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# Educational Weekly

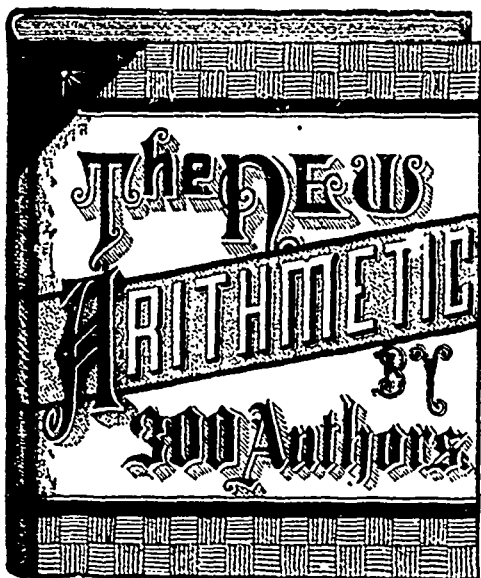
Vol. I.

THURSDAY, JANUARY 22, 1885.

Number 4.

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# The Educational Weekly.

TORONTO, JANUARY 22, 1885.

UNIVERSITY confederation is not so hopeful a thing as it seemed when the representatives of the different colleges and universities held their last conference with the Minister of Education. The University of Toronto, Knox College, and Wycliffe College, have accepted the basis. St. Michael's College and McMaster Hall are expected not to reject it. Victoria has adopted it with conditions that perhaps may be accommodated; but Trinity has proposed amendments that we are sure will not be acceptable to some of the confederating institutions, and with other conditions that will scarcely be agreed to by the Government; while Queen's has practically rejected the basis altogether.

THE principal amendment proposed by Victoria, is that compensation should be granted by the Government to all the colleges that incur losses through entering confederation. This amendment is also proposed by Trinity. But the clear destiny of Victoria is removal to Toronto, whether confederation be accomplished or not. In view of this, confederation is a clear gain to her, since in entering upon it she would receive not only a free site for a building, but the advantage of the proposed university professoriat without cost to herself. Victoria can hardly ask for compensation as something indispensable to her acceptance of the basis. But Queen's must do this, and Trinity has a good right to do it since, if Trinity entered confederation, it would necessitate the erection on her part of new buildings nearer the central institution. So in view of a general confederation, Victoria can fairly claim to be put on equal terms with the other two institutions, and demand compensation also. But the compensation, in every case, should be limited to the actual loss incurred in selling the college properties at a price less than their worth for their present uses. Trinity College property is very valuable, and if Trinity obtained in the university park a free site, the money received for the sale of her property would put her, perhaps, in as good a financial position as she is at present.

QUEEN'S has new buildings built for her by Kingston. Their cost (\$50,000, we believe,) does not represent their worth. If the Government assumed the buildings at their real worth, and Queen's returned the money given her for the erection of the buildings to such of the donors as wished it back, she would still have money to the good. Certainly, her friends would rally round her to place her on an equality with the other

colleges, and she would save money by making use of the university professoriat. But these calculations are useless, perhaps, her authorities having determined that she shall remain in Kingston.

THE amendment proposed by both Trinity and Victoria, that the head of the university professoriat shall be appointed by the Government, cannot reasonably be objected to. If the university professoriat and University College remain in the same building, then the Government would always take care that one and the same authority was supreme in the building; or else there would be endless confusion. If these bodies were in separate buildings there would be no objection in having the Professoriat Head and University College President different persons. It would be quite reasonable that they should be different.

To the apprehension of the Corporation of Trinity University, and the Board of Regents of Victoria University, that were the proposed University Professoriat, and the new University College in the same building, *i. e.*, the building at present occupied by University College, then University College would, by its location under the University roof, its proximity to the University Professoriat, overshadow the other colleges, and put them into an unfair comparison with it,—to this apprehension must be assigned the motive of the amendments proposing that the confederating colleges, University College included, shall be placed in precisely the same footing towards the common university; which, being interpreted is, that the University Professoriat and University College shall have separate buildings provided for them. It seems to us that this is an unfair thing to ask of the Government; and for the Government to propose to grant it will certainly lead to the defeat of the scheme in the Legislature. The Government now agrees to ask the Legislature for funds with which to erect a common senate room and common examination hall, and to establish a teaching body far superior to what now exists; and if the amendments for compensation be admitted, to ask furthermore, for a large present expenditure to that end; to ask the Government to do more, and for a mere sentiment, to demand the erection of a new building for University College when there is no *real* need for it, will simply lead to the rejection of the measure by the Legislature.

THE proposition made by Trinity, that in the event of Queen's not entering into the confederation, and Victoria and Trinity entering into it, Victoria and Trinity gra-

duates together shall be entitled to elect as many members of the Senate, as Queen's, Victoria and Trinity would be entitled to under the basis, seems to us unfair, and certain to be opposed by every graduate of the University of Toronto. Mutual trust and fraternal sympathy would never be secured by such an arrangement. The Senate would at once be broken up into conflicting and jealous parties. Representation according to numbers is the fair principle; although there is a measure of justice and reasonableness in allowing representation by corporations for a fixed period.

THE amendments proposing that transfers shall not be made from the Professoriat to University College staff, and *vice versa*, without a two-thirds, or three-fourths majority of the Senate, seems to us just.

ONE other amendment proposed by Trinity demands consideration, *viz.*, that the province shall not, in future, establish any new chair in University College, but that all new chairs shall belong to the University Professoriat, and thus be available for all colleges alike. Were this amendment to be agreed to, it would be tantamount to fixing the status of University College forever—a thing the friends of state education would never agree to.

THE graduates of Toronto are far from being united in favor of the scheme—they will be far less united in favor of Trinity's amendments, some of which we cannot discuss at this writing. The omission, in the basis, of any provision to enlarge University College Residence, will be deemed by them as a very serious objection, especially as all the other colleges will have residences.

It will be as well to state what will be the logical result of a failure to establish some scheme of University confederation at this juncture. The present agitation is the outcome of a demand on the part of the authorities of the University of Toronto, and of University College for increased aid, to provide for urgent necessities. The urgency is not lessened; the necessities are increasing. The provincial government must sustain the provincial system, or fall into discredit with the people. We trust that wise counsels will prevail; that liberal sentiments will obtain in the deliberations of all the governing bodies of the different universities, and that the Legislature, without respect to party, will be just and liberal in settling this, the most important educational question that has arisen in the present generation.

## Summary of News.

A THEATRE to hold 3,000 persons is to be built at Antwerp.

THE outbreak of civil war at Panama is said to be probable at any moment.

RUSSIA intends to occupy Quelpart island, south of the Corea, as a naval station.

IT is reported the Mudir of Dongola will be asked to govern the Nile up to and including Kharioum.

A FORCE of 1,200 soldiers is going to Suakim. It is expected they will be used to open the road to Berber.

THE Lord Lieutenant has forbidden the circulation of the *United Irishman*, O'Donovan Kossa's paper, in Ireland.

THE Scott Act has been carried in the counties of Kent, Lanark, and Lennox, in Ontario, and Brome, Quebec.

A TERRIBLE colliery accident occurred last week at Lievin, France, by which it is believed forty-eight men were killed.

AN attempt to assassinate the President of Chili by means of an infernal machine was made at Valpariso on Saturday.

THE Queen will not visit Cannes this winter, but will go to Germany in the middle of March and remain abroad for about three weeks.

THE Dublin castle authorities are alarmed over the activity of secret societies. Fenians have been swearing in a large number of recruits.

A CHINESE squadron has been despatched to Formosa to attack the fleet of Admiral Coubet, recapture Kelung, and raise the blockade.

IT is believed that the Nicaraguan Congress will reject the treaty with the United States, even should the United States Senate agree to adopt it.

A LETTER from Khartoum, Nov. 15, says, General Gordon remains in the entrenched quarter of Khartoum, and only has a supply of food for the garrison.

IT is announced the Duke of Edinburgh will publish a collection of poems dedicated to the Duchess of Edinburgh, entitled "Love Songs of a Violinist."

OWING to information recently divulged to the police, the Customs authorities at Liverpool strictly examine all vessels, passengers, and baggage on arrival.

THE Pope on Tuesday gave audience to one thousand students from various seminaries, and addressed them in Latin upon a non-political subject.

A BILL has been introduced in the Tennessee Legislature, and will probably be passed, providing for the punishment of teachers of the doctrine of polygamy.

THERE is a fair prospect that the Congo Conference will approve of Gen. Sandford's proposal to build a railway to connect the upper and lower reaches of the Congo.

A MEMORIAL asking President-elect Cleveland to exclude intoxicating beverages from the White House has been adopted by the United States National Temperance Society.

THE aggregate yields of the corn, wheat, and oat crops of the United States for last year are the largest ever recorded, being respectively 1,795,000,000, 513,000,000, and 583,000,000, bushels.

TWO hundred and seventy thousand tons of coal were raised and shipped from the mines at Springhill, Nova Scotia, last year, an increase of forty thousand tons over the preceding year.

MR. EDMUND YATES, whose appeal against the sentence in the Lord Lonsdale libel case was dismissed, has surrendered himself to the officers and will serve out his sentence of four months' imprisonment.

SIR STAFFORD NORTHCOPE addressed a large meeting at Barnstaple on Monday evening, in which he declared himself in favor of the federation of all the colonies of Great Britain, and the establishment of a central Colonial Council.

ANOTHER severe shock of earthquake has been experienced at Granada, causing great alarm among the inhabitants. The snow storms and frost continue. In Malaga the sugar-cane crop has been destroyed, and the orange and olive groves damaged. The situation is most critical.

THE amount standing to the credit of depositors in the postal savings banks of the Dominion at the end of 1884 showed an increase over the previous year of \$1,603,253. The number of depositors in the first-half of last year also increased nine per cent. and in the last half fourteen per cent. over those in 1883.

THE newspapers agree that the Cabinet has to consider the gravest Egyptian problem presented since the bombardment of Alexandria. The *Times* says the Ministers must decide upon what terms they are going to remain in Egypt or confess that they are reduced to the necessity of a disastrous and degrading retreat.

THE advent of frost and snow has done wonders for the great winter carnival in Montreal. The ice palace and the condora are within a few days of being completed, and the preparations for the other attractions are well advanced. Accommodation has already been secured by thousands of intending visitors from all parts of the continent.

THE proposals of Earl Grey and the Marquis of Lorne to create a Council composed of the High Commissioners and Agents General of the British Colonies to be attached to the Colonial Department have been submitted to the Government. It is reported that Lord Granville, Foreign Secretary, and Lord Derby, Secretary for the Colonies, approve of the scheme.

IT is reported the Cabinet decided that, if the French counter proposals in regard to Egyptian finances were modified, they would afford a basis for parleying. The German Ambassador had a long conference with Earl Granville. Earl Granville and Right Hon. H. Childers received M. Waddington and communicated to him the result of the Council's deliberations. It is inferred the reply to the French proposals has been prepared, and that the next step in the Egyptian question will be taken in Paris.

THREE villages in Piedmont, including the important village of Frassinio, have been buried under avalanches from the Piedmontese mountains. The town of Chaumont in France, at the foot of the Vosges mountains, is partly overwhelmed with snow. Many

people there have been killed. Another fatal avalanche occurred at Sparone, a few miles south of Irrea. Fifteen persons are known to have been buried under the snow. The villagers are in great distress. Troops have been sent from Rome to assist the villagers in digging out those buried.

THE march of General Stewart's column from Howieyat to Gakdul was a terrible ordeal for the men and camels. Thirty of the camels died, many of the water skins leaked, and most of the water was lost. Provisions ran short because of the lack of animals to transport them. The soldiers suffered principally from thirst. In hundreds of cases the men's tongues were so swollen they could eat no solid food, and it was impossible to make soup for lack of water. They also suffered greatly from bowel complaints and from the glare of the sun. The men bore their hardships bravely, and were anxious for a fight.

EDMUND ABOUT died on the 17th inst. He was born in 1828; was educated in Paris and Athens. The work which first brought him into notice was "La Grece Contemporaine," published in 1855. He wrote frequently for the *Revue des Deux Mondes*, one contribution in particular, an autobiographical novel, drew upon him a charge of plagiarism which he could not altogether repel. In 1856 he wrote his "Le Mariages de Pain" and in the following year "Germaine," which were succeeded by a series of novels. He acted as special correspondent of the *Soir* during the Franco-Prussian war, at the close of which he assumed the editorship of the radical journal, *Le XIXe Siècle*. "Alsace" appeared in 1872, and in the following year it was well known that M. About was to be the Paris correspondent of the *Athenaeum*.

IT is officially reported that serious fighting has occurred in Egypt, and that the result was satisfactory to Lord Wolseley. The battle took place near Metannah. Ten thousand rebels attacked the square several times in which the British forces were advancing, but were compelled eventually to retire. The rebels lost 800 killed and 800 wounded. The English lost 65. Among the British who fell was Col. Burnaby, who made the famous "ride to Khiva."

ADDITIONAL particulars say the battle was a fearful hand-to-hand fight. Most of the Arabs were armed with spears and protected by spiked shields of ox hide. They rushed to close quarters and swarmed over the bodies of their dead and wounded comrades. The English troops after the first two rounds fought with shortened sabres and sword bayonets wielded at half-arm length. Colonel Burnaby was killed by the thrust of an Arab's spear, which severed the jugular vein. The English soldiers had neither food nor water since the night before the battle. The British had no idea that the enemy was so near. Native reports led them to suppose that only a few rebels held Abu Klia. At the first shock from the enemy the fate of the whole British force trembled in the balance, but the steadiness of the guards, marine corps, and mounted infantry prevailed, and the enemy retired. The news of the battle in Egypt surprised the Government, as severe fighting was not expected. Serious doubts are expressed as to whether Lord Wolseley's force is sufficiently strong to reach Khartoum. Col. Burnaby's death is greatly deplored and has been the great topic of conversation, being more talked about than the battle itself.

## Notes and Comments.

THE total number of cases of smallpox in the township of Hungerford during the recent epidemic was 205, of which 40 proved fatal.

THE commander of the Australian squadron has hoisted the British flag over a number of islands off the coast of New Guinea.

COREA is to pay Japan an indemnity of 500,000 taels for the massacre of the Japanese suspects and the burning of the Embassy.

WE have received from Messrs. Selby & Co. a set of Wilhelm Herme's drawing copies, comprising 375 numbers of eight copies each. They are exceedingly fine. We shall review them critically in a subsequent issue.

THE Paris Federation of Socialists claim that it can command 200,000 votes at the next Paris elections, and implores the Socialists to devote themselves to the objects of the organization, and to avoid premature attempts at grand social revolution.

THE labor demonstration, at which six thousand of the unemployed workmen of Montreal were to be present, came off at Ste. Cunegonde on Tuesday night, and proved a mere farce, there being an audience composed of only about three hundred men and boys.

THE sittings of the West African Conference Committee have been postponed indefinitely, owing to a failure to arrive at a result regarding the neutrality and formalities to be observed by the powers annexing African territory, Sir Edward Malet, the British ambassador, declaring he must have further communication with his Government.

