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Vol. II.

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Number 44.

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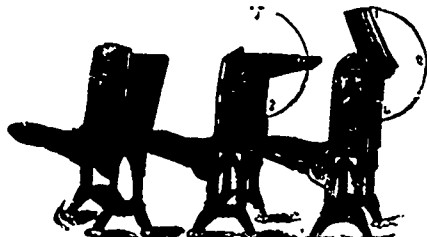
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FOR THE

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In corresponding with our Advertisers you will confer a favor by mentioning the Educational Weekly.

The Educational Weekly.

TORONTO, OCTOBER 29, 1885.

PRESIDENT WILSON, at Convocation, stated that as college examinations were henceforth to be substituted for those of the university, the scholarships formerly given by the university would necessarily be withdrawn. He expressed his confident hope that friends of the college would be found who would supply funds sufficient to establish college scholarships of an amount equal to those previously available. We venture to express the opinion that friends of the college can make a much better use of their money. Scholarships, in a national institution, practically free, are not merely not necessary to education, they are inimical to it. If a student has not sufficient interest in his own mental advancement and culture to make the best use of all the advantages which professors and laboratories and libraries supply him, without the artificial stimulus of a competitive examination, he does not deserve the gifts the gods provide him, and should go punished all his life with an unexpanded mind and a rudimentary education. University College needs professors and demonstrators; it needs laboratories and facilities for practical work; it has no need of prizes, whether in books or money. These competitive examinations, their preliminary crams and their accompanying stimuli of scholarships and prizes, are but the residua of an effete, unphilosophic system which is fast vanishing under the heat and light of modern educational science and opinion.

THE doubt expressed by Dr. Wilson of the wisdom of the proposed arrangement in the "basis of confederation," by which there should be (1) a state supported university professoriate, and (2) a state supported college professoriate, inasmuch as the division is not logically made, but rather is confessedly made to harmonize the standing of the new University College with the status of the confederating colleges, seems to us to be groundless. No one who has looked over the scheme can fail to see that by it the state becomes committed to a much more generous support of higher education than it has ever yet given. A student enrolled in the new University College could suffer in nowise by the proposed division. To whatsoever degree the confederating colleges enlarged their staff, the state would be forced by public opinion to increase the staff of University College in the same proportion. And at the same time the university professoriate would be kept at the very highest pitch of excellence that the state could maintain, since in this the state would be upheld both by the public opinion of those

supporting the confederating colleges, as well as by that of the present supporters of our national system. It surely cannot be of great importance to one who believes in a national system whether mathematics, for example, be taught by a professor in University College or by a professor in the University; in each case the state would be responsible for the quality of the teaching and would equally see to it that it was good. From the standpoint of the University of Toronto, there are, no doubt objections to the basis, but surely this proposed division is not one.

THE unification of our educational system is not yet complete. The college does work that should be done in the high schools, that is done by many of them now; and the high schools do a great deal of work that should be done in the public schools. But the relationship of the three systems is more organic than it has ever been, and the tendencies are towards complete unification. The obstacle is, and always has been, the difference in ideals of primary and higher education. Primary education is adapted, every year more and more rationally, to the actual wants of the people. Higher education with us is governed largely by the traditions of past centuries, and its ideals are not germane to our people; they are imported.

MICHIGAN deserves the credit of being the first State to establish a completely homogeneous educational system. Its secondary schools exactly fill the gap between its primary schools and its colleges. It has but one university, and this takes cognizance of all the higher education of the State, both lay and professional; and for the various branches of its higher education the most ample provision is made. To be graduated from any high school in the State is to be deemed prepared to enter any professional school or college. To have passed through any graded primary school is the qualification of entrance to any high school. Each stage of the educational process is complete in itself, and its work is planned to comport with the conditions and requirements of those desiring to undertake it.

THE homogeneous system of Michigan has been adopted by all those States whose rapid development and early organization left them free to follow what models they chose:—Wisconsin, Minnesota, Kansas, Nebraska and other States, in the west and northwest. In the east, on the contrary, a most heterogeneous system exists. The large colleges and universities are the product of private beneficence bestowed in early times, when the State took no cogniz-

ance of education, either primary or higher. They were founded independently of the State, and since their foundation, by many increments of income from private sources, they have been enabled to exist and to grow without the support of the State. Some of these institutions had, from early times, preparatory schools of their own, but in process of time there were established, as need was felt for them, academies—some the result of private beneficence, others the outcome of private enterprise—institutions of secondary education, of more or less excellence and stability, to serve as feeders to the great universities and colleges. When the New England state system of education was established (in 1825 say), primary schools alone were included in its operation. In time the state schools in some of the larger towns developed into schools of secondary grade, but it was not until 1850 that a general national, that is to say, state system of primary and secondary schools, was established. In the meantime the private academies had obtained firm foothold both as preparatory schools to the universities, and as finishing schools for many who did not or could not go to the universities. Since 1850, however, the state system has been growing steadily in popular favor, and receiving more and more of popular support. Classics and modern languages have been added to science and mathematics in the curricula of these schools, and they form now the principal feeders of the universities and the principal finishing schools of that great number who do not enter the university. The private academies have declined in influence and importance and have received less and less support, so that now only the best endowed of them can long remain.

THE felt need of a more intimate and organic relationship between the universities and colleges on the one hand, and the public and private preparatory schools on the other, has been operative in originating and promoting a movement for the purpose of accomplishing this organic union. The presidents of Yale, Harvard, and Brown, and representative professors from Tufts, Newton, Andover and other colleges, are now co-operating with representatives of the leading classical (private) and high (national) schools of New England in devising a plan by which more unanimity of aim, and concentration of effort in the work of preparing students for matriculation into the universities may be secured. Again, we may say, that Ontario, backward as she is, has long since solved a problem which some of our neighbors are only now setting about to solve.

Contemporary Thought.

THERE is some demand that the schools return to the old fashioned system of oral spelling, as being better in results than the method by which students are taught words as a whole.—*The Current.*

ANOTHER disease is the Didactic Disease—i. e., telling instead of teaching. Put shortly, this is an attempt to do everything for one's pupil—as if the teacher could digest for him. Dr. Arnold (*Life* I., 115), as a rule, did not give information except as a kind of reward for an answer; and often withheld it altogether, from a sense that those whom he was addressing had not sufficient interest or sympathy to entitle them to receive it.—*Rev. W. A. Hales, in "Evolution."*

"I AM convinced," says Edmund Burke, "that the method of teaching which approaches most nearly to the method of investigation is incomparably the best, since, not content with serving up a few barren and lifeless truths, it leads to the stock on which they grew; it tends to set the learner himself on the track of invention, and to direct him into those paths in which the author himself has made his own discoveries."—*Rev. W. A. Hales, in "Evolution."*

GOOD health is becoming "good form." Anything that will help in the conversion of fops into gymnasts, deserves to be quoted. N. Mattieu Williams has made a discovery which had he made thirty years earlier, he believes would have made his present growth very different. It is that we walk too much and run too little; that a short daily trot would be of immense service in strengthening our livers, our lungs, and our dispositions. It is a reasonable cure, and encumbered with less red tape than a gymnasium.—*The Chautauquan.*

ALLUDING to the scheme of university federation into which it was proposed that Victoria should enter, he said that whatever the decision of the authorities, he was perfectly convinced that no change would take place in the fundamental principles on which the university was founded. Their fathers were in advance of the times when they erected Victoria College, but he regretted to say that the Methodist Church had allowed their sister denominations to get ahead of them in educational matters. It was high time the Church aroused herself to her true position, if she wished to take her place side by side with them.—*President Nelles, at Victoria University.*

THE unfortunate hazing affair at Princeton at the beginning of the fall term, brought the college world again face to face with the question, "What shall we do about it?" The Princeton faculty decided summarily, and the offenders had to go. At Williams, seven sophomores have been suspended for indulging in cane rushes. The verdict seems to be that, if necessary, college halls will be emptied, and grass will be allowed to grow in the paths, but this thing shall be stopped. Would not a little healthy public opinion be efficacious in breaking up the business? Why should the boy in college be unmolested for assaulting a fellow-student while the boy out of college is fined or imprisoned?—*The Chautauquan for November.*

MANY young teachers begin their life-labors with the belief that education has no history—can-

not and need not have a history; that it is, in fact, a poor and temporary act, begun in the necessity for keeping children out of mischief, continued in routine and aimlessness, and ended in Leadaches and examination papers. To such it would be of real value to survey the history of education in China, India, Greece, and Rome, and among the nations of Europe. It would be of the highest service to young teachers to know what the great thinkers of the world have had to say on the matter—Plato, Aristotle—and what more modern men teach—Bacon and Selden, Milton and Locke, Jean Paul and Goethe, Pestalozzi, Froebel and Diesterweg. Hints, facts, principles, guidance, but above all inspiration, could the young teacher thus be led to draw from the biographies of the great educationalists who have left their lives in their work.—*Rev. W. A. Hales, in "Evolution."*

THE Tyranny of the book is another *idolon scholæ*, which a healthier state of education would soon destroy. The true conception of education is simply the contact of living mind with living mind. We may come upon this contact in books, or we may not. The child misses the contact in a book more often than he finds it. The old conception of education was a very simple one—a book, a teacher, a learner—the teacher behind, the learner in front, the book in the middle—the process being to decant the contents of the book into the learner as quickly as possible. But where, in such a process, are the feeble but kindly and vital beginnings, the bright interplay of question and answer, the guess, the hint, the seeking and finding, the eager rising to truth, the grasp after beauty, the corporate enthusiasm, and the charm unexhausted by a hundred repetitions? Learning, in its best sense, is never attended with weariness or discouragement, whereas, the book which has to be "got up" is the living symbol of a deadly fatigue. The art of questioning in a teacher, the growing power of acute and skilful analysis, the insight into the number and kind of steps that a class must take in each part of a subject—all these are killed off by the possession of the book.—*Rev. W. A. Hales, in "Evolution."*

