geography. Mr. R. O. Dobbin read an essay on Examinations.

Dr. McLellan, Director of Teachers' Institutes, gave a practical address on Literature in the Public Schools.

During the second day Mr. J. W. Connor, B.A., of Berlin High School, gave a practical address on an Examiner's Experience.

Mr. A. W. Wright, B.A., read a paper on History.

Dr. McLellan then gave an address on reading.

Dr. McLellan delivered a lecture in the town hall in the evening, on "Parents and Teachers in the Work of Education."

VICTORIA TEACHERS' ASSOCIATION.

THE semi-annual meeting of the teachers of West Victoria was held at Woodville on Thursday and Friday, 17th and 18th of February. Mr. Reazin, President, in the chair.

Miss Annie Rogers read a brief but pithy essay on the "New History." She admired the general style of the book, but objected to the multiplicity of books of reference requisite to teach the subject successfully. A short discussion followed, in which Messrs. Reazin, Pomeroy and others took part.

Mr. Milner, classical master of Lindsay High School, read a paper on the "College of Preceptors for Ontario." A discussion followed in which Messrs. Pomeroy, Reazin and others took part.

On Friday, in the absence of Mr. Weir, Mr. Pomeroy opened a discussion on the proper methods of teaching History and Geography. A discussion followed in which Messrs. Reazin, Graham and others took part. Dr. McLellan next gave a talk on "English Grammar in Public Schools." He stated that much time was wasted in teaching tabular analysis; also that parsing was of little use, unless a pupil thoroughly understood the function of each word in a sentence. He wrote an elaborate scheme as a guide to teachers to pursue to present this subject to their classes. After intermission Dr. McLellan took the teachers as a class and gave an excellent drill on symmetry in algebra.

GLENGARRY TEACHERS' ASSOCIATION.

THE regular annual meeting of the Teachers' Association of the County of Glengarry was held at Alexandria in the Separate School on the 17th and 18th February.

The president of the association delivered a very interesting address to the teachers, in which he pointed out various defects he had noticed in his recent visits to the schools of the county, and the best means of remedying these defects. He strongly urged upon teachers who held special, or third-class certificates, the necessity of getting a certificate of a higher grade in order to better advance the interests of the schools of the county. Mr. Tilley, inspector of model schools and director of teachers' institutes for Ontario, was also present and read an interesting and instructive paper on "Discipline." This paper brought forth some discussion on modes of punishment, in which Messrs. A. Kennedy, principal of the model school, Martintown; J. A. McCormack, B.A., Williamstown; James Smith, Alexandria High School; T. C. Smith, assistant of the same school; the president, and Mr. Paterson, of the Separate School, Alexandria, took part. Mr. James

Smith, M.A., next discussed "English Composition." Mr. A. S. McEwan, of Glen Sarsfield, with a class of boys and girls from his own school showed his method of teaching reading and English literature to a second class. Mr. Tilley then discussed his method of introducing fractions. A paper on "Decimal Fractions" was then read by Miss M. Stewart. "Some of the Causes of Failure at High School Entrance Examinations," was next taken up, also "Teaching the Proposition," "Study of Child Nature," "Methods in Arithmetic," "Promotion Examinations" and "How to Teach History."

A MODEL SCHOOL WANTED.

DURING the proceedings of the Carleton Teachers' Institute at Bell's Corners, the president drew attention to the fact that by the closing of the New Edinburgh Public School for model school purposes, the city of Ottawa and the County of Carleton were left without a model school for the purpose of training third-class teachers. He reminded the members that the Ottawa board of trustees had been approached, and were unwilling to grant one of their schools for the purpose. The consequence of this was that pupils desirous of becoming teachers had to study at a great distance from home, and at considerably increased expense. The county boards who had schools which could be utilized, were also averse to incurring the expense of equipping them. He asked Mr. Tilley's opinion.

Mr. Tilley had no hesitation in saying that a public school was invariably benefitted by being converted into a model school. As inspector of model schools this had been his experience. He pointed out that the city and county were the only city and county at present without such a model school, and dwelt on the advantages experienced at Hamilton, Toronto, and other cities which took a pride in their schools of this class. The Ottawa board had formed its opinion upon the establishment of the provincial model school here, and where the students used to practise in their schools. He cited especially the Stratford school, where two sets of classes of ten each, precisely similar in all respects, had been formed in one class, the teachers in training took part in the education, in the other they only received instructions from the regular teacher, and it was found at the end of the term that the former class invariably took a higher percentage of marks than the others.

A resolution was adopted expressing the belief entertained by the convention in the benefit derived from model schools, and whilst regretting that Ottawa and Carleton were without one, hoping that a remedy would soon be found.

CARLETON TEACHERS' ASSOCIATION.

THIS association met at Bell's Corners recently.