THE investigation into the frauds practised upon the Government and their clients by the absconding Montreal Customs brokers by means of counterfeit invoices has revealed deficiencies so far amounting to between forty and fifty thousand dollars, which will have to be made good by the importers under pain of confiscation of the goods.

WE have received a communication in reference to our article on "Model Schools" last week, stating that Dr. Ryerson should have had the credit of originating the model school system—and not Mr. Crooks. We shall be obliged if our esteemed correspondent will, in a letter to the *Weekly*, make his information on this matter known to the public.

MR. J. W. THOMPSON, in the *Athenaeum*, says that every one must have noticed that, now-a-days, "besides" is deliberately used by some writers in place of the preposition "beside" whenever *as well as* (but not by *the state of*) is meant, while others insist in keeping "besides" to its adverbial use. He

instances Mr. Browning as one who, if one can judge from his last book, "Ferishtah's Fancies," is somewhat indifferent. On page 26 he found:—"List to a tale. A worthy household of Shiraz had three sons, beside a spouse," but further on he found "besides" as a preposition. Perhaps the latter "besides" may be a misprint.

At a recent meeting of the Royal Colonial Institute the Marquis of Lorne, who presided, made some remarks upon the subject of forest conservation in Canada. He maintained that the Canadian government was not wholly blamable for the demolition of the Canadian forests, which belong not to the Federal government but to the governments of the provinces. He said the foundation of colleges like the Guelph Agricultural College had done much to make the people of Ontario cultivate their lands in a more scientific manner.

THE Board of Examiners of Cobourg Collegiate Institute (Mr. Scarlett, Inspector of Northumberland, and Mr. McHenry, Principal of the Instituté) think that it would be better to have but one entrance examination in the year—in June; for by the present arrangement the classification of the High Schools is interfered with in the middle of the year's work. Besides, the December examination comes immediately after the Model School term, when the attention of the head masters of model schools must of necessity be largely devoted to teachers-in-training. The teaching should begin to take shape for such a final test as early as the 3rd form; promotions to the 4th should be, if possible, more exacting; and monthly written examinations be held, in order that candidates may be well practised in such exercises as are required at the entrance examination.

THE *Circular*, of the John Hopkins University, contains a paper by Prof. A. M. Elliott on "A Philological Expedition to Canada." Prof. Elliott states that the use of the French language is on the increase. Not only is the natural growth of the *habitant* population more rapid than that of their English-speaking neighbors, but in certain districts the descendants of English and Scotch settlers, bearing such names as Warren, Fraser, McDonald, etc., and having the marks of British ancestry in their blue eyes, light hair, and florid complexion, have become assimilated in language to the majority surrounding them, and are unable to speak a word of English. Prof. Elliott describes the *habitant* French as a direct development of the French of the sixteenth century. It has, however, been greatly influenced by contact with the English. This influence is seen not only in the number of borrowed words, such as *biter*, to heat; *scréper*, to scrape; *le cheval a bolité*, the horse bolted; but in the general intonation, which

is much quieter and more monotonous than in European French.

THE *Toronto World* looks forward to the time when the opening up of the interior of Africa will lead to successful scientific research.

Africa, it says, contains within itself a vast and most intensely interesting field for ethnological and philological inquiries. No one can call it a barren area. Drs. Callaway and Bleeker have already shown us that there exists a Zulu folk lore. (A folk lore, by the way, that reminds one strongly of that to which we were treated in the *Century* under the title of "Rainy Days with Uncle Remus.") A nation that has a folk lore must assuredly have had a mythology. If we can penetrate down to that what may we not discover? Perhaps such an investigation might settle the vexed question of the similarity of the Polynesian and African languages. It would not be too bold a hope to think that in this new continent we may some day find something that will completely revolutionize the modern classification of languages. As a matter of fact, outside the Indo-European group, we have little systematic classification, and even the history of the Indo-Europeans is comparatively modern. What of the nations that these tribes came across in their emigrations? Upon the Semitic group certainly Africa ought to shed some light. At all events, whatever shape such studies may take, the opening up of the interior of this unknown field will produce an abundant harvest.

THE following is Mr. Ruskin's epilogue in the closing number of the *Fors* :—

Looking back upon my efforts for the last twenty years, I believe that their failure has been in very great part owing to my compromise with the infidelity of the outer world, and my endeavor to base my pleading upon motives of ordinary prudence and kindness, instead of on the primary duty of loving God—foundation other than which no man can lay. I thought myself speaking to a crowd which could only be influenced by visible utility; nor was I the least aware how many entirely good and holy persons were living in the faith and love of God as vividly and practically now as ever in the early-enthusiasm of Christendom, until, chiefly in consequence of the great illness which for some time after 1878 forbade my accustomed literary labor, I was brought into closer personal relations with the friends in America, Scotland, Ireland, and Italy, to whom, if I am spared to write any record of my life, it will be seen that I owe the best hopes and highest thoughts which have supported and guided the force of my matured mind. These have shown me, with lovely initiation, in how many secret places the prayer was made which I had foolishly listened for at the corners of the streets; and on how many hills which I had thought left desolate the hosts of heaven still moved in chariots of fire. But surely the time has come when all these faithful armies should lift up the standard of the Lord—not by might, nor by power, but by His spirit, bringing forth judgment unto victory; that they should no more be hidden nor overcome of evil, but overcome evil with good. If the enemy cometh in like a flood, how much more may the rivers of Paradise? Are there not fountains of the great deep that open to bless, not to destroy? And the beginning of blessing, if you will think of it, is in that promise, "Great shall be the peace of thy children." All the world is but as one orphanage, so long as its children know not God their Father; and all wisdom and knowledge is only more bewildered darkness, so long as you have not taught them the fear of the Lord. Not to be taken out of the world in monastic sorrow, but to be kept from its evil in shepherded peace; ought not this be done for all the children held at the fountains beside which we vow, in their name, to renounce the world? Renounce! nay, ought we not, at least to redeem? The story of Rosy Vale is not ended; surely out of its silence the mountains and the hills shall break forth into singing, and round it the deserts rejoice and blossom as the rose.

## Literature and Science.

### GRADATIM.

J. G. HOLLAND.

DR. JOSIAH GILBERT HOLLAND was a native of Massachusetts. He was born twelve years after Whittier. He began active life as a physician, a profession which he followed for not more than a year or so, after which he became associate-editor of the *Springfield Republican*. His first work was the "History of Western Massachusetts," his first novel "The Bay Path." A series of letters which appeared in his paper over the name of "Timothy Titcomb" became very popular. In the year 1870 he accepted the editorship of *Scribner's Monthly Magazine*.

HEAVEN is not reached at a single bound ;  
But we build the ladder by which we rise  
From the lowly earth to the vaulted skies,  
And we mount to the summit round by round.

I count this thing to be grandly true :  
That a noble deed is a step toward God—  
Lifting the soul from the common sod  
To a purer air and a broader view.

We rise by things that are under our feet ;  
By what we have mastered of good and gain ;  
By the pride deposed and the passion slain,  
And the vanquished ills that we hourly meet.

We hope, we aspire, we resolve, we trust,  
When the morning calls us to life and light ;  
But our hearts grow weary, and ere the night,  
Our lives are trailing the solemn dust.

We hope, we resolve, we aspire, we pray,  
And we think that we mount the air on wings,  
Beyond the recall of sensual things,  
While our feet still cling to the heavy clay.

Wings for the angels, but feet for the men !  
We may borrow the wings to find the way—  
We may hope, and resolve, and aspire, and pray,  
But our feet must rise, or we fall again.

Only in dreams is a ladder thrown  
From the weary earth to the sapphire walls ;  
But the dreams depart, and the vision falls.  
And the sleeper wakes on his pillow of stone.

Heaven is not reached at a single bound ;  
But we build the ladder by which we rise  
From the lowly earth to the vaulted skies,  
And we mount to the summit round by round.

### THE FROST SPIRIT.

JOHN G. WHITTIER.

HE comes,—he comes,—the Frost Spirit comes !  
You may trace his footsteps now  
On the naked woods and the blasted fields  
And the broad hill's withered brow.  
He has smitten the leaves of the gray old trees  
Where their pleasant green came forth ;  
And the winds, which follow wherever he goes,  
Have shaken them down to earth.

He comes,—he comes,—the Frost Spirit comes !  
From the frozen Labrador,—  
From the icy bridge of the Northern seas,  
Which the white bear wanders o'er,—  
Where the fisherman's sail is stiff with ice,  
And the luckless forms below  
In the sunless cold of the lingering night  
Into marble statues grow !

He comes,—he comes,—the Frost Spirit comes !  
On the rushing Northern blast,  
And the dark Norwegian pines have bowed  
As his fearful breath went past.  
With an unscorched wing he has hurried on,  
Where the fires of Hecla glow  
On the darkly beautiful sky above  
And the ancient ice below.

He comes,—he comes,—the Frost Spirit comes !  
And the quiet lake shall feel  
The torpid touch of his glazing breath,  
And ring to the skater's heel ;  
And the streams which danced on the broken rocks,  
Or sang to the leaning grass,  
Shall bow again to their winter's chain,  
And in mourning silence pass.

He comes,—he comes,—the Frost Spirit comes !  
Let us meet him as we may,  
And turn with the light of the parlor fire  
His evil power away ;  
And gather closer the circle round,  
When that firelight dances high,  
And laugh at the shriek of the baffled Fiend  
As his sounding wing goes by !

### ALCOHOL.

MRS. MARY H. HUNT.

ALCOHOL is a colorless liquid with a stinging taste ; it burns without soot, giving little light, but great heat. It is lighter than water, and can not be frozen.

It is used to dissolve gums, resins, and oils ; to make smokeless flames ; to take from leaves, roots, barks, and seeds, materials for making perfumes and medicines ; and to keep dead bodies from decaying.

People do not usually drink clear alcohol. Rum, whiskey, wine, cider, gin, beer, etc., are water and alcohol with different flavors. Many million gallons of alcohol in these liquors are drunk every year by the people of this country (*i. e.* in the United States).

### ORIGIN OF ALCOHOL.

Water forms the larger part of the juice of the grape, apple, and other plants. The solid part of green fruits is mainly starch. Under the ripening action of the sun, this starch turns to sugar ; this sugar gives us our sweet-tasting fruits and plants ; and from such juices boiled down, we get the sugar used for food.

If this fruit or plant juice is drawn off from its pulp, and then exposed to the open air at summer heat, the sweet part changes : it is no longer sugar, because it has separated into a liquid called alcohol and a gas called carbonic acid. Much of this gas goes off into the air ; the alcohol remains in the liquid, changing a wholesome food into a dangerous drink.

### ALCOHOL A POISON.

A poison is any substance whose nature it is, when taken into the body, either in small or large quantities, to injure health or destroy life.

Proper food is wrought into our bodies ; but poisons are thrown out of them, if possible, because unfit to be used in making any of their parts.

In large doses, in its pure state, or when diluted, as in brandy, whiskey, rum, or gin, alcohol is often fatal to life. Deaths of men, women, and children from poisonous doses of this drug are common.

In smaller quantities, or in the lighter liquors—beer, wine, and cider—when used as a beverage, alcohol injures the health in proportion to the amount taken.

### WHAT IS A NARCOTIC?

Any substance that deadens the brain and nerves is called a narcotic, for example, ether and chloroform, which are given by the dentist, that he may extract teeth without pain. Alcohol is taken for similar purposes, and is a powerful narcotic.

### ALCOHOL AND WATER.

Into a bottle half full of water, pour alcohol to the top ; then shake it well, being very careful not to spill any of the liquid. Now the bottle is not full. The alcohol has mixed with the water, and does this whenever it has a chance.

Oil and water will not unite ; alcohol and water will always unite.

In our study of the human body, which is seven parts out of eight, water, we shall see how alcohol, beginning at the lips, unites with the water in every part of the drinker's body which it reaches, thus robbing it of the needed liquid.

### ALCOHOL C APPETITE.

Like all narcotic poisons, alcohol has the fatal power of creating an increasing appetite for itself, that demands not only more frequent, but stronger and larger doses. The greater its work of ruin, the harder and almost impossible to overcome will be its demand.

The appetite does not gain with equal rapidity upon all ; but no one can tell how long he will be satisfied with a little. This craving, so easily formed, and so hard to overcome, clings to its victims. Sometimes after slumbering through years of abstinence, it is awakened by the first taste.

The custom of putting wine and other alcoholic liquors into cooked foods, is a dangerous one, often causing the formation or return of a fearful appetite. The narcotic or deadening effect of alcohol upon the nerves, unfits the drinker to realize his peril : therefore its use, even in small quantities, is a dangerous venture to the user.

In this country (United States), over 60,000 persons every year die as drunkards—that is, are killed by alcohol. None of them expected to become drunkards when they began to drink liquor ; but they were ignorant, or careless, of the power of a little alcohol to create an appetite for more.

## THE FAIRY LAND OF SCIENCE.

MISS A. B. DUCKLEY.

(Continued from last issue.)

AND NOW we come to the last part of our subject. When you have reached and entered the gates of science, how are you to use and enjoy the new and beautiful land?

This is a very important question, for you may make a two-fold use of it. If you are only ambitious to shine in the world, you may use it chiefly to get prizes, to be at the top of your class, or to pass in examinations; but if you also enjoy discovering its secrets, and desire to learn more and more of nature, and to revel in dreams of its beauty, then you will study science for its own sake as well. Now, it is a good thing to win prizes and be at the top of your class, for it shows that you are industrious; it is a good thing to pass well in examinations, for it shows that you are accurate; but if you study science for this reason *only*, do not complain if you find it dull, and dry, and hard to master. You may learn a great deal that is useful, and nature will answer you truthfully if you ask your questions accurately, but she will give you dry facts, just such as you ask for. If you do not love her for herself she will never take you to her heart.

This is the reason why so many complain that science is dry and uninteresting. They forget that though it is necessary to learn accurately, for so only we can arrive at truth, it is equally necessary to love knowledge and make it lovely to those who learn, and to this, we must get at the spirit which lies under the facts. What child who loves its mother's face is content to know only that she has brown eyes, a straight nose, a small mouth, and hair arranged in such and such a manner? No, it knows that its mother has the sweetest smile of any woman living; that her eyes are loving, her kiss is sweet, and that when she looks grave, then something is wrong which must be put right. And it is in this way that those who wish to enjoy the fairy land of Science must love Nature.

It is well known that when a piece of potassium is thrown on water the change which takes place is expressed by the formula  $K + H_2O = KHO + H$ . But it is better still to have a mental picture of the tiny atoms clasping each other, and mingling so as to make a new substance, and to feel how wonderful are the many changing forms of nature. It is useful to be able to classify a flower and to know that the buttercup belongs to the Family *Ranunculaceæ*, with petals free and definite, stamens hypogynous and indefinite, pistil apocarpous. But it is far sweeter to learn about the life of the little plant, to understand why its peculiar flower is useful to it, and how it feeds itself and makes its seed. No

one can love dry facts; we must clothe them with real meaning and love the truths they tell, if we wish to enjoy science.