THE exclusive education of English boys up to a very recent period comprised only the classic, and that in a pedantic way. I must say English boys used to be allowed to grow up in ignorance unfathomable, without a bottom or shore. The system of education was one that produced either little prodigies or little dunces. It treated the plastic clay as though it were the unyielding marble, and sought to produce the same lustre from the slate as from a diamond. To a practical ignorance of English literature was added the complete ignorance of any form of science. There was even ignorance of everything that was best in the two languages to which everything else was sacrificed. Seven or eight years of a boy's life in England used to be passed in not acquiring the inflexion of a single Greek verb. Some could write Latin prose, such that would make Quintilian stare and gasp, or such Greek verse that any common Athenian schoolboy would have died of laughter at. In those days not a single English grammar-school had a science master; now the commonest is not without one. The condition of affairs in the colleges was at this time very much the same. Cambridge, to be sure, had its mathematics, while

at Oxford, Latin and Greek were almost exclusively studied. This has all changed now, and in each college we give due regard to every branch of learning.—*Archdeacon Farrar, at Johns Hopkins.*

I WILL mention but one more characteristic of this eminent man (Lord Beaconsfield) it was, that even from childhood he aimed at nothing short of the highest power. Call it personal ambition if you will, and admit that personal ambition, unless it be redeemed by purer motives, is an earthliness and an infirmity. Yet, admit also that when a man does aspire it is well that he should aim at something loftier than the sluggish ease of the suburban villa, or the comfortable vulgarity of the selfish millionaire. Speaking to youths at Manchester, Lord Beaconsfield said: "I give to them that counsel that I have ever given to youth. I tell them to aspire. I believe that the youth who does not *look up* will *look down*; and that the spirit which does not *dare to soar* is *destined*, perhaps, to *grovel*." But it was not a purely selfish ambition to which he urged them. "You will be called," he said, "to great duties. Remember what has been done for you. Remember that, when the inheritance devolves upon you, you are not only to enjoy it, but to improve. You will some day succeed to the high places of this great community. Recollect those who lighted the way for you; and when you have wealth, when you have authority, when you have power, let it not be said that you were deficient in public virtue or public spirit. When the torch is delivered to you, do you also light the path of human progress to educated man."—*Archdeacon Farrar, in "Princes, Authors and Statesmen."*

THE highest possible intellectual efficiency and individual happiness, based on a harmonious development of the various faculties of mind and body, are the two principle aims of all education. There is a strong and intelligent party who sincerely believe that these aims are best attained by the college training such as it has been, and who, therefore, wish that this training shall continue for all time. There is another party, not a whit less intelligent, and probably far more numerous, who maintain that the highest and best education is not necessarily of one type; that it may differ as individuals differ; that the college itself has changed in the past, is changing now, and is quite certain to change in the future in accordance with a well-known law of human life, and that therefore, it is neither logical nor fair to require every young person of the present time to follow the example of older persons, in the kind and manner of education which passed as the best when these older persons were young. This party further insist on its being unfair to shut the doors of the only schools in which, according to the view of their opponents themselves, the best education should be given, against those who honestly entertain different views of education, and they ask: Why should you who control these schools deny to us and our children a right which we, on our part, are willing to grant to you? Who is to be the judge between us? Is the college to be forever the school only of one set of believers?—*From "The Problem of Higher Education," by Professor C. A. Eggert, in Popular Science Monthly for November.*

Notes and Comments.

THE *Practical Teacher*, of Chicago, edited by Colonel Parker, has been amalgamated with the *Teachers' Institute*, of New York, and the new paper will be issued under the name *Teachers' Institute and Practical Teacher*, and will be published at the former office of the *Institute*, in New York. Colonel Parker still retains entire control of the editing of the *Practical Teacher* department of the amalgamated papers. Of Colonel Parker we have spoken freely in another column. With the *Teachers' Institute* we are not practically acquainted, but as it is, if we mistake not, made up of the best things of the *N. Y. School Journal* we can speak very highly of it. The best things of the *Journal* are exceedingly good. We recommend the new paper to the favorable consideration of our readers. We should like all Ontario teachers to continue their subscriptions to the EDUCATIONAL WEEKLY; but if, as we hope, they wish to take another educational paper, we know of none we can recommend more highly than the *Teachers' Institute and Practical Teacher*.

The *Magazine of Art* for November contains a sympathetically written account of the romantic history and pitifully tragic end of that celebrated Lady Hamilton whose memory was the last thought of Nelson at Trafalgar, and whose wondrous beauty of form and face was the inspiration of many of the finest paintings of the most famous artists of London a century since. Engravings of four of her portraits—by Romney and Reynolds, the rival artists of the time—accompany the account. "Burnham Beeches," with five beautiful illustrations by Henley, with which the number opens, is written by Mrs. Fawcett, wife of the late Postmaster-General. A full-page engraving of Meissonier's "Napoléon in Russia" gives one some little idea of the most famous picture of the most famous painter of the present era. Many other beautiful engravings, notably those of American artists at the late Paris "Salon," with much instructive letterpress, make up a most excellent number of a periodical which we most sincerely commend to all our readers who love art, and wish to keep learning something about art.

IN the University Senate Mr. Houston has given notice of a resolution to the effect that it is inexpedient to spend money on scholarships, medals or prizes; the Vice-Chancellor has also given notice of a motion that moneys hitherto appropriated for scholarships at senior matriculation shall be devoted to establishing additional scholarships for junior matriculation. The second notice, not less than the first, indicates the growth

in the Senate of the opinion, now quite general in enlightened educational circles, that prizes and scholarships are unnecessary and injurious. If scholarships are good, they are good for students of the first and other years, and now that senior matriculation is done away with, its scholarships should be distributed among those years; if scholarships are not good they should be abolished altogether. It is easy to see, however, that in the meantime, the Vice-Chancellor's motion will carry, and that Mr. Houston's will not. We have, at least, four degree-conferring universities in Ontario; and despite principle, good sense, and good taste, each institution is every year making more and more strenuous efforts to outdo its rivals in the bonuses for attendance it offers to intending students. The Provincial College needs lecturers and professors in several departments; and yet, despite its inefficiency, it goes on wasting its substance with prodigal profusion in this unseemly rivalry.

PERHAPS the most eloquent and the truest things concerning music ever said in Toronto, were contained in the in the exceedingly felicitous words with which Mr. Goldwin Smith introduced the programme of the first of the Monday Popular Concerts to the large audience in attendance. That music has an ethical value, a moral quality, is too rarely recognized both by connoisseurs and executants, and, as a consequence, frivolousness, or sensuousness, or meaningless technicality, is the predominant quality of much music that is heard. Music, like poetry, has its infinity of excellences, and the simplest air may be as truly the birth of genius, as the grandest symphony. Much that is written by the great masters is dull and soulless, while there are immortal songs, of exceeding simplicity, whose writers are forgotten. The opening of the series on Monday, 19th, was most auspicious. The playing of the new string quartette was of course the principal feature of the evening, and gained for the accomplished artists composing the quartette the warm encomiums of the audience. To these gentlemen the public look for direction and guidance in the study of classical music, and their responsibility for the musical culture of the people is very great. They should take every care that their selections throughout the series shall be such as to continuously elevate and instruct the popular taste. Why cannot our larger institutes of learning—high schools and collegiate institutes—do something towards promoting musical culture? We offer the suggestion that near the Christmas holidays concerts be given to the public under the auspices of these schools. Let the motto of each school be: "*here* must be the radiating point of culture for this community." We have made enquiries and have ascertained that the Toronto String Quar-

tette Club may be obtained at fair charges for any school concert within reasonable distance of Toronto. Communications may be addressed to Herr Jacobsen, Director, Toronto.

In the columns of an Ontario contemporary that takes a more than ordinarily enlightened interest in educational affairs, not long ago, in answer to a request for the definition of "Précis-writing and Indexing," two subjects at present set down for examination for teachers' certificates, were among many others, these remarks:—"The word 'précis' does not occur in any English dictionary, and therefore is quite out of place on our curriculum. It is a piece of pedantry to place it there. The word is French. . . . In the Regulations *précis* means terse, or the omission of redundancies. It simply means English composition properly taught. . . . The Education Department should send out a key for the use of teachers. The gentry who run the machine adopt 'highfalutin' terms in preference to plain English ones, a habit that should be condemned.' We do not know to what dictionaries our contemporary has access, but in such dictionaries as *Webster*, the *Imperial*, and *Stormonth*, the word is given and defined in its proper place. "Précis-writing" was a subject in the British Civil Service examinations when they were first instituted in 1855, and it has been a familiar phrase in all the easier grades of English examinations ever since. *Précis-writing* is *not* "English composition properly taught," but the writing of an abstract, a *digested* abstract, of any document or series of documents whatsoever, such as a treatise, a history, a narrative, an account, a discussion, a correspondence; but the term is usually restricted to mean a carefully-prepared and condensed abstract (from which, however, no essential fact is omitted) of an account, a statement, a letter, or a series of letters, such as might be the property of a public office. A still commoner and more restricted use of the term is to denote a condensed, yet perfectly intelligible abstract or epitome of a long and intricate correspondence. Any document which forms the subject of a *précis* is said to be "indexed," when across its back is written its number in the series, its date, its author or sender, its addressee or recipient, and a condensed statement of its subject-matter. The abstract of a *précis* runs continuously from document to document without break, the various documents being simply numbered in the margin. The condensed statement which is part of an *index* is, of course, confined to the document upon which it is endorsed. If, instead of being endorsed, the matter of the index is written in the form of a continuous schedule, then the whole schedule is called an "index" to the series.

Literature and Science.

THE OGRE OF HA HA BAY.

OCTAVE THAKRT.
(Concluded from previous issue.)