A discussion upon the merits of the "College of Preceptors and Educational Society" was introduced by Inspector Smirlie. He did not think that the relations of education to the State were analogous to those either of law or medicine, nor did he think the proposed college a feasible scheme. The state paid the teachers, but did not pay either lawyers or doctors. A great many of the teachers spoke both in favour of, and against the proposal.

As regards the educational society the teachers present thought it savoured too much of the nature of a trade organization for the purpose of upholding teachers, who may be in opposition to their inspector and trustees. They also thought that under the present management there were schemes contemplated which did not appear in the pamphlet which professes to set forth *le raison d'être* of the society.

Both these schemes were then referred to a committee who reported that "owing to the small attendance at this meeting no action be taken at the present time."

On re-assembling on Friday morning the first subject considered was temperance in schools. This subject was brought before the institute by a communication from the secretary of the Women's Christian Temperance Union, enclosing a petition to the Ontario Legislature (for signature) praying that more attention be paid in our public schools to the teaching of scientific temperance hygiene, while all present were fully in sympathy with the importance of this subject. A lively debate took place, as to whether the object sought would be better attained by a regular course of instruction on the subject, or by incidental instruction by the teacher whenever an opportunity took place of driving home a temperance truth. As all were in favour of giving this subject more attention than it at present receives, a motion to that effect was accordingly passed and the petition signed by all the teachers present.

Promotion examinations received a discussion, and it was the unanimous opinion of the teachers present that they should be continued.

TORONTO PUBLIC SCHOOL BOARD.

AT the last meeting of this board a notice of motion was presented by Mr. F. S. Spence:—"That the board memorialize the Ontario Legislature to enact laws requiring instruction in physiology and hygiene which shall give special prominence to the effects of alcoholic drinks, stimulants and narcotics upon the human system, to be given to all pupils in all schools supported by public money or under provincial control."

The meeting then went into committee of the whole, with Mr. Henderson in the chair, to consider finance report No. 1, containing a plan and rate of increase in the salaries of the various officials, teachers, etc., under control of the public school board. Dr. Pyne, chairman of the finance committee, briefly explained the objects which it was hoped would be accomplished if the report was adopted. A prolonged discussion among the members of the board ensued, but the report was finally adopted with a few amendments to the rates of increase recommended by the finance committee.

The principal items in the amended report, and as adopted, are as follows:—

That the head masters of schools containing six or more class-rooms be paid on the basis of length of service up to fifteen years, commencing at \$750 per annum, and increasing \$36 per year for seven years, and \$48 per year for the remaining seven years, as follows:—For the first year's service, \$750, with an increase of \$36 for every year following up to the ninth, when the salary then paid would be \$1,050. Every year following, up to the fifteenth, the annual salary to be increased by \$48, so that after fifteen years' service the salary paid would be \$1,338.

That the officers, special teachers and examiners have their salaries increased—the inspector from \$2,100 to \$2,500.

The increase to the inspectors' salary was not decided upon without discussion. Messrs. McMurrich and Wilcox opposed the increase, Messrs. Spence, Hamilton and Vair thought the proposed increase too great, while Messrs. Downard, Denison, Kent, Boxall and Roden were satisfied that with \$2,500 per annum the inspector would be paid no more than was his due. The item, as recommended in the report was adopted, but subsequently it was moved and seconded that the inspector's salary be increased to \$2,300 only. This motion was defeated by a vote of 16 to 7.

MISS MAGGIE MURPHY has charge of the Ballahack School for another term.

ONLY one tender for the erection of a second story on the public school, Shelburne, has been received.

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

A DEBATING club in connection with S.S. No. 7, Southwold, has been formed, and meets every Tuesday.

MR. ALEX. MCARTHUR, who formerly lived in Ekfrid, is now teaching school in Liverpool, Brazoria Co., Texas.

PUBLIC SCHOOL INSPECTOR HUGHES has been elected County Master of the Loyal Orange County Lodge, of Toronto.

THE Stratford Public School Board has made an appropriation to provide instruction in music in the schools of that city.

MISS ERFA WOOLLER, of Mitchell, has charge of the female department of Port Stanley Public School for the coming year.

MR. FRED. W. CATHRO, a former Parkhill High School boy, is now superintendent of schools in Bottineau County, Dakota.

THE trustees of Corbetton Section have selected as teachers for the two schools Mr. Moore, of Rosemont, and Mr. Armstrong, of Barrie.

MR. JOHN E. CORUS, formerly of Kingsville, for several years connected with the Detroit *News* staff, has resigned to accept a position as one of the faculty of a college at Omaha.

IN the County of Grey Mr. C. Bowerman is engaged in S.S. No. 8; Mr. S. Anderson in No. 2; Mr. E. Smith in No. 7; Mr. A. Anderson in No. 10; Mr. S. McIntosh in No. 1; Mr. J. Stewart in No. 9; Mr. G. McIntosh in No. 11.