Let us take an example to show this. I have here a branch of white coral, a beautiful, delicate piece of white coral. We will begin by copying a description of it from one of those class-books which suppose children to learn words like parrots, and to repeat them with just as little understanding.

"Coral is formed by an animal belonging to the kingdom of *Radiates*, sub-division *Polypes*. The soft body of the animal is attached to a support, the mouth opening upwards in a row of tentacles. The coral is secreted in the body of the polyp out of the carbonate of lime in the sea. Thus the coral animal-cule rears its polypidion, or rocky structure in warm latitudes, and constructs reefs or barriers round islands. It is limited in range of depth from twenty-five to thirty fathoms. Chemically considered, coral is carbonate of lime; physiologically, it is the skeleton of an animal; geographically, it is characteristic of warm latitudes, especially the Pacific Ocean." This description is correct, and even very fairly complete, if you know enough of the subject to understand it. But tell me, does it lead you to love my piece of coral? Have you any picture in your mind of the coral animal, its home, or its manner of working?

But now, instead of trying to master this dry, hard passage, take Mr. Huxley's penny lecture on "Coral and Coral Reefs," and with a piece of coral in your hand, try really to learn its history. You will there be able to picture to yourself the coral animal as a kind of sea-anemone, something like those which you have often seen, like blue, red, or green flowers, putting out their feelers in seawater on our coasts, and drawing in the tiny sea-animals to digest them in that bag of fluid which serves the sea-anemone as a stomach. You will learn how this curious jelly animal can split itself in two, and so form two polyps, or send a bud out of its side and so grow up into a kind of "tree or bush of polyps," or how it can hatch little eggs inside it and throw out young ones from its mouth, provided with little hairs, by means of which they swim to new resting-places. You will learn the difference between the animal which builds up the red coral as its skeleton, and the group of animals which build up the white; and you will look with new interest on our piece of white coral, as you read that each of those little cups on its stem with delicate divisions like the spoke of a wheel has been the home of a separate polyp, and that from the sea-water each little jelly animal has drunk in carbonate of lime as you drink in sugar dissolved in water, and then has used it grain by grain to build that delicate cup and add to the coral tree.

We cannot stop to examine all about coral now, we are only learning to learn, but surely our specimen is already beginning to grow interesting; and when you have followed it out into the great Pacific Ocean, where the wild waves dash restlessly against the coral trees, and have seen these tiny drops of jelly conquering the sea and building huge walls of stone against the rough breakers, you will hardly rest till you know all their history. Look at that curious circular island in the ocean, covered with palm trees; it has a large smooth lake in the middle, and the bottom of this lake is covered with blue, red and green jelly animals, spreading out their feelers in the water and looking like beautiful flowers, and all round the outside of the island similar animals are to be seen washed by the sea waves. Such islands as this have been built entirely by the coral animals, and the history of the way in which the reefs have sunk gradually down, as the tiny creatures added to them inch by inch, is as fascinating as the story of the building of any fairy palace in the days of old. Read all this, and then if you have no coral of your own to examine go to the British Museum and see the beautiful specimens in the glass cases there, and think that they have been built up under the rolling surf by the tiny jelly animals; and then coral will become a real living thing to you, and you will love the thoughts it awakens.

But people often ask, What is the use of learning all this? If you do not feel by this time how delightful it is to fill your mind with beautiful pictures of nature, perhaps it would be useless to say more. But in this age of ours, when restlessness and love of excitement pervade so many lives, is it nothing to be taken out of ourselves and made to look at the wonders of nature going on around us? Do you never feel tired and "out of sorts," and want to creep away from your companions, because they are merry and you are not? Then is the time to read about the stars, and how quietly they keep their course from age to age; or to visit some little flower, and ask what story it has to tell; or to watch the clouds, and try to imagine how the winds drive them across the sky. No person is so independent as he who can find interest in a bare rock, a drop of water, the foam of the sea, the spider on the wall, the flower under foot or the stars overhead. And these interests are open to everyone who enters the fairy-land of science.

Moreover, we learn from this study to see that there is a law and purpose in everything in the Universe, and it makes us patient when we recognize the quiet, noiseless working of nature all around us. Study light, and learn how all color, beauty and life depend on the sun's rays; note the winds and currents of the air, regular even in their appear-



ent regularity, as they carry heat and moisture all over the world. Watch the water flowing in deep, quiet streams, or forming the vast ocean; and then reflect that every drop is guided by invisible forces according to fixed laws. See plants springing up under the sunlight, learn the secrets of plant life, and how their scents and colors attract the insects.

Read how insects cannot live without plants, nor plants without the flitting butterfly or the busy bee. Realize that all this is worked by fixed laws, and that out of it (even if sometimes in suffering and pain) springs the wonderful universe around us. And then say, can you fear for your own little life, even though it may have its troubles? Can you help feeling a part of this guided and governed nature? or doubt that the power which fixed the laws of the stars and of the tiniest drop of water—that made the plant draw power from the sun, the tiny coral animal its food from the dashing waves; that adapted the flower to the insect and the insect to the flower—is also moulding your life as part of the great machinery of the universe, so that you have only to work, and to wait, and to love?

We are all groping dimly for the Unseen Power, but no one who loves nature and studies it can ever feel alone or unloved in the world. Facts, as mere facts, are dry and barren, but nature is full of life and love, and her calm unswerving rule is tending to some great though hidden purpose. You may call this Unseen Power what you will—may lean on it in loving, trusting faith, or bend in reverent and silent awe; but even the little child who lives with nature and gazes on her with open eye must rise in some sense or other through nature to nature's God.

### *Educational Opinion.*

#### ON THE VALUE OF DRAWING TO THE PUBLIC SCHOOL PUPIL.

SECOND PAPER.

It is generally understood in Canada that whatever development in life a man has reached he has at least had his primary training in a public school. It is there that everyone perceives at first that education is necessary for success—speaking in a broad sense, in any condition of existence. A pupil with a preference for any particular study is there enabled to grasp the value of continuing in any branch that possesses affinity for him. All branches of study except drawing are thus set down for the pupil's guidance in the way of mental training, mental gymnastics, or whatever it may be termed; but the study of drawing, perhaps the broadest and most useful of all in this connection, is as yet left wholly to those only who are

determined to make use of it despite the lack of facilities given for primary training in this direction. We do not expect that teachers will have so far mastered the art of drawing and design that they may be able within the limits of the ordinary public school probation to set the pupil on the high road at once. The majority will never get on the high road, but they will find in this respect that even the little by-paths have been of great service to them in helping them to cross many fields of difficulties. They will find that to know all about an object is more desirable than merely to have an opinion about it; and they will find too that one of the surest and best ways of knowing more about an object is to attempt to draw it. Many things will come to be of value to them there that before were overlooked with indifference; and they will then be enabled more comprehensively to estimate the proportions of whatever object interests them at a surer and truer value.

In the matter of comparison alone it is important that pupils should be trained to know more correctly and more quickly the relative proportions of what they subsequently may have to use in their labors. It is easy to understand how a nice adjustment of the hand to the carrying out more correctly the behests of the mind, will be of great service to any one who wishes to develop into a handicraftsman, or for whatever else his abilities have fitted him. In another respect, it is pleasing to know that in cultivating the powers of imitation, comparison, and the physical acuteness to render at once—or at least more rapidly than in any other way—an expression in form to be conveyed that it will be, as compared to many of his other studies, more of a recreation than laborious study. In some sort our pupils need this; and it may give them more of a mental and physical *aplomb*; as almost everyone of them will be able then to master, in some degree, the facility for guiding the hand into the channels that lead to more practical and accurate work.

As has been stated the majority will not be able to get on the highway, but a highway ought to be made and well graded for those who by their natural sympathies thus aroused, may journey along freely without let or hindrance. Much undoubtedly remains to be done before any particular results will manifest themselves in this respect. It is generally the vigilant eye of the educationalist which perceives that in the growing needs of our people, new studies must be meted out to our pupils as a chance for enlisting recruits to work in a new field of action. No doubt, this subject has been broached years ago at teachers' conventions; and in most cases or at least many, was looked upon as being no doubt pleasurable and nice in itself, but not practical; and in fact, of no particular use to the average pupil. Progress changes ideas, and it is clear to the

majority of thinking people that a new channel has opened up whereby a surplus or at least some of the stream now tending to swell the—in some cases—full current of the professions, will be diversified by this opportunity. It is felt too, that now is the time to do something under this head. Teachers cannot all be drawing masters; but they can all learn enough about drawing to teach it in some degree. For those pupils, however, who have the aptitude, a little encouragement would make them launch out to more immediate good results. There is already a school of art and design established, and fostered by the government; and teachers, as is known, can get there a training sufficient for first primary work. It may be well, too, in this matter to consider the advisability of having this school, as it is now training a class of persons competent to teach more thoroughly the system and necessary requirements of drawing, and with the mark of a drawing teacher's certificate, have one, or as many as need be, in each county on set days to visit the schools. They could on those days carry forward what work in drawing the school teachers may find uncongenial and inadequate in themselves to perform. This suggestion is made wholly on the assumption that many of the teachers may not be able to avail themselves of the facilities afforded for this study at the Ontario school of art.

In any case it may be well to consider this; for of a surety then, the competent teacher will guide aright, in some measure, the steps of the pupil in this direction.

*Howar Watson*

#### NOTED AUXILIARY EDUCATIONISTS.

11.—HON. AND RIGHT REV. BISHOP STRACHAN, D.D., LL.D.

2. *Bishop Strachan as an educationist.*

BISHOP STRACHAN'S early and practical experience as a teacher gives to him an additional and keen sense of the educational needs of the country. His success as an educator of youth proved to him what could be done in that direction. It also enlisted his feelings, and fired his ambition to be the founder of an institution of superior learning, in which the fine minds with which he has come in contact, and the intellectual capabilities of the young men of the Province could be fittingly developed. Whether it was that he undervalued the necessity of elementary instruction, or that he regarded education as the exclusive heritage of the well-to-do, I cannot now determine. A color is given to the latter supposition from the fact that, in the measure in which he provided for the establishment of district grammar schools, the following

provision was made, as an exceptional case, and many years after district schools had been established for the education of "promising children of the poorer inhabitants." Thus the sixth section of a supplementary Act (59 Geo. III., chap. 4), passed in 1819, declared:

"That in order to extend the benefit of a liberal education to promising children of the poorer inhabitants, the trustees of each and every school have the power of sending scholars, not exceeding ten in number, to be taught, gratis, at the respective district schools."

Thus, in this exceptional manner, provision was made so that, should a limited portion of the children of poorer inhabitants develop any ability or taste for learning, they should not be wholly excluded from the privileges so liberally provided for the children of the richer class. These favored children of the poorer inhabitants were to be chosen by lot every four years from amongst the children of the district, who might be attending any common school "now or hereafter to be established" by act of the Legislature.

These class distinctions have happily for ever disappeared from our statute book. They were no doubt conceived in a benevolent spirit, and they were characteristic of the social ethics of the times, but they were pernicious as a principle to embody in a school law. Drafts are still made from the public to the high schools, and gratuitous education is still given in such instances as scholarships, but the principle on which the selection is made, is that of merit alone.

The policy of the country, in regard to education in those early times, was further marked by a lack of comprehensiveness in its aims.

The framework of the educational system, then projected, was constructed on a principle the very reverse of natural. And this fact led to the existence, subsequently, and for many years, of a singular anachronism as the result of its application of that principle. Thus in 1797, lands were set apart in Upper Canada by the Crown for the establishment of district grammar schools, and a university. But no provision was thought of for the establishment of elementary schools. These grammar schools were first established in 1807—eight in all, viz., at Sandwich, Townsend (District London), Niagara, York, Cobourg, Kingston, Augusta (District of Johnstown), and Cornwall. But no provision was made for elementary schools (and then only for four years) until 1816—nine years after the district grammar schools were established.

Dr. Strachan's feelings in this matter were evidently in harmony with this spirit of the times, and he directed his efforts exclusively to the establishment of these higher institutions of learning. He never lost sight, however, of the crowning insti-

tution of all—the University. His speeches and addresses on education all pointed to "this consummation, devoutly to be wished."

The reasons which he gave for thus urging the early establishment of a Provincial University were reasonable and weighty. I shall give them in his own words, especially as they embody some information in regard to the schools then in existence, and are characteristic of the Bishop's own feelings in regard to American institutions and their influence on the young. In "An appeal to the Friends of Religion, and Literature, in behalf of the University of Upper Canada," published in London in 1827 (of which I have an original M. S. copy), Dr. Strachan says:—

"In about 340 common schools in U. C. from 12,000 to 14,000 children are taught reading and writing, the elements of arithmetic, and the first principles of religion. The people, scattered as they are over a vast wilderness, are thus becoming alive to the great advantage of educating their children, . . . insomuch so, that schools supported by subscription are more in number than those established by law. Provision is made by statute for the translation of some of the more promising scholars from the common to the district schools, where the classics and practical mathematics are taught. In these schools (eleven in number) there are at present 300 young men acquiring an education to qualify them for the different professions. . . . There is not in either province any English seminary . . . at which a liberal education can be obtained. Thus the youth of 300,000 Englishmen have no opportunity of receiving instruction within the Canadas in law, medicine or divinity.

"The consequence is that many young men . . . are obliged to look beyond the Province for the last two or three years of their education—undoubtedly the most important and critical period of their whole lives. . . . The youth are, therefore, in some degree, compelled to look towards the United States, where means of education, though of a description far inferior to those of Great Britain, are yet superior to anything within the Province, and a growing necessity is arising of sending them to finish their education in that country."

Dr. Strachan then proceeds to point out in his own graphic language, the peculiarly adverse influences to which loyal Canadians from youth were then subjected while attending schools and universities in the United States. He says:—

"Now in the United States a custom prevails unknown to or unpractised in any other nation; in all other countries morals and religion are made the basis of public instruction, and the first books put into the hands of children teach them the domestic, the social and religious virtues; but in the United States politics pervade the whole system of education; the school books, from the very first elements, are stuffed with praises of their own institutions, and breathe hatred to everything English."

Dr. Morrison came to the same conclusions as did Dr. Strachan in regard to the character of American school books. Speaking on the same subject, twenty years afterwards, he said:—

"With very few exceptions American school-books abound in statements and allusions prejudicial to the institutions and character of the British nation."

Dr. Strachan still further refers to the anti-British influences of education ob-

tained by Canadian youth in the United States. He said:—

"To such a country our youth may go, strongly attached to their native land . . . but by hearing its institutions continually depreciated, and those of the United States praised . . . some may become fascinated with that liberty which has degenerated into licentiousness, and imbibed, perhaps unconsciously, sentimentality friendly to things of which Englishmen are proud."