"My stable," said old Xavier, "what of the horses?" A medley of voices explained that Isadore had saved the horses. If we were to believe the women he had been a prodigy of valor. Xavier listened with his smirk that was uglier than a frown. "Where then is he, this brave fellow?" said he. Half a dozen boys started after Isadore.

I did not wait for his arrival. Seeing Susan standing a little to one side, I joined her. She told me about the fire. It seems that a party of tourists, coming and going by the morning's boat, had been shown through the village by Isadore and little Antoine Vernet. The gentlemen, who had somehow heard of old Xavier, expressed a curiosity to go into his house. They pulled the boards off a window and climbed in and roamed over the house. They were smoking, and there was a quantity of dry wood and shavings about. Little Antoine said that Isadore asked them to put out their cigars lest a spark should set these afire; but they did not appear to understand him. After they were gone, almost three hours, the fire broke out. The whole house seemed to flash into a blaze at once. When Isadore, brought back from the pier, arrived, it was all that he could do to save the horses in the stable and the old house.

As Susan spoke, I saw Isadore and his uncle approaching, and, at the same moment, from the opposite direction, the Widow Guion and Mélanie. Isadore's expression was completely concealed by streaks of smut, his dress was torn and his hair disordered. Old Xavier was grinning. To them marched Madame Guion, dragging Mélanie after her. She did not so much as glance at us. Then I saw that she was livid with passion. "M'sieu'," said she, in a voice hardly above a whisper, but holding the energy of a thunderbolt, "will you know who set fire to your new house?"

"Without doubt, Madame," replied Tremblay; and he stopped grinning.

The woman thrust out a long fore-finger as she might have thrust a knife, crying, "Behold him!"

It was at Isadore that she stabbed with her hand, the finger tapping his breast. He recoiled, but answered boldly enough, "Madame, I do not understand."

"Comment?" said Xavier between his teeth.

"Oway, it is thou, Isadore Clovis," said Madame Guion, always in the same suppressed, vibrating tones, "that burned thy uncle's new house; I saw it, I, with these

eyes. I tell it to him and to these Americans, who think that I should have given my daughter to thee!"

Mélanie threw a piteous glance around. "Wait, maman," she begged, "he will explain!"

"Peste," growled old Xavier, "what have we here? Speak, Madame, you. Tell what you have seen."

The widow released her daughter's hand to have both her own free for dramatic action; she spoke rapidly, even fiercely.

"Behold, then, M'sieu'; I go, this morning, to buy a pair of boots for Jules, and I pass your new house. A window has the board hanging by the one nail. It is natural, is it not? I, a mother, wish to view the house where my daughter shall live. So I look in. Behold Isadore, your nephew, in the room. He splits boxes to pieces, chop! chop! with both arms, view you, he that pretends an arm in a sling. Then he goes out. I cannot see him, but I hear chop! chop! again. Then he comes back; he has, what think you? a kerosene can in his hands. He goes through the room. He does not come back. Then I go away. I think, 'What makes he there?' I cannot comprehend. A long time passes. It arrives that I hear them crying the alarm. Your house burns, M'sieu'! I run quickly. I am there among the first. They break down the door but the fire jumps out, *pouf!* in their faces. I run to my window; there, in the room, is the pile of wood blazing—so high!" lifting her arms. "So was it in every room. He had made piles and poured on the kerosene. I have a nose, I; I could smell it! Now, will he deny it, *le scélérat?*"

I suppose we all looked at Isadore. Mélanie clasped her hands and took a step towards him. Old Xavier gave his nephew a front view of a tolerably black scowl. "Eh bien, my nephew," said he, "what sayest thou?"

Isadore's sooty face could not show a change of color, but in his stiffening muscles, the straightened arms, and clenched fists one could see that he was pulling himself together. From childhood he had been taught to fear the old man before him, and those whom we fear in our childhood, we seldom can defy with unbiased calmness in later years; there is apt to be a speck of assertion about our very revolt. A sort of desperate hardihood was visible in Isadore's bearing, now, as he frowned back at his uncle. "Oway, mon oncle," said he, in a strident tone, "Oway, I burned your accursed house. Send me to prison. Môme chose."

Mélanie uttered a low moan and covered her face.

"Come, mon enfant," said the widow gently, "thou seest now. She would have pu' her arm about the girl, but Mélanie pushed it aside, ran straight to Isadore, and

caught him around his neck with both her arms. She was taller than he, so she drew his head to her breast instead of resting hers upon him.

Old Xavier looked on, motionless. "Bon," he said, "why did you do it?"

Isadore lifted his head. "Why?" repeated he; "have I the heart of a mouse to see you take Mélanie away from me and do nothing? It was to live in the house that you would marry her. If the house were burned, it might be that you would build another and live in it without a wife. *Et puis*—I burned the house."

"And thy arm? Was it hurt?"

"No," answered the young fellow sullenly, yet boldly, "I said it to get you away from home."

"And the gentlemen from the boat?"

"Some one must bear the blame. They were smoking. I spoke before Antoine that he might remember. They would not know themselves if they set it afire. There were the shavings and the wood. When they were gone I came back and made the piles and set them afire, so that the house should be all afire inside before it would show outside."

Old Xavier smote his thigh with his hand and burst into a peal of harsh laughter; I thought that he had lost his wits; but no, the strange old creature simply was tickled by his nephew's deviltry. "And I called him un vraie bléche," he muttered. "Madame, you were right, it is a lad of spirit after all. He has been sharp enough to make a fool of Xavier Tremblay, and of you, too, M'sieu'."

There was no denying it, he had, and as I looked at him, I marvelled how I could be so blind; these nervous, irrational, feminine temperaments, driven to bay, always fight like rats—desperately. With nothing to lose, Isadore looked his uncle in the eye and smiled. A grim and slow smile lighted up the other's rough features like a reflection; for the first time one could trace a resemblance between the two men.

"Come, Madame," said Xavier, turning to my wife, "what say you?"

"This, Monsieur," replied Susan, who alone of us took the old man's mood for what it was worth: "he proves himself your own nephew, since he can cheat you. You don't want the girl, you don't want the horse; you have shown that you can do what you please. Give Mélanie to Isadore, and we will see that he pays you for the house."

I saw that Susan meant to get the price of that picture.

"Non," cried Madame Guion, "I will not have it so!" On his part old Xavier actually made a sort of bow to my wife, saying: "Madame, I thank you, but I am rich enough to give my nephew the house. As for the other—Madame shall see."

"I say, though, the insurance companies"

—This humble and uncompleted sentence was started by the writer, but got no further because of a slim hand over his mouth and a sweet but peremptory voice in his ear: "Hush, Maurice, don't you spoil things!"

So I was mute and looked at Madame Guion. Her face was a study for a tragedy. I got it only in profile, for Tremblay had taken her aside and was whispering to her. She grew more and more agitated, while he seemed in a ruder way to be trying to soothe her. The two lovers clung to each other, perhaps feeling their mutual love the only solid thing in the storm. By this time the loiterers about the ruins had observed us and gradually drawn nearer, until a circle of amiable and interested eyes watched our motions. "My neighbors," said old Xavier, "approach, I have something to say to you." Upon this there was a narrowing of the circle, accompanied by the emerging of a number of small children, whose feet twinkled in the air as they fled, to return, I felt certain, with absent relatives. "Neighbors," said the village ogre, in his strong, harsh voice, "attendez; you know that I vowed never to go into my new house until I should marry a maiden of twenty. I chose Mélanie Guion. She promised to marry me. Is it not so, Mélanie?"

"Oway, M'sieu'," said Mélanie, in a trembling voice."

"And are you ready, now, to keep your promise?"

"Oway, M'sieu'," the girl said again, though her voice was fainter and she turned exceedingly pale.

Old Xavier rolled his eyes over the crowd in sardonic triumph. "Eh bien, my neighbors," said he, "you hear. I have shown you that I can marry the best, like a young man. Now I will show you something else. An old man who marries a young wife is a fool, *n'est ce pas*, Emile Badeau?"

The unhappy Emile shook his fists in helpless rage, while his neighbors shrugged their shoulders, Badeau's connubial trials being a matter of public interest, like everybody else's so-called private affairs, in St. Alphonse.

"Eh bien," continued the ogre, "I am not that fool. Why should I marry now? To go into my new house? View it! If I build me another, I need no wife to let me enter it. And I want peace in my old age. Alors, Ma'm'selle, merci. But since I take away your husband, I give you one in my place. Isadore, my nephew, make Mélanie my niece instead of my wife. But take care, you will find her harder to drive than Bac!"

Isadore was like a man struck by lightning. His eyes glared, his knees shook, he gasped for breath. But Mélanie did the best thing possible; she ran to the old man and kissed him.

"Non, non," she sobbed, "pas mon oncle, mon père!"

Doubtless no one had kissed him since Mélanie herself was a child. He looked at her with a curious expression, almost gentle. "Oway, mon enfant," he said; and there was even a rough dignity in his bearing as he encircled her waist with his arm and turned to the crowd. "And now, my neighbors, do you hold me free from my vow?"

The villagers returned a shrill French cheer, some of them wept, and the more enterprising embraced me and overwhelmed Susan with a din of compliments. Only the Widow Guion maintained a stern and bewildered silence. A bitterly disappointed woman, she was turning to go her way, when Mélanie ran to her. "Wilt thou not forgive me, maman?" cried she, weeping and kissing the wrinkled brown cheeks, "I shall be so happy!"

"Chut! It is not thou that I blame," said the widow, "but he is a slight creature. Bah, what use? It was the will of God. But at least, thou wilt be rich, he has said it!"

Then she directed a long glance of fierce interrogation at me. "You may trust us, Madame," I said.

"Cela se comprend," answered she, inclining her head towards Susan, "A'vair, Madame."