MISS BROOKS, who for the past four years has been a teacher in the Wardsville School, was made the recipient of a handsome photograph album by her pupils, and four beautiful volumes of poetry by the other teachers of the school upon her resignation.

MESSRS. J. H. BAILL, County Inspector, Thorold; W. M. Fenwick, B.A., High School, Drummondville, and R. Harcourt, Welland, M.A., M.P.P., were the applicants for the school inspectorship of the town of Niagara Falls. Mr. Harcourt secured the position at a salary of \$50.

THE annual reunion of the pupils and ex-pupils of the Parkhill High School, was held recently. Mr. Bigg, the principal, and his willing assistants, must be gratified at the success that attended this last effort at bringing the pupils, their friends and and parents together for an evening's pleasant entertainment and enjoyment. The different rooms of the high and public school buildings were suitably decorated for the occasion.

THE attendance at the public school, Vancouver, to which an assistant teacher, Miss Christie, was appointed on its being opened in the new building some five weeks ago, has increased to such an extent as to render the appointment of a second assistant necessary. Already additional sitting accommodation has had to be provided in the junior room, and ten applicants were refused admission last week on account of the lack of space. In consequence the education office has been petitioned by the secretary to appoint a third teacher. This will necessitate the furnishing of another room.

THE school section in Elmsley, surrounding what was once Shane's school house, has, according to the people there, a Judas. It will be remembered the school was set fire to and destroyed, and the hall to which the desks were removed shared a similar fate. After the destruction of the hall some of the residents decided to send their children to school in an adjoining section, but an anonymous letter was sent to the trustees informing them that if they allowed any children from Shane's school to attend, their school house would be destroyed too. Shane's school house is to be rebuilt at once.—*Ex.*

Table Talk.

CHEMICAL COMICALITIES.

1. MATTER is a soft yellow substance.
2. Specific gravity is the number of volumes that a substance contains compared with the same number of volumes of water.
3. Water is composed of oxygen, chalk, lime and mineral substances. The influence that heat has upon water is that it melts the lime, and therefore makes the water warmer.
4. Combustion is the chemical combination of heat and light.
5. Combustion is the burning of water accompanied by heat and light.
6. Combustion means to explode, for instance, if you place an atom of matter against another atom, and they disagree, there will be a combustion.

A MANCHESTER firm having introduced a typewriter into their correspondence department, received a letter from an indignant customer, saying, "I want you to understand that you needn't print letters sent to me. I can read writing—even yours—and I don't want to be insulted by reflections on my education."

THERE is a comical side to the publication of the *Legislative Record* question at Harrisburg. The *Record* is the official organ through which all the legislative business is made public. It is printed by the State printer at the expense of the State, and not only contains a record of all business transacted in each of the two houses of legislation, but also the speeches of the ambitious statesman. The peculiar complaint against the *Record* is not that the speeches are not correctly reported, but that they are reported literally, grammatical errors and everything else. The statesmen do not find their speeches looking well in print. They find a good deal to be ashamed of, and they lay the blame on the State printer, holding that he ought to edit these speeches, and put them in readable shape. Now it strikes us that the printer is about right in the position he takes. In the first place he is not authorized to make alterations in the speeches; in the second he is paid for printing only, the state make no appropriation for editing, and in the third, men whose speeches will not bear reproduction in print ought not to make them. The salary, \$1,500 for a session, ought to secure men of talent as legislators, but politics seem in legislation to be a more potent factor than ability;—*Educational News.*

We find as wide diversities in members of the same family as we do in members of the same social circle. In the latter there is some choice as to frequency and closeness of association. In the family there is much less choice. We must live day by day with those whose feelings from new points we cannot command, and who cannot command the new points from which we see, yet who may as earnestly desire to live a right life as we do. Unless each member of a family concedes to every other member individual rights and privileges, and confines himself within his own legitimate jurisdiction, there can be but constant frictions and clashing

and consequent unhappiness. The wide-minded man may look with pity on his narrow-minded consort or child, as the case may be, but he must respect the limitations of her mind, and leave her to answer for herself to God. She is incapable of comprehending the width of his view and the ease and unconcern with which he does a thousand things to her forbidden or impossible, must yet permit him to lead his own life unjudged by her, and to answer for himself to God. Upon the dinner-table the house-mother sets a variety of wholesome dishes, among which each one who sits at the table shall find what will meet his or her particular need. She does not require any one of the circle to eat what will be sure to disagree with him. She leaves a large discretionary power with all capable of choosing as to what and how much they shall eat. Just such a discretionary power should we each one concede to our fellows in daily life, giving them the same right to choose for themselves as we claim for ourselves, and extending to them the same charity we wish them to extend to us.

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