Dr. Strachan then proceeded to point out the advantages of having the youth of the province "carefully nurtured within the British Dominions." He said:

"The establishment of an University at the seat of Government will complete a system of education in Upper Canada from the letters of the alphabet to the most profound investigations of science. . . . This establishment, by collecting all the promising youth of the colony into one place will gradually give a new tone to public sentiment and feelings . . . producing the most beneficial effects through the whole Province. It is, indeed, quite evident that the consequences of an University . . . possessing in itself sufficient recommendations to attract to it the sons of the most opulent families would soon be visible in the greater intelligence and more confirmed principles of loyalty of those who would be called to various public duties required in the country."

From these wise and practical remarks, it will be seen how truly Bishop Strachan estimated the great advantages to the youth of the country of university training obtained within our borders. In this view he was far-seeing enough. But yet his range of vision, as to its beneficial effects, did not extend beyond "the sons of the most opulent families"—which was another indication of the prevailing feeling of the times, that higher education in the form of university training was not thought of even for "the promising children of the younger inhabitants." Happily our public men, and the Bishop himself, outgrew this narrow feeling and social prejudice. He even lived to see, and with great satisfaction as to the results, that, under the fostering care of men of large sympathies and more generous impulses, the doors of the educational institutions of the country, from the highest to the lowest, were thrown wide open to every boy, rich and poor, high and low, and to all the youth of the Province without distinction of race, or creed, or social rank.

I must reserve the conclusion of this paper for the next number of the EDUCATIONAL WEEKLY.

*Henry Hoofuis*

MOLTKE the Silent, as he is called, at 84, is tall, slender, erect, with a sallow, beardless face, stony gray eyes and yellow hair, wearing a cap and a long military coat. Unattended by even a single servant, he walks through the streets of Berlin slowly and noiselessly. Saluted by every soldier he meets, he returns the courtesy, but apparently without noticing to whom, and everywhere he retains the cold, absorbed, mysterious manner which he did not allow to be broken even at Sedan.

TORONTO:

THURSDAY, JANUARY 22, 1885.

TO THE VERY YOUNGEST  
TEACHERS.

To you who have just entered upon your work as teachers, I wish to say a few words; and because it seems more like direct speech, more like conversing with you, more like being at your side, and speaking as friend to friend, I purposely drop the editorial "we," and address you in the singular number.

You have already commenced your work, and have passed the most trying of ordeals—the first two or three days of your first school. I perfectly remember how I dreaded these days for weeks beforehand, and how it was with positive pain that I felt the moments pass that brought the first day nearer to me; and though of course the feeling of dread at each re-opening diminished with years, yet it never passed away; and perhaps it never will in your case. Your experience in this matter, then, is the common experience; except that, perhaps, the more desirous you are to do well, and the more sensitive you are to merited blame, the more anxious you ever will be about the opening days of each half year.

You have had a training in the art of school management, and in the methods of teaching—you have been warned to avoid certain courses of conduct, and you have been directed to pursue others. As little probably as you have valued the instruction received in your model school course, it will nevertheless aid you in escaping many painful errors, and your first three months in the school room will not be so entirely a series of experiments and blunders as, indeed, mine were. If you go far wrong now, it will be because you have paid little heed to what has been told you, and because you have failed to properly observe and study the methods of teaching pursued by your principal and teachers in the model school, and by your fellow students and yourself while there. This dereliction of duty we will not suppose at all; we shall rather suppose that you have earnestly made every preparation so far for your profession.

Now if I repeat what has been said to you before there will be no harm, for in the pressure of your new duties you will be apt to forget much that you have previously heard. But if you were to ask me

what is the principal requisite for your work, on what more than anything else will your real success in the school depend, I should have to tell you, as I believe every teacher would have to tell you, that it is your *character*. I say "have to tell you;" because there is compulsoriness in it. I do not think there can be any question that character is the main requisite in a teacher—and that is why so many people prefer private schools to public ones: because they think that the character of the teacher in the private school is perhaps more assured than that of the one in the public school; since it must be confessed, that a teacher may have a certificate of good moral character given him by a clergyman—for it is very hard, almost presumptuous, to determine who has character and who has not—and he may abstain from all outwardly seeming ill-doing, and yet he may not have that precious possession—character.

I should be very glad to define what character is if I could. Not only is that impossible, but in these days of criticism one must be extremely careful about definitions. It is not passive goodness, or a constant tendency to abstain from wrong action. Conduct in such a case is merely negative. Rather it results from a positive force in one, prompting him to seek the right and do it, come what may. It gives one the keenest sense to distinguish between honor and dishonor, between selfishness and unselfishness, between right and wrong. It is not mere religious sentiment, for one may possess much of this and yet never rise to that height of living to which character belongs. And although there may be much of real character in a man whose religious nature has not yet been awakened, it is unquestionable, that when his heart is once fired by a supreme love of God, and by a burning desire to follow the steps of Christ, his character becomes much more intense and ardent than ever it had been before, much more potent for true living and good conduct than otherwise it could possibly be. Thus much can I say without touching theological differences, which I am studiously striving to avoid.

Let me repeat, however, that unless a teacher has some large measure of this character, or at least, unless he possesses a desire that his life should show it, he has mistaken his calling. He should choose some

other vocation, where the example of his life is not so important a factor in determining the conduct of others. And let us all not forget that this character must be striven for earnestly; but more than that—its possession must be believed in humbly. You, in teaching your pupils, I, in addressing you, must be very, very careful to say every thing in humility, and with deep fear, lest our lives should not correspond with our words. We should *try* to make our lives ideal, but we must never *think* them so, or our words are instantly vain and harmful. There is one happy thought in this, that though no man nor woman has been perfect, many have lived whose lives it is well to study—the more we study them the more shall our lives be inspired by the example of the good they did, and the results they won; and again One has lived whose goodness, and honor, and sense of right and justice were perfect. In Him exists the highest Ideal, and though it may be never attainable, the closer our lives are patterned after His, the nearer shall they approach to the possession of perfect character.

Now, without attempting an exhaustive analysis of that One perfect character—that would be impossible—let us ask, what were its most remarkable features? Were they not perfect unselfishness, which of course comprehends perfect self-sacrifice; perfect beneficence—included in the former—for it means the complete spending of one's self for the good of others; perfect sympathy; perfect submission of Himself to the will of a Higher Power: in other words, a complete devotion of Himself to what He conceived to be His duty; perfect rectitude, or the keenest sense for distinguishing right and wrong; and finally, perfect patience, or the quality of enduring everything for the sake of the end to be gained. Hence, if we follow after Him, the ruling principles of our life—those by which we shall strive to regulate our conduct—will be unselfishness or self-sacrifice, beneficence or active kindness, sympathy—a word too comprehensive to be defined, the acknowledgment of duty as supreme over our conduct, and finally a never-failing perseverance in what has the approval of our conscience, or is imposed upon us by our sense of duty.

Let us remember, then, the true teacher's first requisite is *character*.

JOHN E. BRYANT.

## Table Talk.

TWO women voted in the recent school trustee elections at Ayr.

THE Strathroy High School has been created a Collegiate Institute.

OVER 170 new pupils are attending the College at Ottawa this year.

AT Brussels, Ont., a lady has been elected as one of the school board.

SMALLPOX has disappeared from Stoco, and the schools have been reopened.

THE next exhibition for admission to the Royal Military College at Kingston will take place in June.

A LIFE of Emerson, by Oliver Wendell Holmes, is being published by C. Kegan Paul, Trench & Co.

THE average attendance of pupils at the Markham public school since the holidays has been very large, over 175.

AT a meeting in Kingston a resolution was adopted urging the Provincial Government to establish an agricultural college in eastern Ontario.

THE Anglo-French Engineer Commission has decided to give the Suez canal a width of 220 feet, and a depth of 27 feet. The cost of the improvement is estimated at \$40,000,000.

D. APPLETON & CO. publish *The New Physics*, by John Trowbridge, professor of physics at Harvard University; a manual of experimental study for high schools and preparatory schools for college.

AN exchange is responsible for the assertion that the discovery has been made in Brooklyn that the school children are in the habit of getting drunk on candies filled with a mixture of fusil oil and alcohol.

THE members of Wycliffe College Literary Society hold a public debate on Friday, the 23rd inst., on the following resolution:—"That free education should be limited to the rudiments of reading, writing and arithmetic."

A. C. ARMSTRONG & SON, New York, will publish early in January, by arrangement with the English publishers (Macmillan & Co.) Edmond Gosse's edition of the works of Gray, in four volumes. The work will be illustrated with portraits.

PRINCES EDWARD and George, the sons of the Prince of Wales, are writing an account of their voyages around the world. The work is based upon diaries kept by the Princes, and will be ready for publication in April. It will be in two volumes and will be profusely illustrated.

A NEW weekly newspaper is to be published in February next under the title of *The Lady*; a journal for Gentlewomen. It is to be essentially English in its character, and will represent an attempt to treat fashions and all other matters in which ladies are concerned from an English point of view.—*Academy*.

THE theory that the old Northmen and Vikings discovered America long before Columbus, has been started afresh in the United States by a discovery in Boston. A large ancient brazen bell has been found on an island in the harbour, bearing an inscription in very old Danish.

WE learn from the *Academy* that Professor Fick declares that the Homeric hymns were not composed in the epic dialect, but in the speech of the place at which they were sung, viz.: to Aphrodite at Salamis, to Pythian Apollo at the foot of Parnassus, to Delian Apollo in Chios, to Hermes and Artemis at Colophon, and to Demeter at Eleusis.

LONDON was enveloped on the 9th in one of the densest fogs which has been known for years. The electric lights glimmered like rush lights at a distance of a few yards and a little further off they were invisible. This circumstance has been utilized to confirm the theory of the Admiralty Office that the electric light is powerless in a fog at sea.

LORD COLERIDGE says that when in America he was struck by the absence of childhood. Americans defer to their children, ask their opinions, allow them the general attention, force social obligations on them, and cut them off from "all the sweet dependence of their years," making grown persons of them before English children have left the nursery.

"It is very gratifying to announce," says the *Markham Economist*, "that notwithstanding the late 'unpleasantness' in our High School there are fifty-eight registered pupils in attendance the present term—as bright a bevy of pupils as ever attended the school. This is the more to be grateful for, as no less than a class of fourteen of last year were granted certificates."

THE Hamilton Association has passed a resolution to publish a few of the most important and valuable of the papers contributed to their meetings. Among those selected in the historical department which appear in print is a paper on Thomas D'Arcy McGee, by G. W. Field, B.A., of Elora, which contains the substance of the opinions and facts expressed by him in a lecture delivered in that village a year or two ago under the auspices of the Mechanics' Institute.

PRESIDENT HILL, in his inaugural address before the Indiana State Teachers' Association, advocated (1) the adoption of a uniform term of schools, not less than eight months, throughout the State; (2) the necessity of securing for the country schools a more cultured and better-trained class of teachers; (3) the increase of compensation, in order that the pay might justify the teacher in securing better qualifications; (4) compulsory education, in order to protect the children against the indifference or viciousness of parents.

THE mayors of New York and Brooklyn, in their New Year's messages, set forth the necessity of the kindergarten and industrial education in the public-school system of their respective cities. The New England *Journal of Education*, commenting on this, remarks that what is really the need in those two cities is a larger number of primary school-houses. "Thousands on thousands of children," it says, "of primary school age are still in the streets of the twin metropolis for lack of school-house room, and many of the primary school buildings now used are almost unfit for the occupancy of human beings."

A VERY painful incident has occurred at a young ladies' school in St. Denis, Paris. For some offence against discipline, Marie Therien, one of the pupils, a girl of fourteen,

was given a chastisement. Corporal punishment was always administered for certain faults, and the parents of children placed in this seminary were aware of this. Marie appears to have been a nervous child, and the effect of the whipping, which was not unduly severe, brought on hysteria. The girl gave way to violent paroxysms, tore her clothes and attempted to injure herself, so that she had to be strapped down in bed. Her parents were at once sent for and the child was removed, and, under medical advice, was placed in a *maison de santé*, where it is hoped she will recover her reason. M. Therien intends bringing an action against the proprietress of the school for assaulting his daughter.

THE new process of photogravure illustrates a remarkable triumph of science as applied to art. It is so good and so simple that a few words of explanation concerning it may be interesting. The negative of a picture, when it is photographed, looks to the unscientific person, very like a sheet of glass covered with a chemical film. The film however, has impressed upon it, by the rays of light focussed through a camera, an exact copy of the picture. This film is removed, submitted to more chemicals, and thereby becomes exceedingly hard. It is then placed upon a copper-plate, and subjected to hydraulic pressure. The copper being relatively a soft metal, gives way before the adamantine film, which consequently leaves an exact impression of itself—that is of the picture—on the metal plate. From this plate, engravings, or rather photogravures, are printed off in the ordinary way, the impression having all the fidelity of a good photograph, combined with the indelibility of an engraving. Moreover photogravures are cheap.

THE voice in which at the end of an aria Handel cried "chorus" was really terrible. Some of his rehearsals were attended by the Prince and Princess of Wales, the Prince being a former enemy, but now a friend of Handel through his wife's enthusiasm. If the Royal party happened to be late, the musician was enraged. Should the ladies in waiting gossip during the performance, he vented his anger in cursing and swearing, making use of somewhat unpleasant remarks, whereupon the Princess, with her natural gentleness, would hush the chatterers with "Quiet, quiet, Handel is angry." When the singer Carestini, the popular favourite, somewhat impertinently returned to Handel an aria specially composed for her with the remark that it did not suit her voice, Handel got into a towering passion. He hastened to Carestini's apartment, and thundered out to the unwise vocalist, "You donkey; do I not know what is best suited to you." On another occasion, a poet, who has written a cantata for him, had the temerity to assert that the music did not fully express the meaning of the words. This was too much for the impetuous Handel, and he wrathfully burst out, "What! my music not good! It is good, very good! I tell you that it is your words that are good for nothing; go and make better words for my music. To these authenticated anecdotes we may add one that cannot be positively vouched for. After a performance of the *Messiah*, George II., complimented Handel with, "You have pleased us very much;" to which the Master retorted, "Your Majesty, I did not wish to please you, but to make you better."

## Music.

NAPLES will hear *Carmen* for the first time this season.

ANTON RUBINSTEIN'S new opera *Nero* has been given lately at Antwerp.

FOUR new operas are to be brought out during the present season in Italy.

A NEW musical quarterly is to be published in Manchester, Eng., to be edited by Dr. Henry Hills.

THE oldest piano in the United States is said to be one now in Philadelphia, made by John Bland, of London, in 1712.

A NEW buffo opera, *Cengiz*, with music by a native Turk, Ahmed Midhat Effendi, has been produced at Constantinople.

THE conservatory of music at Brussels receives government and municipal aid to the amount of 169,000 francs yearly—nearly \$34,000.

ANOTHER youthful pianist has appeared. Her name is Giesela Gulyas, a pupil of Schmidt's, of the Conservatory of Music, Vienna. She is only fourteen.

ON the 18th of last month, the birthday of its composer, Weber's *Freischütz* was performed for the 500th time at the Royal Opera House, Berlin.