I am ashamed to confess that I received the applause of the parish quite as though I deserved it. On our departure, a week later, they displayed the flag at the hotel and fired off an ancient cannon, and all the inhabitants who were now congregated about the cannon assembled on the pier, including Isadore (who wept profusely), Mélanie and old Xavier himself. Every man, woman, and child cheered with enthusiasm. Barring our fears that the cannon might explode, it was a proud moment, especially when we overheard the following conversation between two of our countrymen:

"What are they making all this row about?"

"Don't you know? See that lady and gentleman?—they're Lord and Lady Lansdowne, just been making a visit."

At Present Susan and I are home in New York. I took the pains to inquire about the insurance and was relieved to find that there was none on the house, old Xavier having once been cheated by an insurance agent, and being the mortal foe of insurance companies, in consequence. Susan said she didn't think that it mattered, anyhow. The best of women have queer notions of public morality. Susan sent Mélanie a great box of wedding finery. In response, we have received a long letter. Madame Guion's eyes were cured a month ago. She is still opposed to the marriage, but Isadore hopes everything from time. Old Xavier is well and building him a new house.—*From the Atlantic for October.*

THOSE CLEVER GREEKS.

If you turn a book upside down and look at the letters, every "s" will seem much smaller at the bottom than at the top, although, when the book is properly held, both halves appear the same size to the eye.

The upper part of the type that prints the letters is made smaller than the lower half to correct the fault of the eye, which always slightly exaggerates the former. When the letter is turned over, this same trick of the sight makes the difference seem greater than it really is; and, of course, were it of the same width all the way, it would still look uneven.

In greater matters the false report of the eye is greater. If a tapering monument, like that on Bunker Hill, or like the Obelisk in Central Park, were made with perfectly straight sides it would look to us—for, you see, we really cannot trust our own eyes—as if it were hollowed in a little; or, as we should say in more scientific language, its sides would appear concave.

Those clever Greeks, who did so many marvellous things in art, thought all this out, and made their architecture upon principles so subtle and so comprehensive that we have never been able to improve on them since. They found that their beautiful Doric columns, if made with straight sides, had the concave effect of which I have spoken; and so, with the most delicate art in the world they made the pillar swell a little at the middle, and then it *appeared* exactly right.

Then the lines which were to look horizontal had to receive attention. If you look at a long, perfectly level line, as the edge of a roof, for instance, it has the appearance of sagging toward the middle. The Greek architect corrected this fault by making his lines rise a little. The front of the Parthenon, at Athens, is one hundred and one feet three and a half inches long, and, in this, the rise from the horizontal is about two and one eighth inches. In other words, there is a curvature upward that makes it a little more than two inches higher in the centre than at the ends, and the effect of this swelling upward is to make the lines *appear* perfectly level. Indeed this same Parthenon—the most beautiful building in the world—when delicately and carefully measured was found to be everywhere made a little incorrect, so that it may *appear* right, which is certainly what may be called an architectural paradox. The graceful columns, which seem to stand so straight, are made to lean inward a little, since, if they were perfectly true and plumb, they would have the effect of leaning outward. The pillars at the corners slant inward more than the others, and everywhere the corners are made to look square by being in truth a little broader angled, and lines are curved in order that they shall appear straight to the eye.—*Arlo Bates, in St. Nicholas for October.*

Educational Opinion.

THE STUDY AND TEACHING OF ENGLISH.

WILLIAM HOUSTON, M.A.
(continued from previous issue.)

This brings me to the subject of composition itself, probably the most important in the whole school programme, for I hold strongly to the view that the capacity to write good English prose is at once the highest accomplishment of sound scholarship, and the most indisputable evidence of the possession of true culture. And the accomplishment is as rare as it is high, partly because it is rated too low by public opinion, partly because the methods of practice that have been followed in the past are not the best methods. The plan too generally adopted is to tell the pupil in school what to do and then set him at doing it, to give him the rule and ask him to apply it. The same course is pursued in college, where a treatise on rhetoric is placed in the student's hand and he is expected to master the theory for purposes of examination, while the practice is all but ignored. Need I point out the utter absurdity of such a method? Nature revolts at it, and punishes us by dooming us to general failure. In composition the practice is almost everything, the theory of very little account. I had the pleasure of conversing some weeks ago with Dr. Brown, the accomplished teacher of English in Johns Hopkins University, about his methods with students, and on my asking him how composition should be taught, his reply was in substance: "Give the student a subject to write on, make sure that he knows something about it, ask him to set down on paper what he knows, and then point out to him errors of construction and faults of diction. He may know theoretically the contents of the best treatises on rhetoric and not write English prose any the better for the knowledge."

I.—THE CAPACITY TO APPRECIATE LITERATURE.

Not all that is written is worthy of the name of literature. It is hard to say definitely, and impossible to say briefly, either what literature is, or what it is not. I shall, therefore, refrain from definition and description, and content myself with the statement that, as a piece of literature is a real work of art, it is necessary to its appreciation that one should not merely comprehend its meaning, but enter into its spirit, and enjoy its beauty. The study of literature is calculated to give pleasure as well as profit, to entertain no less than to improve the earnest and intelligent student. This is true of prose as well as of poetry, though the former is generally less capable of pleasing by its outward form. There is a real and perceptible difference between the two kinds of composition, a something which

in the last analysis is apt to escape him who attempts to precisely define it, but the presence of which is felt by all. I shall, however, for the present, confine my remarks to poetical literature, not so much because prose is less worthy of attention, as because prose works are now prescribed in the high school course for rhetorical use, and it is impossible for a pupil to have used them intelligently for rhetorical purposes without having, at least incidentally, learned to appreciate them from a literary and artistic point of view.

The study of literature, like the practice of composition, is begun at a very early age—generally long before the child enters a school at all. The infantile mind is charmed with the beauty of poetry that is suited to its comprehension, and the infantile ear pleased with the undefinable melody of rhythmical cadence. There are few children who have not, before leaving the nursery, committed to memory simple rimes, wept with emotion at the recital of some pathetic story in verse, or laughed with childish glee over some humorous incident done up in the same attractive garb. The teacher of literature finds that he has been anticipated by the mother, by the nursery maid, by the Sunday school infant-class teacher, by the kindergarten. What is learned in those early days is marvellously persistent, and keeps possession of the memory long after the pieces learned in later years have vanished from its tablets. The lesson for the teacher is obvious. The study of literature in the pupil's earlier stages should consist very largely in memorizing selected poems, including not merely or chiefly those found in the reading books, but others of equal or greater merit found in abundance elsewhere. The teacher who is instrumental in storing a pupil's memory with beautiful thoughts, embodied in beautiful language has conferred upon him an untold benefit, and stands an excellent chance of being remembered with feelings of gratitude long after the teacher who aimed only at systematic intellectual and moral training has been forgotten. Nor is such a result either unnatural or unjust. Nature has implanted in the child's mind a love of what is beautiful, and the teacher who cannot gratify and educate the young pupil's æsthetic faculty by teaching him to appreciate the beautiful in literature has mistaken his calling.

I do not believe that it is possible for any one at any stage of development to explain fully why he is affected by poetry which pleases him. Even Wordsworth, deeply as he penetrated into this great mystery, confesses himself at fault here. Poetry, in order to stir deeply the feelings of the reader must have stirred deeply the feelings of the writer, and if he who saw, as few have seen,

The light that never was, on sea or land,
could not fully comprehend the sight, it is

vain for those to whom he has afforded a glimpse of it to hope to do so. Nevertheless, even at an early age it is possible to get the pupil to understand some of the qualities of poetry which make it a source of pleasure—such as rhythmical structure, melodious rimes, figurative language, intensity of feeling, graphic description, wit, humor, pathos. This must, however, be done incidentally, and only after the pupil has been allowed an opportunity of familiarizing himself with the beauties which you want him to see. I cannot think of any more profitless task than that of going over a literary composition and pointing out to unappreciative listeners what they ought to admire. The teacher who follows this method is not a pedagogue but a pedant.

No ordinary reading lesson, which admits of incidental treatment as a piece of literature, should be left unutilized; but I must here express my regret that so much time is still devoted in the public schools to the study of literature in scraps and shreds. For entrance to the high schools the English literature is taken from the Fourth Reader, and is made up of pieces many of which are mere excerpts from large works. To this there are several objections, not the least of which is that, the field of selection being limited, teachers and pupils are compelled to travel year after year round the same narrow enclosure, while the whole vast expanse of English literature lies invitingly outside. To add to the objectionableness of the system, the examiners soon exhaust the list of fair questions that can be asked, and they must then either repeat them, which promotes "cramming" for the examinations, or ask questions on what is unimportant and out of the way, which causes side reading to be substituted for the study of the texts. Moreover, it is impossible, under this system to do for the pupil what is more important than making him acquainted with a variety of different styles, or even creating in him a desire to read for himself the works from which the extracts have been taken—to furnish him with a method which will be useful to him in his own reading in after-life. This can be done only by reading whole works instead of excerpts. The scrap-book reader is constructed on an utterly false assumption—that a piece of a literary work is a fair specimen of the whole. It is no more reasonable to assume this than it is to assume that a brick or a stone is a fair specimen of a beautiful building. If a piece of literature has been constructed on some artistic principle—and it is unworthy of the name of literature otherwise—then it ought to be studied as a whole, just as a beautiful edifice, or a statue, or a painting should be viewed as a whole. Sir Walter Scott intended that the reader of "The Lady of the Lake" should never suspect James Fitzjames to be Scotland's king until he comes to the

announcement of the fact. It is related that, while the poem was in process of production, he read over parts of it to an old servant in order to ascertain whether he had constructed the plot and narrated the incidents with sufficient ingenuity to effect his purpose. At one point the old man exclaimed: "Ah! that's the King," and Scott saw the necessity of recasting the poem so as to make it more effective for the artistic purpose he had in view. But, though the fact that Fitzjames is the King is admirably concealed, I have met with only one reader of the poem who enjoyed the exquisite pleasure of perusing it without having the knowledge of Fitzjames' real character in his mind. Ever since I met him I have envied him his good fortune, and anathematized the man who cut out the combat, put it into the scrap-book reader where I first saw it, and carefully explained in a note who the persons were and whence the piece was taken.