MINNIE HAWK sings during this month in *Carmen*, *Lohengrin*, *Mignon*, *Taming of the Shrew*, and *L'Africaine*, at Bale, Zurich, Berne, Geneva, and Strasburg; she returns to London on the 2nd of March for concert engagements.

A TELEGRAM from St. Petersburg announces that Mdlle Van Zandt in making her debut there, had the Emperor, the Empress, and the whole court present, and that the enthusiasm which she evoked exceeded anything seen for years. Mdlle. Van Zandt was recalled *thirty* times.

HERR H. SCHRADIECK is convinced that the secret of manufacturing true "cremona" violins has been discovered. At a chamber concert held at Cincinnati he used one of the new make, the tone of which resembled closely that of a violin two hundred years of age made by Andreas Guarnerius.

NO individuality comparable as a whole to Mendelssohn's had appeared in the realm of music since the days of Mozart. Even in his earliest youth Mendelssohn possessed decided mastery in matters of every kind; notions of fancy, the noblest virtuosity, an animation, and life, and the highest culture, and vivacity, and sweetness. The concert-room where he was, was illuminated with the electric light, but the light proceeded from him.—*Ferdinand Hiller*, 5th Nov. '84.

MISS ADELE STRAUSS, who went to Germany last spring to finish her musical education, will return to Hamilton in July next. Her numerous friends will be pleased to learn that the young lady has been most successful in her studies at the Conservatory of Music at Strasburg. Her teachers are loud in their praise of her abilities as a vocalist. She has already appeared several times in public there and received the warmest applause. She will take the leading part in the German opera, "Der Freischütz," which will be performed at the opera house in Strasburg shortly.—*Hamilton Times*.

## Drama.

MODJESKA is playing Shakespeare to Polanders in their native tongue.

MARY ANDERSON is credited by London *Truth* with a "matchless manipulation of her draperies."

MR. HENRY HERMAN'S valuable theatrical library was put up for sale on Thursday in London, Eng.

LAWRENCE BARRETT was recalled eight times during a performance of *Francesca da Rimini* at the Star Theatre, New York, last week.

E. A. MCDOWELL, formerly well known in Canada, but now a member of the Madison Square theatre, New York, is seriously ill.

HOWARD CARROLL received \$5,000 from Rhea for his play, "The American Countess," which is to be brought out in Washington next month.

WILSON BARRETT is playing *Hamlet* at the London Princess Theatre, and another actor is burlesquing the performance at another theatre, and both are playing to crowded houses.

THE London public, without knowing the exact date of Mrs. Langtry's next appearance, or even the play in which she will take part, have already paid for boxes and seats to the amount of \$50,000.

SARA BERNHARDT has entered into a contract to write Paris correspondence for several foreign journals. The *Tribuna*, of Rome, will pay her 4,000f., monthly. Her first article will be a critique on Sardou's dramas.

THE oldest Russian comedy in existence is *Von Visen's Brigadier*, which dates from 1764, and still retains its hold on the popular audiences of the Empire. This was followed by *The Minor*, which was another lasting success.

THE performances of the "Pirates of Penzance" by the Cornwall Philharmonic Society, under the leadership of Mr. Reed, appear to have been very successful. Mrs. Furniss, of Montreal, appeared as Mabel, winning cordial applause.

WHEN he had written the libretto of *The Flying Dutchman* Wagner sold it for 500 francs, and it was a stipulation in the contract that he should not write the music. This was written later on by the obscure composer, and Wagner was present at the first performance. At this period Wagner was almost starving, and he had to sell his favorite dog to save him from actual beggary.

OUR readers will remember the amusing mistake made by the Brooklyn *Union* in regard to Mr. Hamer-on's etching, which we related last week. The *Literary World* tells of a similar misfortune that happened to a Boston critic some years ago. He had seen a new play in rehearsal which was to be produced on a certain night, and he wrote an elaborate notice in advance. Having shortly before become engaged to a lady living a few miles out of the city, he made a Sentimental Journey instead of attending the theatre, and handed in the copy at the office of his journal late that night on his return to the city. Unfortunately the play was postponed, but a long article appeared upon its demerits in the paper of the following morning.

## Art.

A ROMAN cinerary urn has been discovered at Brixworth, Northampton, England; also articles of pottery of great elegance.

LONDON, Eng., is to have its Salon. Under that name a new gallery will shortly open its doors in Bond street.—*World*.

IVY and holly gave way to hot-house flowers in a number of churches for Christmas decoration last year in England, an innovation somewhat to be deplored.

PHOTOGRAPHY is now rapidly invading the woodcutters territory, and has produced and will continue to produce great changes in the methods of illustration.

FOR the *Illustrated News*, *Graphic* and other illustrated papers where large woodcuts have to be produced in a very short time, the block of wood is sub-divided, and the different parts are engraved by separate hands.

MR MILLAIS' exquisite picture "Cinderella" has been "photogravured" Mr. Millais is said to be delighted with the result and hopes that in the future, "whenever his work is translated into black and white, photogravure will be the process."

THIS interesting process of photogravure which so successfully reproduced Millais' "Cinderella" we have explained fully and simply on page 57.

THE following little item of news is quite admissible to our art column:—

The Duchess of St. Albans is utilizing Christmas cards in a way that does equal credit to her ingenuity and benevolence. Her Grace receives contributions of cards which have served their original purpose, her object being to convert them into a permanent decoration for Nottingham hospital.—*World*, London.

THERE are many families in Canada that might do the same for our own hospitals. Everyone knows how, when sick or convalescent, the eye wanders aimlessly about the walls of the room; Christmas cards, combining as they do both gay tints and pleasant associations, would be an inestimable boon to the much-to-be-pitied occupants of hospital wards. Let some of our ladies follow the excellent example of the Duchess of St. Albans.

EITHER art is at a low ebb in England, or else art critics are very critical. Mr. Harry Quilter, in his review of art for 1884 which appeared in the December number of the *Contemporary Review*, administers a general castigation to the exhibitors in general, which is very severe in many instances and not often relieved by much praise. The *Spectator*, too, has recently said some cutting things about the productions of well-known artists, especially those of Mr. Herkomer. The points upon which critics seem to be at present taking painters to task is, first, a lack of originality, and, second, the low grade of the ideal at which they aim. On points of technique they rarely have much to say; from which we may conclude that the average English artist does not sin in the amount of careful labor which he bestows upon his subject, a conclusion which is apt to be correct in the majority of cases, since many, we believe, make it a rule to spend some part of the time devoted to learning in Paris—the home of all that is correct, scientific, according to rule.

*Practical Art.*

*PERSPECTIVE.*

THIRD PAPER.

BEFORE giving the rules a few general remarks will be made.

As it would be thoroughly impracticable to represent every object as large as it appears, some method of reducing measurements must be made use of, taking care not to alter the proportions that the different parts bear to one another. This is what is called working to a scale. If in the drawing one inch is made to represent twelve inches of actual measurement, it will be 1-12 of the natural size, or on a scale of one inch to a foot. In the same way if half an inch represents twelve inches, the scale will be that of half an inch to a foot, or 1-24, and so on.

It is recommended that those who follow the writer in working out the exercises as given, use the scale of half an inch to the foot so that the work will not be crowded. A smaller scale will be used for the illustrations here for the sake of economizing space.

One accent after a figure is used to denote feet, and two to denote inches, thus 3', 6" means 3 feet 6 inches.

The sign of multiplication X will be frequently found separating the different measurements of a surface or solid and is read "by"; thus 3'x4' means that the surface is 3 feet one way and 4 feet the other, and in order to find its area 3 would have to be multiplied by 4. Again 2'x4'x5' reads 2 by 4 by 5 and signifies that the measurements are those of a body having three dimensions, hence a solid.

Neatness and accuracy are almost essential to the proper working of perspective problems. Care should be taken at first to avoid everything approaching carelessness. What is worth doing at all is worth doing well.

When an object is placed so that one or more of its principal lines are parallel, and one or more perpendicular to the picture plane, it is said to be in parallel perspective. When its principal lines form an angle other than 90° with P. P. it is in angular perspective, and when its principal lines form an angle other than 90° with ground plane, it is in oblique perspective. At first these papers will only involve what is necessary for the primary examinations of the art schools and mechanics' institute classes; then if it is deemed advisable, the subject will be pursued further, taking up in due time the perspective of shadows and reflections.

It would be wise to commit to memory the following rules, so that they may be always on hand—or mind—when wanted:—

RULES.

1. All parallel retiring lines converge or vanish in the same point.

2. Lines parallel with P. P. undergo no change of direction.

3. Lines retiring at angle of 90° with P. P. converge in C. V.

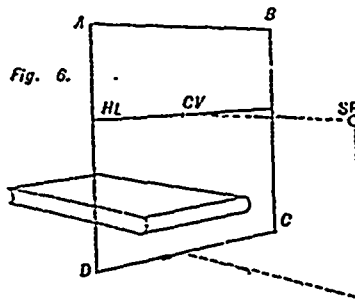
4. Lines retiring at angle of 45° with P. P. converge in M. P. for C. V. (or D. P.)

5. Each V. P. has its corresponding M. P.

6. All measurements must be taken on P. P.

The first four of these rules can be proved in the following way. Procure a pane of glass about 10"x12" and secure it in an upright position upon a table or piece of board. Opposite the centre and 12" or more from it place a piece of wood about 6" long with a wire loop in one end. Stretch across the glass at the same height as this loop a piece of string and mark on it a point directly opposite. Now stand a book on edge behind the glass with its sides parallel with it, and look through the loop in the upright stick. If the points where the corners of the book appear to be marked on the glass, the lines joining them will enclose a space of the same shape as the cover of the book, but smaller according to the distance at which the book is placed from the glass. This proves Rule 2.

If the book be moved forward to touch the glass, the points representing the four corners would be just as far apart as in the book itself, and the drawing on the glass would be the same shape and size as the original. Lay the book down on its side and examine it again, marking the position of the corners as before and joining them by lines. Those



representing the edges of the book at right angles to the glass will, if produced, meet in the point directly opposite the eye, while the others will remain parallel with the table. This proves Rules 1 and 3.

Next turn the book so that its sides form angles of 45° with the glass, and proved as before. The lines representing the parallel edges will meet in points as far to the right and left of centre as the eye is from it. This proves Rule 4.

It need hardly be explained now, that the glass represents the picture plane; the string across it, the horizontal line; the point marked, the centre of vision; and the loop of wire, the station point. If there is any doubt, fig. 6 will remove it.

In order to show the practical application of the rules, a few problems will be given and worked out.

*Problem 1.* Place in perspective a square of 4' side, lying on the ground with one side touching the picture plane, near corner being 3' to the right. Height, 5 feet; distance 18 feet, and scale 1/8" to the foot. First the line H. L. is drawn, and the point C. V. selected, about the centre; from C. V. a perpendicular equal in length to the distance (18'), which will be 2 1/4" giving L. D. and S. P. With C. V. as a centre radius C. V. S. P. draw a semicircle, cutting H. L. in L. M. P. (left and right measuring points). Below H. L. mark off on L. D. the height 5', and through this point draw a line parallel with H. L., and letter it G. L.

As the square lies on the ground, and touches P. P. its near edge will be on the line where the picture plane, and ground plane intersect, therefore measure to the right of L. D. on G. L., 3', to obtain position of near corner (d) from it measure 4' to the right to (c); from these two points draw lines to C. V., because, the right and left hand sides of the square being perpendicular to P. P. they will appear to vanish there (Rule 3.); d. c. is the front side, and c. c. v. the right side continued to meet the horizon. It is necessary to cut off a portion that will be equal to d. c. It is evident that if at d. an angle of 45° is constructed, and the line forming it, be produced to meet the perpendicular from c., it will cut this perpendicular off, equal to d. c. But we know that lines retiring at this angle vanish in the M. P. for c. v. (Rule 4.), therefore if from d. a line be drawn to R. M. P. it will give c. b. as another side of the square. Because the sides d. c. and a. b. are parallel with P. P. they undergo no change of direction, therefore from b. draw a horizontal line to meet d. cv. in a.; this will complete the square.

*Problem 2.* Place a similar square in perspective when it is horizontal, touching at P. P. 9' above the ground, centre being 1' to the left.

In this, the starting point is the centre of the square, and we must suppose it to be brought down vertically to the ground plane, when the centre of the front side would occupy a position at e. To the right and left of this, measure half the width of the square, and from these points—f. to h.—erect vertical lines equal in length to the height of the square from the ground. From these new points k. and l. which are in the proper positions for the front corners of the square, draw lines to c. v. and from k. to L. M. P. This would give the far side which would be represented by a horizontal line from m. to n.

*Arthur Reading*

## The Public School.

### BE PATIENT.

R. C. TRENCH.

Be patient! oh, be patient! Put your ear against the earth!  
Listen there how noiselessly the germ o' the seed has birth,—  
How noiselessly and gently it upheaves its little way,  
Till it parts the scarcely broken ground, and the blade stands up in day.

Be patient! oh, be patient! The germs of mighty thought  
Must have their silent undergrowth,—must underground be wrought;  
But as sure as there's a Power that makes the grass appear,  
Our land shall be green with liberty, the blade-time shall be here.

Be patient! oh, be patient!—go and watch the wheat-ears grow,  
So imperceptibly that we can mark nor change nor throe,—  
Day after day, day after day, till the ear is fully grown;  
And then again day after day, till the ripened field is brown.

Be patient! oh, be patient!—though yet our hopes are green,  
The harvest-fields of freedom shall be crowned with sunny sheen.

Be ripening! be ripening!—mature your silent way,  
Till the whole broad land is tongued with fire on freedom's harvest day.

### METHOD OF TEACHING CRITICISM OF WRITING.

I. THE pupils should learn the art of criticism and practise it themselves.

Experience has long shown that what a teacher will do for pupils they are seldom inclined to do for themselves. If, then, the teacher criticises for them, they will not consider it their business to do it for themselves.

It is, besides, a very difficult thing to judge our own work fairly; and to children, especially beginners, their own writing seems so wonderful, that they cannot help thinking it excellent. The fact that they can actually read it, and that it can be read by others, confirms them in this idea.

Therefore the formation by them of the habit of criticism—that is, the training and constant exercise of the faculty of judging form—is of the highest consequence; in fact, it is one of the great secrets of success. A great many pupils at first cannot distinguish between a straight line and a curve, or between the right and left curves; all varieties of slant are equally satisfactory; and a turn is a turn, whether it is a sharp angle or as round as a hoop.

They must be trained, then, by every means to improve the deficient faculty, and to acquire the habit of always criticising their own work. It is very curious to ob-

serve how much more readily and accurately they will criticise any erroneous form the teacher puts on the board than they will their own.

II. Teach them to criticize, therefore, by questioning them successively on each particular of their knowledge. It will be found desirable to take up the Critical Points first; afterwards to go through the particulars of the letter in order.

Suppose a line written, the following questions should be asked:—

- (1.) What are the critical points of this letter? Which is the first?
- (2.) How many pupils have this right?

REMARK.—Instead of putting the question in these words, it is better to make it more definite. Thus, supposing the critical point to be that the down-stroke should be straight, the question should be, How many made it straight?

- (3.) How many did not make it straight?
- (4.) What was the cause of the failure?

REMARK.—In the case mentioned, the answer would be, perhaps, turning too soon.

- (5.) How can it be corrected?
- REMARK.—It is not enough to discover the fault. They must know what to do to make the desired change.

- (6.) What, then, are you going to do next time?

REMARK.—This leads them to a definite object in writing the next line.

Another line should then be written, when the questioning should be resumed:—

- (7.) How many have it right now?
- (8.) How many still have it wrong?
- (9.) How many have made it better?

The teacher can also show on the board how the error was made, and what must be done to correct it.

Line after line is thus written and criticised, and each with a definite purpose.

III. Another excellent method is, as soon as a line is written, to ask, How many can point out a fault? One after another may be called upon to state the one he discovers; and all who observe a similar fault should raise their hands to acknowledge it when it is mentioned. The question should follow, What must be done to correct it?

This method may be varied by telling them to write another line, and leave out the faults they have noticed without asking what they are. The question may then be put, How many have written better than before? When the hands are raised, ask in what particulars they have made it better.

IV. This method of teaching them to criticize their own work is of the very highest importance; but it will still be necessary for the teacher to move constantly about among them, to observe whether they criticise correctly, and to aid their immature judgments by his own remarks.

We would suggest that, whenever he discovers a fault, he should embody it in a question to the class; for there are sure to be several who have made the same mistake. The labor of many repetitions may thus be saved.

V. Criticism should not contemplate merely the discovery of an error, but also the causes of failure, and the precise direction that the effort to correct it must take.

VI. The teacher should bring a knowledge of the elements from which letters are constructed, and the critical points, before his class in their proper order.

CRITICAL POINTS.—(1.) The main lines in

their several particulars of firmness, straightness, slant, and height.

- (2.) The turns as to their shape and width.
- (3.) The connecting lines as to their curves and slant, determining width.
- (4.) The connections and spaces between words.

VII. In criticising, the errors may always be looked for on each side of the truth. Is a line to be curved? It may be curved the wrong way, too much or too little. Is a turn of a certain width? It may be too broad or too narrow. Is a line to be of a certain slant? It may be slanted too much or too little.

It is hardly necessary to add, that where so many minute points require attention, as is the case in learning to write, the great secret of success lies in confining the attention to one point at a time. Thus, to touch the base and head-lines, to make straight down-strokes, to have correct slant, to place the down-strokes at correct distances, to make fine lines, &c., should be taken up in turn, and perfected, by fixing attention on it, criticising it, and correcting as we have suggested.—*The Teachers' Guide to Writing.*

### HOW CAN THOUGHTLESSNESS OF PUPILS BE REMOVED?

By N. A. CALKINS, LL.D.,

Aest. Supt. of Schools, New York City. (From a lecture delivered before the Brooklyn Teachers' Association, Dec. 5, 1884.)

*How can thoughtlessness of pupils be removed?* is the topic chosen for the present occasion. Permit me to state, at the outset, that I have no infallible remedy to offer you for eradicating this bane of the school-room, and extracting a thorn so troublesome to the teacher. I propose, rather an attempt to aid you in finding some means for securing the attention of your pupils, and thus diminishing their thoughtlessness.

First, let us inquire, What is thoughtlessness? and whence does it come? Thoughtlessness is the result of inattention. It appears in many forms—in that carelessness, heedlessness, negligence, dulness, stupidity. It is the father of that self-convicting excuse, "I didn't think." It is not only the bane of the school-room, but in its waywardness it has overrun the land like the weeds of wind-sown seeds. It is a source of misfortune in every occupation in life. It causes collisions of railways, wrecks steamers, burns houses, scatters pestilence, ruins health, and leads to poverty. Where is the source of this fountain of evil? Whence doth thoughtlessness come?

Thoughtlessness may come from neglect of proper sense development in early childhood. It may come from later unfavorable environments that repress intellectual activity. It may come from school exercises that do not lead the child to think of what he sees, hears, feels, etc. It may come from requiring the child to do things in a mechanical routine, which allows him to neglect thoughtful attention to the subject of instruction. It is sometimes developed by the teacher whose pupils are most afflicted with it—not developed purposely, of course, and probably not even knowingly—thoughtlessly developed; yet it cometh and remaineth with such teachers. It is not always an inheritance from the teachers below.

It is a serious fact that thoughtlessness increases by continuance, and becomes fixed by habit; and the sad result is that the thoughtless boy and girl become the careless man and woman.

In view of what thoughtlessness is, and whence it may come, each teacher may well ask, How can I remove the thoughtlessness of my pupils? I might answer your earnest inquiry by telling you to *arrest the attention of your pupils*, and hold it to the subject of the lesson. But in turn you might ask me, How can I arrest the attention of heedless pupils? and how shall I hold their attention to any subject long enough to cause it to make the proper impression on their minds? Allow me to inquire, Do your pupils take an unusual interest in any subject of instruction? If so, does that unusual interest come as the influence of the subject itself? May it not be chiefly due to the special manner in which you present that subject to your pupils? Might not some change in your manner of teaching other subjects increase the pupils' interest, and lead them to give more thoughtful attention to your instruction? Please to bear in remembrance that *interest and attention go hand in hand. Awaken the interest of a pupil, and you will arrest his attention. Continue the interest of a pupil, and you will hold his attention.*

It is not possible to present any mode of teaching a given subject that will be the best mode for all pupils, yet there are general principles which should guide in the selection of methods suitable for teaching any particular class of pupils, and lead to the fitting of the modes of teaching any proper subject to the condition of those to be taught. Among such principles are the following: The influence of things upon mind, and of mind upon things, educates. Hence real knowledge begins in personal experience. That which the pupil himself does, *educates him*, because the proper exercise of a mental, moral, or physical power increases its strength.

Activity is a law of childhood. Methods of teaching should provide for the proper exercise of the pupil's activity in connection with the subject to be learned. Right methods of education make the pupil an active doer, not a passive receiver, and make him learn directly from things and acts, and become his own teacher. The value of words to the learner depends upon his previous possession of the ideas which the words represent. Words that represent no ideas to him are not knowledge to him.

When the child enters school, and whenever he comes into a given class, he has already gathered, through personal experience, more or less knowledge of things, and many single facts, more or less imperfectly known, relating to a multitude of subjects, including those embraced in the special course of instruction for the class in which he is placed.

The teacher should first discover what fact the pupil already knows pertaining to the subject of the lesson to be given, and the needs of the pupil; then awaken in him a desire to know more about the subject, and leading him to the source of supply, teach him to help himself.

The manner of teaching—that is the usual way in which the teacher does the work—has an important bearing upon the attention of the pupils, and upon the success of the teacher. The attention of children should be *attracted*, not forced. *A magnetic manner in the teacher makes attentive pupils.*

Activity on the part of the teacher is one means for securing attention, and constant employment of the pupils is a means for keeping their attention. Partial attention of the pupils indicates imperfect teaching. Training your pupils to exactly what you request them to do—no more, no less—is an excellent means of fixing habits of attention. This training may be included in the manner of conducting each exercise in school. Changes in the manner of directing attention to the lesson, and changes in the language used, may be made the means of securing the attention of pupils. Requiring accuracy of statement by the pupils, is the means for training them in habits of attention.

(To be concluded in next issue.)

### A PRIMARY HISTORY LESSON.

JOSPH PAVNE'S VISIT TO GERMAN SCHOOLS.

THE children (twenty in number) were only seven or eight years old, and I wished much to hear how they would be taught history. The teacher solved the question very easily, by telling them the story of Ulysses, in which she joined on, in some way that I did not quite understand, the tale of Orpheus and Eurydice. It was chiefly the latter with which she dealt, and she told it with uninterrupted ease and fluency to a highly appreciative audience. At the close she asked many questions, which were answered in a way that showed that no parts of the story had escaped attention.

I wished to hear what the teacher had to say about teaching little children history; so I asked her whether she called those stories history. Her answer (in which I fully agreed) was that stories of this kind—that is, which excite the imagination and yet have a sort of historical foundation, and bear upon historical names—are the only basis you can lay for history-teaching in the case of such young children. "Better," I enquired, "than even the history of the Fatherland?" "Yes," she replied, "the history of the Fatherland is too difficult." I found, in fact, that in this class there was no bothering of little children with dates, which to them could have no meaning, nor exposition of ready cut-and-dried judgment (conveyed only in single epithets) of persons about whom the children knew no facts which could warrant the judgment.

I am quite persuaded that much of our teaching of history to young children is almost immoral, as involving the systematic implantation of prejudices which take deep root, and often produce very undesirable fruits. Dr. Arnold recommended that children should be taught history by means of striking stories, told as stories, with the addition of pictures, which would make the interest more varied.

MR. J. J. THOMSON has been elected to fill the post of Cavendish Professor of Experimental Physics in the University of Cambridge, in succession to Lord Rayleigh. Lord Rayleigh who, it will be remembered was President of the British Association at its late meeting in Montreal, has resigned, to give himself more completely to original investigation. A numerously signed requisition to Sir Wm. Thomson, to become a candidate, was declined. Mr. Thomson is a Manchester man, and is an alumnus of Owens.

## The Kindergarten.

### GOD'S CARE OF ANIMALS.

JANE TAYLOR.

WHO taught the bird to build her nest  
Of wool and hay and moss?  
Who taught her how to weave it best,  
And lay the twigs across?

Who taught the busy bee to fly  
Among the sweetest flowers,  
And lay her store of honey by  
To eat in winter hours?

Who taught the little ant the way  
Her narrow hole to bore,  
And through the pleasant summer day  
To gather up her store?

'Twas God who taught them all the way,  
And gave their little skill;  
He teaches children, when they pray,  
To do His holy will.

### THE IMPORTANCE OF CHILDREN'S PLAY.

BARONESS VON MARENHOLTZ-DUELOW.

IN the course of about thirty years Froebel's Kindergarten has gradually gained a footing in a great part of Germany and other European countries, as well as in the United States of America, and, in spite of numerous opponents, it continues to spread more and more. Every year sees an increase in the number of new establishments, as well as in the number of children at the already existing ones.

It must therefore be granted that the Kindergarten supplies a want of our times, and that it proves its utility by its results upon its scholars.

Nevertheless there are as yet but few of our contemporaries who have a clear idea of what the real importance of a Kindergarten consists in.

The Kindergarten is regarded as a play-school for the children of the better classes, as an infant-school on a new plan for the children of the lower orders.

A merely superficial glance at its exterior organization may indeed justify this view of it. Like the two above-named older institutions, the Kindergarten also brings together its little pupils from two to seven years old for some hours daily. Here too the children play as in the play-school, and here they are guarded from the dangers incident to their tender age, as in the infant-school.

And yet the Kindergarten fulfils other conditions, and follows other aims. In this alone consists its importance, and on this alone it bases its claim to be an important institution of our epoch.

By what, now, can this claim be justified?

By the fact that its inventor Froebel comprehended better than anybody before him the wants of a child's nature in the first stage



of life's journey, and that he also discovered the means by which to satisfy these wants.

What is our first index to a child's nature?—Evidently its manifestations, such manifestations as are common to all children, and which characterize childhood as such. Now these manifestations, this free activity of infant-nature in which it shows itself most plainly, we must seek in the child's play.

Every child, or at least every healthy child, plays, and must play, for this is the only spontaneous activity of which he is capable. The child that does not play, or that is prevented from playing, is no child at all.

Without activity there is no development. In Nature, too, everything is developed by activity, although it does not always appear as such, and is not always visible. The change of substance which is always and everywhere going on, supposes movement and consequently also activity. The circulation of sap in the vegetable world is activity just as much as the revolution of the heavenly bodies, or the circulation of blood in the animal world.

It is the same in the intellectual world. The faculties require movement, the exercise of their activity is the condition of their development. And the more progress a mind makes in its development, the more voluntary and therefore the more free does its activity become.

The free activity of childhood is therefore the natural means for developing a child. In this fact lies the deep importance of *children's play*, and also of the Kindergarten.

At many times and in many ways attention has been directed to the profound meaning that lies in a child's play, but its true importance was nevertheless first brought to light by Froebel when he recognized in it *the free manifestation of those instincts of humanity which make us aspire to progress and to civilization.*

As the germ of a plant struggles up to the light from out the dark lap of earth, so the soul of a child grows up to moral consciousness from out the darkness of involuntary activity and mere instinct. And as the vegetable germ requires the fulfilment of certain conditions in order to blossom and bear fruit, so the child's soul requires the nurture and support of a careful education, if the fruits of humanity are to become mature.

That is what is meant by the term Kindergarten (Children-garden). It is intended to be a nursery-ground of humanity where the human plant may be cultivated and ennobled.

Every advance in human culture multiplies the conditions of human life, extends its relations in every direction, does away with the simplicity of nature, and makes life more complicated and difficult. Hence arise those *dark shadows*, those bad sides of civilization, which make people untrue to Nature, and put the artificial in her stead in lieu of

raising her to an ideal elevation. For true culture—like true art—ought to idealize Nature, not to turn aside from her truth. And nature, proceeding from the hand of God, is truth and remains so, unless it depart from God's law.

*Children's play is a law*, for as a law we must regard whatever each individual of a species infallibly does in his turn, whatever is the universal criterion of the nature of that species. Just as all trees produce blossoms, all birds build nests, and all foxes make holes, so all children play.

Far as civilization has separated men from each other, and far as the civilized man stands from the savage, yet in a human being dependent on instinct, *z. z.* in the first stage of childhood, human nature still shows itself in one and the same manner—the manner which characterizes the species.

The instincts of man's infancy belong to a higher order than those of an animal, however similar they may appear. Human nature is a spiritual nature. Human instincts tend upward to spirituality, and they do so even when they aim, apparently, at the mere gratification of the senses; for the senses are one with the intellect, being its basis, the root from which it springs.

This, then, demands observation of a child's instincts on the part of the educator.

Who can educate, rightly educate, a nature which he does not understand?

Now, a child's nature must be learned from his instincts, and his instincts make themselves known in his play.

The beginnings of human civilization correspond with the infancy of the human race, and result from the satisfying of the first universal wants of mankind, wants crude and material, such as food, clothing, and shelter. But the work which this enailed transformed the wilderness into blooming fields, and, penetrated with the beauty of Nature, in whose midst he cultivated the products which were to satisfy his wants, man began to feel higher aspirations, and the instincts of the senses were transformed into instincts of the soul.

The soul struggled up out of the dust of sensual desires to satisfy its thirst for the *beautiful*. *Art* began to flourish and raised nature into the realms of the *ideal*. The thirst of knowledge led from discovery to discovery, from invention to invention, and the awakened mind of man, at length conscious of its powers, amassed the treasures of science.

What other signification, what other object, can the instincts of the children of each passing generation have, than the same signification, the same object, which the instincts of the whole race are based upon? Is not each generation an image of the whole race, and each individual an image of his generation?

(To be continued.)