I admit the necessity, for the purpose of teaching children to recognize word-forms, of a graded series of readers up to the end of the Second, or perhaps the Third Book, but after this the selection of reading matter for school use should be made on a different theory. Any child who has mastered an ordinary Third Reader is quite able to recognize almost every word in Longfellow's "Evangeline," or Scott's "Lady of the Lake," or Wordsworth's, or Cowper's, or Tennyson's, or Mrs. Browning's, or Mrs. Hemans' minor poems. Some of these of course occur in Fourth Readers; and so far there is no objection to them except on the ground of wearisome and unnecessary repetition, which, however, ought to be fatal. The cheap and beautifully-printed texts now issued from the English and American press are a proof that, in the matter of economy, the system I advocate would have a decided advantage over the scrap-reader system; for I believe the pupil's year is devoted chiefly to the lessons selected for high school entrance, while he has to purchase a costly volume in order to get them. The whole of a collection of prose and poetry suitable for the entrance examination might be published at ten cents a copy—one fifth of the price of a Fourth Reader—provided the annotations are left out, and a wise teacher will, in his own interest, keep these away from his class as much as possible. He should never allow any outsider to come between him and his pupils in this the most delightful of all school work. I admit that in this matter I am somewhat ahead of public, not to speak of official, opinion; but if I am one of the "remnant" now I shall be one of the "majority" before very long.

Making allowance for differences of age and mental power, this is the true method for school pupils as well as for university students. Moreover, it is Nature's method.

We learn to do by doing. The only way to learn to play on a musical instrument is to play on it. We do not tell a child how to walk, and then set him on his feet and require him to act on our instructions; we set him on his feet first, and then content ourselves with wisely guiding him. In teaching a boy to swim we put him in the water, only taking care that he does not drown. We do not first tell him how to keep himself afloat, how to move his limbs, how to propel himself in any given direction; he will learn all that by practice under judicious guidance. So he will learn to write prose by writing it, and there is no other way in which he can learn how to do it. Give him a subject about which you are sure he knows something, and let him go ahead. Bear in mind that it is not your privilege to guide his first steps in the art of composition. He has been practising that art ever since he learned to speak, putting his thoughts into words and his words into sentences. All you can do is to take him, with his bad habits and exuberant growth, teach him by example and guidance to avoid what is in bad taste, and get him to see for himself that there are more effective ways than those he has been accustomed to of clothing his thoughts in spoken or written language. Do not let him suppose that this is some new line of work—for it is not,—and he will be all the better for the feeling that he is simply learning to do better what he did badly before. Get him to believe also, if you can, that his improvement is the result of his own efforts. In other words, do not correct his mistakes for him and hand him back his exercise. Without humiliating him before the class, which you must do if you treat the blunders as his, have the latter discussed as impersonal, and let each member of the class make his own application in the re-writing of his composition. And, let me repeat, do not refine too much in your criticisms, corrections or suggestions. Rather take the risk of letting your pupils acquire bad habits of a venial kind than of making them the helpless victims of an overload of unassimilated erudition. As they grow older and become more expert, take up with them more recondite defects, confining yourself chiefly, if not entirely, to those which occur in the compositions of the pupils themselves, or which they are in the habit of hearing or reading.

Many teachers prescribe as an exercise in composition a prose paraphrase of a piece of poetry. After careful thought I feel constrained to condemn the practice as comparatively useless for purposes of composition, while it is positively objectionable on other grounds. Only good poetry will stand paraphrasing at all, and I can hardly conceive of a pupil failing to be so disgusted with his own paraphrase that the poetry will for a long time, if not for ever, have lost its charm for

him. To produce this state of mind is to do him incalculable mischief, for the most important element which distinguishes poetry from prose is its beauty, and this utterly vanishes in the paraphrase even when it is made by the most skilful hand. In short, the practice is at once barbarous and useless, and I earnestly hope it will be allowed to fall into disuse. This, I need hardly say, depends on the examiners. If they persist in asking for paraphrases, teachers must persist in requiring their pupils to make them; and, as the teacher does not know which passage is to be used as a test, he must require the pupil to distort and make hideous the whole of the prescribed text. Just imagine a prose paraphrase of Scott's spirited account of the combat between Fitzjames and Roderick Dhu, or Gray's exquisite musings in his "Elegy," or Goldsmith's immutable description of the village pastor and the village schoolmaster! Take such stanzas as these:—

The boast of heraldry, the pomp of power,
And all that beauty, all that wealth gave,
Await alike the inevitable hour.

The paths of glory lead but to the grave.

Can storied urn or animated bust,
Back to its mansion call the fleeting breath?
Can honor's voice provoke the silent dust,
Or flattery soothe the dull cold ear of death?

Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.

Some village Hampden, that, with dauntless breast,
The little tyrant of his fields withstood;
Some mute inglorious Milton here may rest,
Some Cromwell guiltless of his country's blood.

Far from the madding crowd's ignoble strife,
Their sober wishes never learned to stray;
Along the cool sequestered vale of life
They kept the noiseless tenor of their way.

Or such passages as these:—

At church, with meek and unaffected grace,
His looks adorned the venerable place;
Truth from his lips prevailed with double sway,
And fools, who came to scoff, remained to pray.

To them his heart, his love, his griefs were given,
But all his serious thoughts had rest in heaven.
As some tall cliff that lifts its awful form,
Swells from the vale, and midway leaves the storm,
Tho' round its breast the rolling clouds are spread,
Eternal sunshine settles on its head.

Or these stanzas from the high school work of this year:—

Day after day, day after day,
We stuck, nor breath nor motion;
As idle as a painted ship
Upon a painted ocean.

Water, water, everywhere,
And all the boards did shrink;
Water, water, everywhere,
Nor any drop to drink.

The very deep did rot; O Christ!
That this should ever be!
And slimy things did crawl with legs
Upon the slimy sea.

If any of you can attempt to paraphrase verse like this without a sense of shame and disgust at your own work, you are fit objects of compassion, and your production will be a proof that "a thing of beauty," in spite of Keats' famous dictum, is not necessarily "a joy forever."

(To be continued.)

TORONTO:

THURSDAY, OCTOBER 29, 1885.

COLONEL PARKER.

COLONEL PARKER needs no introduction to Canadians. Quincy, and Cook County Normal School, are well known to all our teachers. But, notwithstanding this reputation among us, we are sure that Colonel Parker is much misunderstood. A somewhat general impression of him is—that he is enthusiastic but shallow, a vaunter of new methods and principles which are in reality old methods and principles, a self-styled educational reformer though in truth a somewhat conceited charlatan, one who trades upon the love of novelty which undoubtedly young Americans possess in great degree, and builds for himself a notoriety by loudly attacking the methods of others and still more loudly crying the excellence of his own.

There is some little reason for this. We have read some things of Colonel Parker's which were not very novel, nor, for that matter, very profound or wise, but which were uttered with such an evident emphasis of belief in their originality, their value, and their superiority over that to which they were opposed, that it would not have been hard for us, had we not possessed other information, to agree to the general estimate of him above given. But it is perhaps unfair to judge of him in this way. Colonel Parker is undoubtedly a man of great reputation. He speaks before audiences of every variety of educational opinion and belief and practice; and it may be that at times he has had to combat such prejudices and ignorance as would fairly justify the tone and manner referred to. A man of Colonel Parker's crowded occupations ought not to be held accountable for the poorest things that he says or writes; judgment should be passed upon him only when the general purpose of his life, and the general drift and tendency of his teaching, are taken fully into account.

Again, Colonel Parker possesses, as speaker and writer, certain traits which, while they are, perhaps, common enough on the other side of the lakes, are sure to prepossess Canadians against him—an extravagance of style, a too frequent use of high-sounding words in vague and somewhat bombastic ways, an assertiveness, sometimes a self-assertiveness, not very acceptable to minds schooled to scru-

tinize closely and judge calmly. Nor in reading Colonel Parker's writings or speeches is one struck either by his learning or by his logic. To neither of these do we think he can lay any strong claim. He is rather one who sees truths intuitively, and grasps them instinctively, and feels them so strongly that he neither needs logic to convince himself nor deems it necessary for the convincing of others.

But, more than anything else to contribute towards establishing the adverse opinion cited above, has been the indiscrete hero-worship and incense-rendering of his imitators, and—though it seems a hard thing to say—of his business managers. Now, we wish to be understood as speaking with discrimination here. Not all, and indeed, not most, of what has been said in Colonel Parker's honor is chargeable with being prompted by mercenary motives; but there is always enough so said to stimulate suspicion and awaken prejudice. And, as not a little of this laudation has been couched in language neither elegant nor grammatical, it is not to be wondered at if an unfair and untrue estimate of a really great man has become somewhat general.

What is Colonel Parker's real mission? What has he taken upon himself to do? What are his aims? his ideals?

If we understand him aright his real mission is to try to make teaching an individual action of the teacher, not a mechanical operation; a process of thoughtful study and intelligent experiment, and consequently of constant re-adaptation of methods to ends; a science, or an art founded upon scientific principles, not a trade, a rule of thumb. He has thrown himself into the work of his mission with all the energy of a generous and noble nature heated with the enthusiasm which a single fixed purpose always inspires. His aims are to produce by his own direct teaching, and indirectly by the teachings of those who follow him, a legion of teachers who shall be workers, who shall be investigators, searchers out of truth, original thinkers, missionaries and apostles for good, and who shall *not* be contented idlers, unthinking adopters of the methods of others, mere day and term mechanics. His ideal of a system of education is one in which schools of all grades shall be open freely to poor and to rich, in which all teachers shall be character-builders, earnest investigators of the prin-

ciples of education, original and never-to-be-satisfied thinkers and independent self-helpers in the invention and application of methods for their own schools; and in which, furthermore, the teacher shall be permitted, by the state and by the community, to follow his own bent and plan as best he can.