## The University.

### UNIVERSITY CONFEDERATION.

#### TRINITY COLLEGE RESOLUTIONS.

TRINITY College accepts section 19 of the memorandum under the following conditions:—

Each confederating college shall make its own selection of the subjects enumerated in section 19, and shall examine on them on behalf of the university.

Undergraduates shall be allowed to proceed to a degree in honors in theology.

The Government shall appoint the chairman of the university professoriat.

University college and university professoriat shall occupy different buildings.

A completely new Act, and not amendments, shall be passed.

Should any university not federate, the graduates of the confederating universities shall have between them the same representation on the senate as is now assigned under the scheme.

Compensation shall be given to all confederating universities for losses incident to entering the confederation.

#### QUEEN'S COLLEGE RESOLUTIONS.

At the meeting of the trustees of Queen's College it was resolved:—

To defer final action till the graduates and benefactors, and the people of Kingston and eastern Ontario had been consulted.

That the policy of centralization was disadvantageous.

That the proposed scheme is not equitable in its provisions, and that many of its details are open to serious objection.

#### TORONTO GRADUATES AT LONDON.

A very representative meeting of the graduates of the University of Toronto was held at London last week. The general expression of opinion was decidedly in favor of confederation, although Messrs. R. E. Kingsford and G. A. Casey, M.P., spoke against many of the provisos.

At the banquet which followed Mr. W. R. Meredith, M.P., took the chair and spoke at some length upon the subject which had been discussed at the previous meeting. He warmly asserted that the question of university confederation should be approached with a total absence of party feeling. He felt it was the duty of the province to sustain the provincial university. He would heartily support any scheme which tended to establish one university in the province. On behalf of the Opposition Mr. Meredith promised the most earnest consideration of the subject.

#### KNOX COLLEGE RESOLUTIONS.

Knox College expresses general approval of the plan proposed. It does not regard the division of the provincial institution into college and university as desirable, but will not object if this facilitates confederation. The board is pleased to find that the scheme embraces the theological as well as the arts colleges, and that certain subjects of the theological course will have place as options on the university curriculum. The board expresses the hope that the Provincial Government will place and maintain the college and university, which are under its care, in a state of high efficiency, and hopes that the Government will be prepared to deal equitably with any colleges and universities in the matter of pecuniary loss.

## Personals.

PROF. HUTTON has declined to act as examiner in classics. Mr. W. S. Milner, B.A., takes his place.

DR. OLIVER WENDELL HOLMES presided at the annual re-union of the Harvard class of 1829, in Boston last week. Nine other members were present.

MR. THOS. TALBOT MACBETH, B.A., has been appointed to the University of Toronto Senate in the place of late James Bethune, Q.C.

WE learn from the *Shelburne Free Press* that the Rev. A. Shirran, M.A., has been engaged as teacher for Rundle's School on the gravel road, Melancthon.

MRS. J. R. SMITH is the first lady who has been elected to the position of school trustee in Canada. Mrs. Smith acts in that capacity for the town of Brussels.

MR. T. O. STEELE has been re-engaged as principal by the Barrie board of public and model school trustees with an increase of \$100 *per annum* to his salary.

MR. A. MACPHERSON, late principal of the Public School, Arthur, was presented with a dressing case by his pupils before abandoning his duties. The cause of his resignation is ill-health.

MR. A. W. BANNISTER, B.A., ex-professor of Albert College, has been re-appointed English and Classical Master of the Farmersville High School. The attendance is larger than it has been for several years.

MR. C. J. D. MOORE, of the High School, Weston, obtained the first mathematical scholarship at the last examination for junior matriculation into Victoria University, the results of which have been recently published. Weston High School is so crowded this winter that accommodation for pupils has had to be found outside of the school building.

DR. J. G. HODGINS, deputy Minister of education, Toronto, has been appointed honorary secretary of the international educational congress which is to be held in New Orleans from the 23rd to the 28th of February next. The president is the Hon. Gen. J. Eaton, United States commissioner of education. This is indeed linking Canada and the United States together in the great work of education. There were several foreigners appointed chairmen or secretaries of sections.

CANADA has lost a brilliant member of a class at present all too small, but, happily, increasing. Francis Rye died at Ventnor, Isle of Wight, on the 21st of December. He came to this country with his sister (who is well known for her "Niagara Home") in 1873, and entered into partnership at Barrie with Mr. Dalton McCarthy. In addition to his legal duties, Mr. Rye read and wrote much. He will be best remembered for his contributions to the *Canadian Monthly* in that "bright, breezy, half-antiquarian" style, as an eminent writer has described it. His knowledge of the poets, of general *belles lettres*, and especially of English history in its social aspects, was wide to a degree. Mr. Rye had for some time been fearing the fatal results of consumption, which disease has at length robbed Canada of the most brilliant of her *litterateurs*.

## Educational Intelligence.

SEWING is now taught in the public schools of Springfield, Mass.

LEFT-HANDED penmanship is being taught in several American schools.

OBERLIN COLLEGE, the pride of Ohio, has had co-education for fifty years.

AUGUSTINE BIRRELL contributes a brilliant but somewhat rambling article on Dr. Johnson to this month's *Contemporary*.

THE London *Times'* correspondent at Berlin, Mr. Lowe, is intending to publish a biography of Prince Bismarck in the spring.

THERE are at present 177 pupils in attendance at the Guelph High School, which is said to be the largest number in its history.

WE learn with pleasure that the present attendance of the Galt Collegiate Institute is larger than it has been since the resignation of Dr. Tassie.

THE children of Hope-street school, Toronto, had to forsake their lessons on Tuesday last on account of the excessively low temperature of the class-rooms.

THE New York board of education has placed William Cobbett's grammar on the list of text-books available for the public schools of the State of New York.

IT is stated that the city of Kingston is threatened with the loss of the Government school grant, owing to want of sufficient accommodation in the public schools.

THE interesting question: "Does education make a man morally stronger?" was debated the other day in the Arkell debating society, Guelph, with a decision for the affirmative.

MR. JAMES E. THOROLD ROGERS touches on "Contemporary Socialism" in the *Contemporary*, the pegs upon which it is hung being Emile de Laveleye's "Le Socialisme Contemporain," and John Rae's "Contemporary Socialism."

D. APPLETON & Co. have just published "The Hundred Greatest Men," being one hundred portraits of the greatest men in history, with text by Matthew Arnold, Noah Porter, Max Muller, J. A. Froude, John Fiske, and others.

THE Normal School reopened on Tuesday with an attendance of ninety ladies and thirty gentlemen. Mr. Kirkland, the newly appointed principal, gave an address to the students. We hope to be able to publish it next week. The Minister of Education was present and in felicitous terms welcomed the students to the school and to the city.

ONE of the most cheerful and encouraging items of news that we have obtained,—that is, encouraging to those who are hoping for a change, a revolution, in the ordinary methods of school organization—is that the school trustees of New Brighton, the southern suburb of London, Ont., place and retain their most efficient teachers in the First Book classes.

IN the diocesan synod held at Quebec on the 14th inst., it was moved by Dr. Lobley "that a committee of this synod be appointed to communicate and concert with the synod of the diocese of Montreal, and if after such

conference it should be thought desirable, a meeting should be held with the representatives of other Christian bodies with a view to the introduction of religious instruction, in the public schools of this province.

TRULY the world moves fast forwards. The association of Collegiate Alumnae, originated in 1882, has now a membership of 400, representing 13 colleges. Its object is to "unite alumnae of different institutions for practical educational work." Miss Florence M. Cushing, of Vassar College, is the president.

RECENT poetry has much to be proud of. The best of the latest productions are Browning's "Ferishtah's Fancies," Swinburne's "A Midsummer Holiday and other Poems," Michael Field's "Callirhoë, Fair Rosamund," Thomas Woolner's "Silenus," Robert Bridges' "Prometheus the Fire-Giver," J. A. Symonds' "Vagabundus Libellus," and translations of mediæval Latin songs with the title "Wine, Women, and Song," A. R. Repes' "Poems," the Hon. Mrs. Greville Nugent's "The Rueing of Gudrun and other Poems," and, of course, Lord Tennyson's "Becket."

THE second annual banquet of the Medical Department of the Western University was a great success. It was attended by prominent representatives of the College of Physicians and Surgeons, of the legislature, municipal and educational bodies, and of the learned professions. The Toronto School of Medicine and the Trinity Medical School were ably represented by Messrs. L. Hooper and A. D. Graham. The professors and officers seem to be delighted with the progress of the school and full of hope for its future prosperity. Steps have been taken to establish a Law School in connection with the Western University. All the necessary measures are likely to be completed in a month or two.

THE principal of the Parkdale county model school, believing that boys and girls of from fourteen to seventeen years of age should know something about the present as well as the past of their native country, has adopted the somewhat novel plan of giving his senior class lessons on "How Canada is Governed," using *Grip's* cartoons for 1884 as a text. Without giving the slightest cause of offence to Liberal or Conservative, Mr. Wismer in this way has succeeded in arousing interest in his pupils, and giving them a clear and comprehensive idea of the more important political events of the past year. Teachers who may wish to try the same plan in their schools will find what they require in the issue of January 10th, 1885, which contains a *resumé* of the cartoons of 1884.

AMONGST other late publications the names, authors, publishers, and prices of which teachers may find it useful to know are:—"Temperance Physiology," by Hunt, A. S. Barnes & Co., New York, price \$0.60; "Architectural Perspective for Beginners," by Wright, W. T. Comstock, New York, price \$3.00. Part XIX. of the Stormouth Dictionary, Harper and Bros., New York, price \$0.25; "German Pronunciation," by Victor, B. Westerman & Co., New York, price \$0.55; "British Orations," 3 vols., by Adams, G. P. Putnam and Sons, New York, price \$3.75; "Sketches in Natural History," by Atkinsons, G. Routledge and Sons, New York, price \$1.25; Delbruck's "Introduction to the Study of Temperance," by Channing, Ginn, Heath & Co., Boston, price \$1.00.

## Correspondence.

### FAULTY EXAMINATION PAPERS.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—While attention is being drawn to the matter of examinations and examiners, reference might, I think, with advantage, be made to one particular paper which came into my hands a few days ago, and which is perhaps as good an illustration of some of the faults complained of in your editorial of the 8th as could be found.

The one alluded to is that on Drawing, for entrance to High Schools.

While a great deal might be said about it both by way of criticism and suggestion, I will content myself with simply stating what in it I consider to be most faulty.

Only two out of the six questions are worded so as to be clearly understood; the others admitting of doubt as to just what is meant; in most of them not enough information is given, and what is given is couched in language calculated to mislead.

The object of entrance examinations is to ascertain whether candidates have gone sufficiently far in their studies to take up the work of the school to which they are seeking entrance, and if the intention of the examination papers is not clearly seen, those writing on them are manifestly placed at a great disadvantage, and have not a fair chance of showing what they can do.

There are times when it is advisable to draw out at an examination the capacity of the candidates for thinking for themselves, but in the case of children applying for entrance to the High Schools, it is very doubtful if such a course could be recommended.

I have been struck with the fact that in more than one of the late papers there have been apparent omissions, whether caused by the author or typographer is not evident, but in any case they seem to indicate that no sufficient care has been exercised to see that everything is correct before the papers are distributed from headquarters.

Yours, etc.,

FAIR PLAY.

## Examination Papers.

### ADMISSION TO HIGH SCHOOLS.

Papers set at the late December Examinations.

#### IV. FOURTH BOOK AND SPELLING.—Examiner : —JOHN SEATH, B. A.

ONTARIO READERS.

1. Ruin seize thee, ruthless king;  
Confusion on thy banners wait!  
Though fanned by Conquest's crimson wing,  
They mock the air with idle state.  
Helm, nor hauberk's twisted mail,  
Nor e'en thy virtues, tyrant, shall avail  
To save thy secret soul from nightly fears,  
From Cambria's curse, from Cambria's tears!

(a). Who is the king here addressed? Why is he called "ruthless" and a "Tyrant."

(b). Explain "confusion," "banners," "mock the air," and "idle state."

(c). As what is Conquest represented here? Why is the word spelt with a capital? Why is "Conquest's wing" described as "crimson?"

(d). Write brief notes on "helm," "hauberk," and "twisted mail."

(e). What "virtues" are meant? Why does the bard say "even thy virtues," "secret soul" and "nightly fears?"

(f). Give the meaning of "Cambria" as used here.

(g). What feelings should we express when reading the stanza?

2. A little after midnight, the joyful sound of Land! Land! was heard from the *Pinta*, which

kept always ahead of the other ships. As soon as morning dawned, all doubts and fears were dispelled. From every ship an island was seen about two leagues to the north, whose flat and verdant fields, well stored with wood, and watered with many rivulets, presented the aspect of a delightful country. The crew of the *Pinta* instantly began the *Te Deum* as a hymn of thanksgiving to God, and were joined by those of the other ships with tears of joy and transports of congratulation. They threw themselves at the feet of Columbus, with feelings of self-condemnation, mingled with reverence. They implored him to pardon their ignorance, incredulity and insolence, which had created him so much unnecessary disquiet, and had so often obstructed the prosecution of his well-concerted plan; and passing in the warmth of their admiration from one extreme to another, they now pronounced the man whom they had so lately reviled and threatened, to be a person inspired by heaven with sagacity and fortitude more than human, in order to accomplish a design so far beyond the conceptions of all former ages.

(a). Give for each of the following a meaning which may be put for it in the foregoing passage: "as soon as morning dawned," "aspect of a delightful country," "transports of congratulation," "obstructed the prosecution of his well-concerted plan," "sagacity and fortitude more than human," "in order to accomplish a design."

(b). What had caused these "doubts and fears?"

(c). How had the crews shown their "ignorance," their "incredulity," and their "insolence?" Why did they now revere Columbus?

(d). State in your own words how the author of the foregoing passage explains "from one extreme to the other."

3. Under the following heads give an account of the destruction of Pompeii: The appearance of the city before its destruction; The sudden calamity; What excavators have discovered.

#### CANADIAN READERS.

1. There was a sound of revelry by night,  
And Belgium's capital had gathered there  
Her Beauty and her Chivalry, and bright  
The lamps shone o'er fair women and brave men;  
A thousand hearts beat happily; and when  
Music arose with its voluptuous swell,  
Soft eyes looked love to eyes which spake again,  
And all went merry as a marriage bell.  
But hush! hark! a deep sound strikes like a rising  
knell!

(a). Under what circumstances did the events here narrated take place?

(b). Explain the meaning of "Beauty," and "Chivalry." Why are "Beauty" and "Chivalry" spelt with capitals? What is meant by saying that Belgium's Capital had gathered, etc.?

(c). Explain "thousand," "voluptuous swell," "spake" and "again," as used here.

(d). Why is "strikes" present tense while the verbs in what goes before are past?

(e). What different feelings should we express when reading lines 1-8 and line 9?