There is nothing very novel in all this, one may say. And truly. But the novelty lies both in the intense earnestness with which these things have been advocated by him, and in the still greater earnestness with which he has set about accomplishing his purposes and realizing his ideals. He has been called revolutionary, and not without good reason. But the practices and methods he has condemned are so opposed to what his intuitive perception has told him is best suited to the child-nature, that he has discarded them with an impatience, and a feeling of disgust, that have made his language seem unbridled. But it is in this way that all reformers work. Half measures never suit them.

In another way has Colonel Parker been greatly misunderstood. He has spoken so much and so strongly of the unsuitableness, and even viciousness, of methods which have long been in general use, and his imitators and advertisers have said so much of *his* methods, that the impression has been conveyed far and wide, that Colonel Parker pretends to have found out, and to make use of, some new process of teaching, by which, as the vendor of a patented medicine might say, "twice the work may be done in one half the time, and at one third the cost." It is true that many of the so called Quincy methods are novel—novel in their application, and strange to many who have never read or never thought. But that he has discovered any new and heretofore unheard-of principles of teaching, Colonel Parker would be the last to claim. His words abundantly prove this everywhere. What he does say is: that while every true teacher cannot hope for success unless he becomes an earnest, humble, and never-resting student of the science of education, and of the practices of the best educators, he must find out for himself the methods which alone are applicable to the child-natures he himself has to deal with.

For our own part we do not think that Colonel Parker, either in his own teaching, or in the methods which he approves,

lays sufficient stress upon completeness of effort, upon logical sequence, in the acquisition of facts or in the induction of principles. He is so intent upon producing thought, upon inspiring independence of mind and opinion, mental self-reliance and the spirit of investigation, that he forgets that one of the principal businesses of an educator is to develop a power of consecutive, logical, continuous thinking, of chaining thoughts and principles into a system, and a power, moreover, of grasping, and retaining as one whole, or congeries, a great number of isolated facts. In other words, we think there is not in his teaching a sufficiently systematic plan; and the result is a desultoriness in the methods of his followers, and an inability of their pupils to think vigorously and grasp strongly. This was a fault in the teaching of Pestalozzi, to some extent also in that of Froebel. We mention it with some diffidence in the case of Colonel Parker, for we, ourselves, have not had the benefit of his direct teaching, and we base our judgment on indirect evidence.

It is never just to judge of an original and independent thinker and worker like Colonel Parker, who has, moreover, an intense belief in his mission, by the travesties of him which his imitators present to the world. Colonel Parker has that personal magnetism which attracts true metal and base, alike. He is constantly surrounded by many who clutch his mantle but who never can receive his spirit. His own inventive, planning, experimenting, truth-seeking, law-investigating mind, never resting, never satisfied, carries him far beyond his imitators, who catch enthusiasm from his enthusiasm, it is true, as straw may be set on fire by lightning, but whose heat is as the burning of the stubble, while his is an element of nature. These are they who eagerly adopt the Quincy methods and use them as tools, while by Colonel Parker they are intended to be merely incentive and suggestive.

In our opinion Colonel Parker is a most potent force in the educational world—we doubt indeed whether he be not the most potent force upon this continent. His responsibility is great, but we are sure he recognizes it fully, and will never rest hand or brain in doing for educational reform all that in him is possible.

In illustration of Colonel Parker's aims and ideals, and of the spirit which animates him in his educational work, we

shall, in our next issue, present to our readers a number of quotations from his latest editorial. No one can read them without being impressed with a sense of the ability and earnestness of him who wrote them, and of the truthfulness of his conception of what a teacher's life and work should be.

OUR EXCHANGES.

In the *Atlantic Monthly* for November (Boston: Houghton, Mifflin & Company, \$4.00 per annum), "Some Testimony in the Case," Rebecca Harding Davis' contribution to the literature of "the negro problem" will especially appeal to the reader. Two thoughtful and scholarly articles, one on "The Idea of God," by John Fiske, the other on "Principles of Criticism," by E. K. Sill, form the more solid papers of the number. "Thackeray as an Art Critic," contains some account of the great novelist's early notes on pictures. The serials by Henry James, Mrs. Oliphant, and Dr Holmes, maintain their interest. An old Algonquin legend is the *motif* of "How Glooskap brought the Summer," by Frances L. Mace; and there is more good poetry by Andrew Hedbrooke and Paul Hermes. The Contributors' Club, considers "An American Pantheon," "Provincial Influence in Literature," and "The Secrets of Authorship," and a survey of recent illustrated volumes and the usual "Books of the Month" complete an entertaining and valuable number.

In the November *Popular Science Monthly* (New York: D. Appleton & Co.), "Modern Science and Modern Thought" is a readable and vigorous article from a new English work under that title by S. Laing, M.P. The liberal tendencies of modern opinion following the revolution of scientific ideas are presented in a very effective manner. J. M. Keating discusses "Twenty Years of Negro Education" very instructively, by giving an account of the progress that has been made in the Southern States, both in overcoming prejudices against the teaching of the colored race, and in devising and carrying out plans for its extension. The first and principal portion of Sir Lyon Playfair's address before the British Association at Aberdeen is given on the "Relations of Science to the Public Weal." This elaborate discourse will be finished in the next number, and will be memorable as the most thoroughgoing defence of state intervention in scientific matters that we have yet had. Sir Lyon is himself the prince of scientific politicians, and is better prepared to talk about it than any other man of his time. One of the strongest articles in this number is by Professor C. A. Eggert, of the Iowa University, on "The Problem of Higher Education." He takes the liberal side on the classical question, and throws a good deal of light on the historical study of Greek, and especially on the treatment of that subject in the higher schools and universities of Germany. The number as a whole is largely occupied with educational topics, though a good deal of science is also presented. Sir Lyon Playfair's address give occasion to a very timely sketch of his life, and his portrait adorns the title page.

BOOKS RECEIVED.

A Shorter Course of Rhetoric: by C. W. Bardeen. New York: A. S. Barnes & Company. 311 pp. \$1.25.

A Handbook of Poetics, for students of English verse; by Francis B. Gummere, Ph.D., formerly instructor in English in Harvard College. Boston: Ginn & Company. 1885. 250 pp. \$1.10.

BOOK REVIEW.

Mathematical Examination Manuals, by G. A. Wentworth and G. A. Hill. Boston: Ginn & Company. 1885. 35 cents each.

1. *Arithmetic*. 140 pp. The first part of this work consists of one hundred and fifty examination papers, fifty of which are confined to the simple rules, fractions, weights and measures, fifty covering all the subjects treated in ordinary textbooks, and fifty including with these subjects the metric system in addition. The papers are carefully graded, first among themselves, and secondly, as to the questions they contain. The second part of the manual consists of a collection of recent papers actually set in the leading colleges and technological schools of America, and in the universities of Oxford and Cambridge, and for the Civil Service of Great Britain.

2. *Algebra*. 150 pp. The plan of this book is precisely like that of the *Arithmetic*. Each paper is intended to require an hour for working it. The first fifty papers embrace subjects as far as Quadratic Equations, the next fifty papers include more difficult Quadratics, and Radical Expressions, the third fifty cover the rest of the ground taken up in ordinary works on Algebra. The second part contains seventy-two examination papers which have been actually set in institutions of learning in America, Canada and Great Britain.

3. *Exercises in Algebra*. 216 pp. This book contains about 4,500 problems classified by subjects, and carefully graded. They have been selected principally from the French collection of Morf and Tzaut, and therefore will be new to most teachers. We can confidently recommend these books to all mathematical teachers as likely to prove of great service to them. The paper and type used are excellent. The two Manuals in Algebra may be had bound together without increase of price.

MESSRS. D. APPLETON & Co. will be the American publishers of a new series of small volumes entitled *English Worthies*, consisting of short lives of Englishmen of influence and distinction, past and present, military, naval, literary, scientific, legal, ecclesiastical, social, etc. Each biography will be entrusted to a writer specially acquainted with the historical period in which his hero lived, and in special sympathy, as it were, with his subject. The *Life of Charles Darwin*, by Grant Allen, and of the Duke of Marlborough, by George Saintsbury, will be the initial volumes of the series, and these are now nearly ready for publication. Steele will be treated by Austin Dobson, Wellington by R. Louis Stevenson, Raleigh by Edmund Gosse, Latimer by Canon Creighton, Ben Jonson by J. A. Symonds. The series will be under the general editorship of Mr. Andrew Lang.—*Literary World*.

Special Papers.

For the EDUCATIONAL WEEKLY.

"MODERN INSTANCES"—I.

1. "Nothing but the address *can* be placed on this side."—*U. S. Postal Card.*

"Can" denotes possibility; "may," liberty or probability. This is the modern distinction of these two words. Certainly a great deal more than the address *can* be written on the front of a U. S. postal card, but, according to postal law, "nothing but the address *may* be placed on this side." The Canadian Postmaster-General avoids the mistake by printing, "The address to be written on this side." We expect better English than the above from the Postmaster-General of the U. S.

2. "I cut out the address thus headed eagerly from the *Times*."—*Anon.*

Must we excuse the poor arrangement of this sentence by the eagerness of the writer? It is a good example of carelessness in arranging the words of a sentence. The meaning is apparent, but, at the same time provokes a smile by its awkwardness. How much smoother would it read! "I eagerly cut out from the *Times* the address thus headed." The proper position of the adverb is as near as possible to its modified word, otherwise ambiguity may result.

3. "Reported rebels defeated our men mowed them down like grass."

This startling telegram regarding the Batoche charge meant either a defeat of the rebels or of our men, according to its punctuation. It is a good example for a class. What a unique spectacle it would be to see a farmer "mowing down sheep"!

4. "You know very well if you give them a loop-hole they will make capital of it."

Charles Reade, who wrote the above, must have formed a strange being in his imagination, who could "make capital" out of a "loop-hole." Improve the metaphor.

5. "It is doubtful *if* there are fifty men in the United States who speak and write the English *tongue* correctly."—*The Graphic.*

"Whether" is preferable to "if"; the latter should be restricted to conditional sentences. "He asked me whether I would go if I were permitted."

Worcester in his dictionary quotes as follows: "Language is a very general term, and is not strictly confined to utterance by words, as it is also expressed by the countenance, by the eyes, and by signs. *Tongue* refers especially to an original language; as, 'The Hebrew tongue.' The modern languages are derived from the original tongues," (vide Ayres' *Verbalist*, p. 113). It sounds strange also to use the expression, "to write a tongue."

6. "If the verb in the principal clause is in the subjunctive mood, the verb in the *si*-clause will be also in the subjunctive."—*Arnold's Latin Prose Composition.*

Our text-books ought to be correct; we look for better *English* composition from a man who professes to teach Latin composition. Bradley is here more careful of the Latin subjunctive than of the English. Would it not be improved by re-writing, "If the verb in the principal clause be in the subjunctive mood, the verb in the *si*-clause also will be in the subjunctive"? The subjunctive mood is slighted in English and the language thereby loses in beauty, conciseness and finish. Consult the *Verbalist*, page 181.

7. In glancing through Ayres' *Verbalist* we observe on page 141 a criticism on the use of *perpetually*. He criticises the London *Queen* using the following words:—

"... if I were not conscious that the monster who can write and print such a sentence would not hesitate to *cab* a *thunderbolt* at an offender on the slightest provocation. Judge, if my fears are groundless."

We wonder whether the thunderbolt duly arrived by cable! Homer sometimes nods; *i. e.*, Ayres sometimes errs. Must we forgive the errors?

8. "We are in a position to supply cheaply, and of the best material, all the furniture and appliances for a kindergarten school."—*A Toronto advertisement.*

Cannot the firm supply good English also? Furniture "cheap and of the best material" would be preferred to the above.

9. "A man in a sleeping car went through a terrible accident, in which the car rolled down an embankment without waking."

When he awoke he wrote the above account! Perhaps it was the *account* that went through the terrible accident, or perhaps the car was a "heavy sleeper."

10. "Men and animals huddled together with veils over their heads, awaiting with patience, with their tails turned towards the storm, the subsidence of the wind."—*Blackwood's Magazine.*

The writer's tale was much twisted by that storm.

11. "Mr. Siemens has invented a process by which hardened glass *may* be manufactured and thoroughly toughened."—*Science.*

See ex. No. 1.

12. "Who forged that other influence,
That heat of inward evidence,
By which he doubts against the sense?"

We cannot tell Mr. Tennyson "who forged that heat by which he doubts"—he must have been one of Vulcan's blacksmiths! "Forged" heat is not a product of nature.

13. "Embarking at Montreal, the evening proved absolutely perfect, without a cloud in the heavens or a breath of wind in the air."—*Daniel Pidgeon, F.G.S., A.I.C.E.*

We hope the evening had a pleasant sail.
OUTIS.

HOW I TEACH COMPOSITION.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR:—There is certainly no more important study in our curriculum than composition and perhaps no study has, up to the present, received so little attention. I do not know that it receives the attention still that it deserves. I think it would be well if a few teachers were to discuss in the WEEKLY their method of teaching composition. I will give mine. I do not know that it is new. I have not seen it used by any other teacher.

Yours very truly,

HEAL MASTER.

In addition to sentence correction and criticism and the correction and criticism of compositions, I have once a week an exercise in essay-framing.

Having chosen a suitable subject I write out, before appearing before my class, an outline. Coming before my class I announce the subject and request them to write down all the thoughts suggested by the subject. I give from five to ten minutes to do this, I next ask them to read what they have written and this I write on the board.

Having in this way collected sufficient material I proceed to reject what may be undesirable, giving my reasons for so doing. With the available material I proceed to build an outline, questioning as to the arrangement and explaining why certain thoughts should precede certain other thoughts.

If enough material has not been furnished I take from my pre-written outline to perfect the new outline. Generally, however, sufficient will be secured.

This being done I give them the outline to fill out or a new subject on which, having first prepared an outline, they will write an essay to be presented at next meeting of class.

This is in brief my method. I offer it because it works well.

A RAILROAD PROBLEM.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—I enclose for your readers the following problem: Two straight railways make an angle of 30°; 100 miles from it, and at the finger-board, the "Samson" is scudding past at the rate of 40 miles an hour, towards the angle; at the same instant the "Elk" is sweeping by the angle, on the other line, at the speed of 30 miles an hour. Required the shortest line between them as they pass. Required the area of the triangle made by the trains and the angle when they are on the minimum line. Will it be a maximum area?

JOHN IRELAND.

Fergus, Oct. 9, 1885.

THE Georgia Legislature has passed a bill appropriating \$65,000 towards founding a State Technological School as nearly as practicable on the plan of the Free Institute of Industrial Science at Worcester. The school will go to the city offering the best inducements.

Practical Art.

For the EDUCATIONAL WEEKLY.

ELEMENTARY DRAWING.—IV.

UNLESS the work of teaching is carried on in a proper manner, in fact, in any event, a lack of interest is pretty sure to present itself sooner or later. It will be found that children will all be deeply interested at first, perhaps because drawing is somewhat of a novelty, but as the novelty wears off, the interest will flag, and the teacher will find it extremely difficult to revive it without making some change in his method of teaching. This difficulty will be most apparent amongst the youngest children and will gradually disappear as they grow older. Perhaps the cause of it is that children prefer natural forms to ornamental ones, and most teachers follow a course of freehand ornament altogether, in their classes.

In order to make the work interesting it is necessary to consult the tastes and inclinations of the children to a certain extent. Their natural tastes lead them to attempt the drawing of objects only. This is proved by the fact that they will, when left to themselves and allowed to please themselves, draw pictures of houses, men, trees and other familiar things, instead of ornamental forms. It would be interesting to place on the blackboard two drawings, such as are suggested by figures 1 and 2, and to ask the children to draw either one. I think most of them would choose the object.

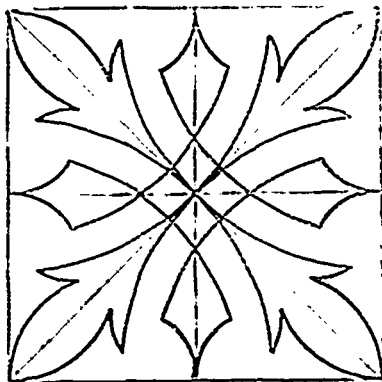


Fig. 1.



Fig. 2.

A simple outline of an ordinary wheelbarrow will be more interesting to them than the most beautiful ornament—apart from the fact that one is easier to imitate than the other. No doubt it is because they understand the use of the wheelbarrow and know

something about it, while the ornament appeals only to a taste that is not developed in small children. The taste for beautiful forms must be cultivated before they can appreciate even the freehand ornaments usually given as elementary drawing copies. Very naturally what is meaningless to them will not possess any interest, so that in order to overcome this difficulty objects should be used instead of beautiful arrangements of lines, though the latter may be introduced occasionally for the sake of their usefulness in training the eye and hand to appreciate symmetry. An objection may be raised that object drawing must introduce perspective effects, and so create a new and greater difficulty, while overcoming the one last referred to. In using objects as subjects for drawing it should be in outline, in the simplest possible form, making the drawing on the board a mere suggestion, without attempting to copy details. The drawings should be, what are termed in constructive drawing, *elevations*. The wheelbarrow (fig. 2) will illustrate the way in which objects should be treated.

After teaching the children to distinguish between lines of different kinds, in different positions, in the manner suggested in a former paper, practical work may be begun.

The best position for the body, is that usually recommended, that is, an easy upright one, facing the desk or table, with the drawing book or paper square in front. The pencil should be sharpened with a long and fine point, and should be long enough to reach to the knuckle of the forefinger. If it is used when shorter than this the hand will be in a cramped position, and a free movement of the fingers cannot very well be made. The pencil should be held loosely in the fingers so that it can be easily pulled from between them. It should not be gripped like a tool. Let the lines be made as lightly as possible with a view to rendering their erasure easy when it is necessary, for when once the surface of the paper is broken by frequent use of the india-rubber, it will be next to impossible to draw a neat line over the broken or roughened places. A moderately rough, hard-finished paper, is much better than that with a highly glazed surface. If care is not taken to see that the materials are of the right kind and in good order, much loss of time and patience will result. The children should be taught to keep their books or paper neat and clean, and on no account should they be permitted to draw in the cheap scribbling books that are so largely used for different purposes. These books are so cheap and so trashy that there is really nothing about them to encourage one to keep them clean and tidy. Their appearance will never pay for any care that may be taken of them.

The first lesson after the introductory one should be a drill in the drawing of the curves

shown in fig. 3. Let them be drawn by a movement of the arm from the elbow accompanied by a slight movement of the wrist, and let them be as long as the children can make them. They should be practised in different positions, the movement of the pencil being in the direction of the arrows, first separately and then in combination. By way of variety the first curve shown in fig. 3 may be drawn a large num-

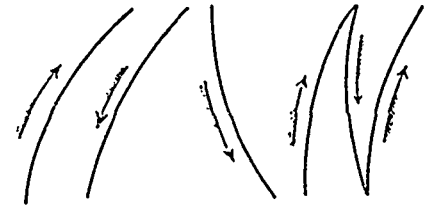


Fig 3.

ber of times, then the second, then the third, making them of moderate length. Next let them be repeated making the lines all longer than before, then draw them long and short alternately, then two long and two short ones alternately, and so on. Other combinations will suggest themselves to the teacher and should be used. The greater the number of changes that can be rung on these few lines, the better the children will be pleased, provided, of course, that it is not overdone. The object of these arrangements is to accustom the children not only to see, but to imitate the difference in direction and position of different lines, and to prepare them for the object lessons to follow.