2. The Duke of Wellington left to his countrymen a great legacy,—greater even than his glory. He left them the contemplation of his character. I will not say his conduct revived the sense of duty in England. I would not say that of our country. But that his conduct inspired public life with a purer and more masculine tone I cannot doubt. His character rebukes restless vanity, and reprimands the irregular ebullitions of a morbid egotism. I doubt not that, among all orders of Englishmen, from those with the highest responsibilities of our society to those who perform the humblest duties,—I dare say there is not a man who in his toil and his perplexity has not sometimes thought of the Duke, and found in his example support and solace.

(a). Give for each of the following a meaning which may be put for it in the foregoing passage: "revived the sense of duty," "inspired public life," "masculine tone," "irregular ebullitions," "morbid egotism," "found in his example support and solace."

(b). Distinguish between "contemplation" and "sight."

(c). Illustrate the meaning of "highest responsibilities of our society," and of "the humblest duties."

(d). Why does the author not say that the Duke's conduct "revived the sense of duty in England?"

(e). What lessons may we learn from the "contemplation of the Duke's character?"

(f). Quote the lines from "A Psalm of Life" suggested by the above passage.

3. Under the following heads give an account of Tom Brown and Arthur: Rugby School; Who Tom and Arthur were; What happened at School the first evening; How Tom felt when he went to bed; His determination, and the great lessons he had learned.

#### ROYAL READERS.

1. What would we give to our beloved!

The hero's heart to be unmoved,  
The poet's star-tuned harp to sweep,  
The patriot's voice to teach and rouse,  
The monarch's crown to light the brows?  
"He giveth His beloved sleep."

What do we give to our beloved?

A little faith all undisproved,  
A little dust to overweep,  
And bitter memories, to make  
The whole earth blasted for our sake;  
"He giveth his beloved sleep."

(a). How in each stanza is the last line connected in sense with what goes before it?

(b). Explain "our beloved," "star-tuned," "to light the brows" and "sleep."

(c). State in your own words what we would give to our beloved?

(d). Explain "all undisproved," "to overweep," and "blasted for our sake."

(e). State in your own words what we give to our beloved. When are the gifts received?

(f). Name the words in the first and the last line of each stanza that are to be emphasized.

2. "The most beloved of English writers,"—what a title that is for a man! A wild youth, wayward, but full of tenderness and affection, quits the country village where his boyhood has been passed in happy musing, in fond longing to see the great world, and to achieve a name and fortune. After years of dire struggle, of neglect and poverty, his heart turning back as fondly to his native place as it had longed eagerly for change when sheltered there, he writes a book and a poem, full of the recollections and feelings of home,—he paints the friends and scenes of his youth, and peoples Auburn and Wakefield with remembrances of Lissoy. Wander he must; but he carries away a home-relic with him, and dies with it on his breast. His nature is truant; in repose it longs for change, as, on the journey, it looks back for friends and quiet. He passes to-day in building an air-castle for to-morrow, or in writing yesterday's elegy; and he would fly away this hour, but that a cage and necessity keep him.

(a). Give for each of the following a meaning which may be put for it in the foregoing passage: "wayward," "happy musing," "to achieve a name and fortune," "the recollections and feelings of home," "paints," "His nature is truant," "building an air castle," "elegy."

(b). Distinguish between "longing" and "wishing."

(c). Why is the "title" the author quotes a very great one?

(d). Name the book and the poem referred to.

(e). What is here meant by "a home-relic?" Explain "dies with it on his breast."

(f). As what is Goldsmith represented in the latter part of last sentence? Why is he so represented?

3. Under the following heads give an account of the battle of Crecy: When the battle was fought; Why it was fought; How it was won; What was the result.

4. Correct any errors in the spelling of the following, and divide into syllables the correct forms of the last two: lessen, watery, wintery, preceed, conceed, accommodate, parrallel, Wednesday.

## WHAT ITS CONTEMPORARIES SAY OF THE "EDUCATIONAL WEEKLY."

THE EDUCATIONAL WEEKLY.—*Grip Co.*, Toronto. The first number of this journal is to hand. It is a 20-page paper, in handy form, well printed, and promising to be of interest to the teaching profession. \$2 per annum.—*Chatham Banner*.

We have received the first number of the EDUCATIONAL WEEKLY, a sixteen page, nicely printed sheet, published at the *Grip* printing house, Toronto, and ably edited by Mr. Bryant, M.A., who is assisted by many efficient contributors.—*Georgetown Herald*.

THE first issue of the EDUCATIONAL WEEKLY is on our table, and both in literary matter and typographical appearance promises well. Its editors are practical men fully conversant with educational matters and should receive the hearty support of the teaching profession.—*Strathroy Age*.

THE EDUCATIONAL WEEKLY is the name of a new aspirant for public support in the newspaper field. It is published in Toronto, and edited by Mr. J. E. Bryant, M.A., late Head Master of Galt Collegiate Institute. It is nicely got up, and contains a fund of good reading.—*Ayr Recorder*.

ON our table appears this week the first copy of a new educational paper—the EDUCATIONAL WEEKLY. It is edited by John E. Bryant, late of the Galt Collegiate Institute. The paper is nicely printed, ably edited, and contains a great deal of interesting matter, and should be in the hands of every teacher.—*Huntsville Forester*.

We have received the first number of the EDUCATIONAL WEEKLY, a new journal just launched in Toronto, and edited by Mr. J. E. Bryant, M.A. It is a handsome and valuable journal, and deserves success. It is published by the *Grip* Printing and Publishing Co. \$2 per annum.—*Muskoka Herald*.

THE first number of the EDUCATIONAL WEEKLY, printed in Toronto by the *Grip* Publishing Co., and edited by John E. Bryant, M.A., has been received. We can only speak of it in praise, both as to its typographical appearance and its interesting contents. We wish the proprietors the success their laudable venture deserves.—*Boston News*.

We are in receipt of a capably edited paper called the EDUCATIONAL WEEKLY, issued by the *Grip* Printing and Publishing Co., Toronto, with Mr. John E. Bryant, M.A., as Editor and Mr. C. Fraser, as Business Manager. As its name implies, the paper is devoted to educational interests. It contains a large amount of good, solid reading matter, put together in readable shape.—*Flesherton Advance*.

We have just found upon our table the first number of the EDUCATIONAL WEEKLY, from the press of the *Grip* Printing and Publishing Co., Toronto. This is a first-class journal of culture and education, and is published in the interests of teachers and others interested in the educational interests of the land, and will, we have no doubt, be liberally patronized.—*Peterborough Times*.

We have received copies of the *School Journal* and the EDUCATIONAL WEEKLY, both published at Toronto. They are both ably edited, the former by Prof. Wells, and the latter by J. E. Bryant, M.A., a well-known writer on educational subjects. These weeklies should be in the hands of every school teacher in the country, and we wish them abundant success.—*Haldimand Advocate*.

THE EDUCATIONAL WEEKLY is published by the *Grip* Printing Co., and edited by John E. Bryant, M.A. The first two issues speak promisingly of filling the want existing, viz.: a first-class journal which will keep teachers informed on every branch of their profession. The typographical work is A. 1.; the paper is of convenient size and contains 16 pages exclusive of cover.—*Peel Banner*.

THE first number of the EDUCATIONAL WEEKLY, a new journal published by *Grip* Publishing Company, is to hand. It is a sixteen-page paper printed from new type, and presents an admirable appearance. J. E. Bryant, M.A., late of Galt Collegiate Institute, is editor of the new journal, and this in itself is a sufficient guarantee that it will be conducted in a thorough and practical manner.—*Acton Free Press*.

We have received the first number of the new EDUCATIONAL WEEKLY. The editor is Mr. John E. Bryant, M.A. Typographically the new publication is exceedingly handsome, while the literary work is of a high order. Altogether, this is the most ambitious educational journal yet attempted, and is calculated to be a powerful stimulus and assistance to the whole educational profession.—*Trent Valley Advocate*.

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WE received last week the first number of the new EDUCATIONAL WEEKLY. It is published by the *Grip* Printing and Publishing Co., Toronto, and edited by Mr. John E. Bryant, M.A. It is neatly and artistically gotten up, and the literary work is of a high order. The new journal deserves success, as it is, we believe, the best of the kind ever published in Canada. Subscription price, two dollars a year. All interested in our great educational work should subscribe.—*Northumberland Enterprise*.

THE initial number of the EDUCATIONAL WEEKLY is received. It announces itself to be a perfectly independent educational journal. Too often educational journals degenerate into mere organs of wealthy publishing firms, or are mere registers of the views of the Minister of Education, or the Department. The WEEKLY promises to be independent of any or all such influences. Under these circumstances we believe there is a legitimate field for it in the Dominion, and we cordially wish it a successful future.—*Clarksburg Venture*.

We have received the first number of THE EDUCATIONAL WEEKLY, a new paper under the editorial management of Mr. J. E. Bryant, formerly of Clinton. It is neatly got up and carefully edited. Among the promised contributors to its columns appears the name of Mr. Jas. Turnbull, of Clinton High School. Although there are a series of journals of this nature, this one will strive for a place among them, and judging by the present number there is no reason why it should not take the lead.—*Clinton New Era*.

We are in receipt of first number of the EDUCATIONAL WEEKLY, a new paper published by the *Grip* Printing and Publishing Co., Toronto. As its name indicates, it is an educational journal, the aim of which will be to foster and encourage the interests of education throughout the province, as well as affording a medium for just criticism and thorough ventilation of all educational questions. It is a neat sixteen page paper, and taking cognizance, as its object, of the whole educational work of our province, ought to meet with a hearty support.—*Almonte Times*.

THE EDUCATIONAL WEEKLY, is the title of a new educational journal published by the *Grip* Printing and Publishing Co., Toronto, and edited by John E. Bryant, M.A. This new candidate for public favor aims to take cognizance of the whole educational work of our Province, both public and private, and we would echo the hope expressed by the editor in his greeting, viz., that *The Educational Weekly* will not be without its supporters and sympathizers in the great work it has undertaken.—*Mount Forest Confederate*.

THE EDUCATIONAL WEEKLY, another sixteen-page weekly educational paper, is here added to our list of exchanges. It is a handsome, substantial, solid, business-like looking paper, and its first number, dated Jan. 1, 1885, promises well. It is published at Toronto by the *Grip* Printing and Publishing Co. Its editor is John E. Bryant, M.A., and its general manager is Samuel J. Moore. We give it a cordial greeting, and put it upon our exchange list. The teachers of the Great Dominion are to be congratulated.—*New England Journal of Education*.

THE EDUCATIONAL WEEKLY is a new solicitant of public favor in the educational region. It is published by the *Grip* Publishing Co., Toronto, and, as its name indicates, will give a weekly compendium of everything pertaining to our educational interests. The first number appeared with the new year; and if the rest prove as good as that it will do. Mr. John E. Bryant, M.A., is its editor, and he apparently understands the art of presenting facts and opinions in the most attractive form. We suggest that teachers and others interested in school and educational matters send for a sample copy. It will be furnished at \$2 a year. Most former publications in this department appeared only once a month.—*Cobourg World*.

THE *Canada School Journal* is now to be issued as a weekly publication, the EDUCATIONAL WEEKLY. If the first number is to be taken as an index of the paper, the teachers of Ontario have reason to congratulate themselves upon its advent. Many of the old landmarks in the teaching profession remember with what pride in days gone by they hailed the *Ontario Teacher*, a monthly, published at Strathroy, which has since undergone several changes in form, name and proprietorship, and now comes out in the form of this bright new weekly. That its course may be one of straightforwardness, and that it may always champion the cause of the poorly paid pedagogue, is all that is required from it to secure the best wishes of the *Busy Times*.—*Port Elgin Busy Times*.

We have received the first number of the new publication, the EDUCATIONAL WEEKLY. If the number before us may be taken as a criterion, we predict for the WEEKLY a career of usefulness and prosperity. It is certainly a great improvement upon any educational journal heretofore published in Canada, and should secure a large circulation among the teaching profession. It promises to be fearless and independent in its treatment of educational questions, and being edited by a gentleman of Mr. Bryant's well-known ability and literary attainments, and including among its staff of contributors the most eminent educationists in the province, it should know no such word as fail.—*Galt Reformer*.

THE EDUCATIONAL WEEKLY is the title of a new journal, which we the more gladly welcome because its conductors seem to have right views as to the imperfection of secular education. The Editor, in his Greeting, asks for light from all who will kindly give it, but most of all for that greater light "Christ promises to give to every one that asks it of Him." He who seeks the light of Christ will not see light in the darkness of secular training. Having already some measure of this sacred light, we ask our contemporaries to stand firm in asking with us that all our educational institutions be based upon the teaching of Him who is the Light of the world. The article on "Moral Education, the great want of the age," by Rev. Peter Prescott, is valuable and timely. We are glad to see a friendly notice of the retirement of Dr. Davies from his post at the Normal School. The retirement was, we believe, a political act, Dr. Davies not being of the same political stripe as the minister of education. A journal devoted to education, should lift up its voice boldly against the policy of forcing men out of appointments, or forcing them into appointments for political reasons. If its mouth is gagged in such topics its position is unworthy the associations of educational effort and life.—*Dominion Churchman*.

## -- TO ALL TEACHERS. --

If you intend to subscribe to the EDUCATIONAL WEEKLY do so at once. If afterwards the local association to which you belong decide to obtain the WEEKLY for its members at club rates, the difference between your subscription and the club rate will be refunded to you; or the WEEKLY will be sent to you for sixteen months, just as you prefer. Do not wait for the meeting of your association. Secure the numbers from the beginning.

### Educational Weekly—First Number.

To those who do not intend to subscribe for the EDUCATIONAL WEEKLY, we shall be much obliged if they will kindly notify us of their intention by sending back to us the *first number*. We are receiving every day subscriptions asking for the *first number* and we cannot supply it. Keep the second and third numbers if you like, but kindly send us the first number if you do not want it.

### CONTRIBUTIONS.

We are daily receiving proffers of aid, and contributions on every variety of Educational work. Many of the local teachers of the province have promised to send us practical papers bearing on every phase of school work. But we still say to our readers, if you have any thoughts that you think will be helpful to your fellow teachers, or if you have done any special work which you think would be helpful to other students or teachers, we shall be very glad to receive contributions from you. We can make an unlimited number of selections from American and English School Journals, but we much prefer to publish the views and opinions of our Ontario teachers, believing as we do that as a body they are equal in intelligence and in thoroughness to those of any country in the world.

### TO OUR READERS.

Keep your numbers carefully. Do not let them be destroyed. At the end of each half year we propose to prepare and give to each subscriber, an *index* and *title page*. You will have at the end of the year two volumes of at least 416 pages each, or one large volume of 832 pages, exclusive of 208 cover pages. You can hardly over-estimate the usefulness of the vast quantity of educational information there will be in those two volumes. We purposely insert some things that perhaps have already been pretty widely circulated by the newspapers, because we know that at the end of the year this preservation will be of great importance to every educationalist. We shall in due time announce very favorable arrangements for binding.

### TO ALL.

Remember the exceedingly low rates of subscription: \$2.00 per annum for single copies, \$1.00 for six months. Clubs of five at \$1.60 each, or the five for \$8.00. Clubs of twenty at \$1.50 each, or the twenty for \$30.00.

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