In these exercises the teacher should see that an effort is made to draw the lines, each with one stroke of the pencil, to get them parallel throughout when drawn in the same direction, to get them all the same length, except when purposely made long and short alternately, of the same thickness, at equal distances apart, and to make them begin and end in a straight line. No very wonderful success will perhaps attend the first lesson or two, even in the drawing of these simple lines, but it will probably be found when the first and last attempts in one lesson are compared, that there is a marked improvement. If there is an improvement the teacher should feel encouraged himself and should not forget to say a word or two of praise to encourage the children. He has no doubt, while they have been drawing, been walking around, doing little else than directing them and criticizing their efforts. If they are only told that what they have done is done badly they will lose heart and will be less likely to succeed, and so the teacher should neglect no opportunity of praising them when praise is due. This will go very far towards maintaining interest and will also tend to make them more perseveringly industrious than they otherwise would be.

ARTHUR J. READING.

The Public School.

For the EDUCATIONAL WEEKLY.

LITERATURE FOR ENTRANCE INTO HIGH SCHOOLS.

III.—THE SKYLARK.

Ontario Readers—New Series. Page 99.

AUTHOR'S LIFE.

JAMES HOGG, after Burns the greatest peasant poet of Scotland, was born in Ettrick Forest, in Selkirkshire, in 1772. When only eight years of age he left school and entered upon the work of a shepherd. His mother developed his literary tastes by teaching him the ancient legends and ballads of which she had great store. Speaking of evenings spent in listening to these tales he afterwards writes:—

"All these have left within this heart
A feeling tongue can ne'er impart;
A wildered and unearthly flame,
A something that's without a name."

In 1801 his first song appeared. Scott shortly after visited Ettrick Forest in search of ballads for his "Border Minstrelsy," and Hogg proving valuable in furnishing several songs won for himself the friendship of this king of letters. In 1807 H. published the "Mountain Bard," which brought him considerable financial reward. But having embarked in sheep-farming he lost his money and was compelled to fall back upon literary work as a means of livelihood. "The Minstrel" (1810), followed by "The Spy" (a periodical) and "The Queen's Wake," soon appeared. The latter poem, which established his reputation, consists of a number of tales and ballads supposed to be sung by Scotch poets to Mary Queen of Scots. Some of his other poems are: "The Pilgrims of the Sun," "Madoc of the Moor," "The Border Garland," and "Queen Hynde." In 1835 he was attacked with dropsy and died in the latter part of the year.

His songs are remarkable for their terse vigor and for a "wild lyrical flow of fancy that is sometimes inexpressibly sweet and musical. There are few poets who impress us so much with the idea of direct inspiration, and that poetry is indeed an art unteachable and untaught."

"The Skylark" is one of the most beautiful pieces in our language and is, by some, thought to be superior to anything else written on this bird of poets, not even excepting Shelley's famous poem. (See page 317.) It will be a pleasure to every pupil to commit it to memory and in after years it will be the source of much real gratification.

SUGGESTIVE QUESTIONS FOR PUPILS.

"Bird of the wilderness." How true?
"Blithesome and cumberless." Synonyms? Insert and notice effect. Force of suffixes in these words?

"Matin." Meaning generally? in this case? Distinguish from *vesper*.

"Moorland and tea." Distinguish. Are these

words much used in Canada? What words supply their place?

"Emblem of happiness." In what way appropriate concerning the lark?

"Blest." In what way?

"Wild—loud." Anything noticeable about order of words? Effect? Similar instances in this poem? in any other?

"Lay." Meaning? Common word?

"Far in the downy cloud." Qualifying what? *Clouds* always *downy*? What sort of weather is indicated?

"Love gives it energy." In what way?

"Dewy wing." Meaning? Is the dewdrop beautiful?

"Where." Effect of repetition?

"O'er fell—green." In what way do these two lines resemble each other? Meaning of *fell*?

"Sheen." Meaning? (Shining—*cf.* Coleridge, "a hundred fire-flags sheen.")

"Red streamer." What is meant? Always red?

"Cloudlet." Force of suffix? Examples of other words containing it? Pick out suffixes in poem and carefully consider their meaning.

"Rainbow's rim." Cause of rainbow? Colors seen in it? What is the rim?

"Cherub." Explain meaning? Plural? Distinguish from *seraph*.

Paint in words the picture described in this stanza. What would its effect be on most people?

"Gloaming." Meaning? Other words from same root?

"Low." Qualifies what? Where does the lark build its nest?

"Heather blooms." What is heather? Found in Canada? Color of blooms?

"Sweet will thy welcome," etc. Hogg expresses a similar idea in another poem.

"Then the lavrock frae the blue lift
Draps down and thinks nae shame
To woo his bonnie lassie
When the kye comes hame."

"To abide in the desert with thee." For similar thought, one peculiar to poets, compare.

"There is a pleasure in the pathless woods,
There is a rapture on the lonely shore,
There is society where none intrudes
By the deep sea, and music in its roar."—*Byron*.

"O'er a lodge in some vast wilderness."—*Cowper*.

"Afar in the desert I love to ride,
With the silent bush-boy alone by my side,
Away, away in the wilderness vast,
Where the white man's foot hath never pass'd."
—*Pringle*.

"There at the foot of yonder nodding beech,
That wreathes its old fantastic roots so high,
His listless length at noontide would he stretch,
And pore upon the brook that babbles by."
—*Gray*.

GENERAL QUESTIONS.—What about the rhyme? the selection of words? the number of adjectives? the length of sentences? How many lines in a stanza? What is the most beautiful stanza? Why do you think so?

IV.—THE STAGE COACH.

Ontario Readers—Old Series. Page 176.

AUTHOR'S LIFE.

Charles Dickens was born in 1812. His father being a Parliamentary Reporter he devoted himself to the stenographic profession. He soon became distinguished in his calling, and engaged with the *Morning Chronicle*. It was in this paper that his

first important work appeared in 1836, under the title "Sketches by Roz." "The Adventures of Mr. Pickwick" then followed and had an enormous circulation. After the humorous "Pickwick Papers" followed "Nicholas Nickleby," "Curiosity Shop," and "Barnaby Rudge." In 1842, after a tour in America appeared "American Notes for General Circulation," which preceded "Martin Chuzzlewit," the last of his great humorous efforts. His other writings are, "David Copperfield," thought by many to be his greatest work, "Bleak House," "Little Dorrit," "Great Expectations," "Our Mutual Friend," "Hard Times," and "Oliver Twist." In 1867 he paid America another visit, and on his return to England began another novel, "The Mystery of Edwin Drood," which was unfinished when death cut short the author's life in 1870. His books brought about the correction of many abuses in connection with the Courts of Law, the Poor House, the Hospital, and the School.

SUGGESTIVE QUESTIONS FOR PUPILS.

"Coach." Difference from a wagon? Where were coaches first used? When in England? Used now?

"London." Why on the coach?

"Tom." Other name? Where was he at this time? From what book is this sketch taken? (Martin Chuzzlewit.)

"Turn." Meaning?

"Less modest man." Was Tom a man?

"Professionally." Why inserted?

"Elected emperor." Explain.

"Four grays." Meaning? Is four *whites* used in this way? four blacks? four bays? four chestnuts?

"At finger ends." Meaning? Has the phrase ever any other meaning?

"Pitched them into his hat." Why was the post-office not used?

"Freedom of the road." Meaning?

"The guard." His work?

"Manners were a canter." In what way?

"Round-trot." Explain.

"Downhill turnpike road." Why not *uphill*? Why turnpike?

"Pace." Give other meaning of the word.

"Salisbury." On what river? How far from London? Noted for what? (Cathedral, with its spire 400 feet high.)

"Yokel." Countrified, lumbering

"Worst corners." Salisbury is very regularly built, the corners being nearly all square.

"Orchestra." Meaning?

"Leader's" Better *leaders*, as two horses are meant.

"Hind boot." A box or receptacle for luggage. There were often two in a coach, one beneath the coachman and another in the rear.

"Rampant." Meaning?

"Dip." What is meant?

"Bald faced stag." What was it?

"Fantastic dowager." Explain.

"As real gauze has done." What is meant?

"Popo." Why not *king*?

PHILETUS.

*GOOD THINGS FROM THE
"NORMAL INDEX."*

THE best way for teachers to keep their salaries from being reduced is to do better work. If the schools do not do work that deserves the commendation of the people, of course they will not support them. Give value received for all the money expended, and more can be secured for the pay of teachers.

COUNTY INSTITUTES will soon be held, and methods of improving the county schools should be discussed. It is high time we were taking a step in advance. Those who will not do good work ought to receive no consideration from any one. Now is the time to organize. Let us get rid of mechanical work. The demand is for teachers who think and act for themselves.

TO teach history successfully, the teacher must be familiar with many events not recorded in the text-books. No one book contains all that he ought to know. He who would succeed in the schoolroom must read. No teacher has time to spend his evenings "loafing" about the village store. He must prepare the lessons for the next day, and devote several hours to his own improvement.

It will be a sad day for our schools when no attention is given to the moral qualifications of the teachers. We need earnest, devoted men, but above all, the world needs honest men. There is too much dishonesty in the world. Boys and girls ought to be trained to be true and honest under all circumstances. If the teacher is careless in his manners and lax in his morals, the pupils will not become noble men and women.

LET the instruction given at the teachers' institutes be practical, and the good results will be seen in the improved condition of the schools. A lifeless institute does no good. Practical work is needed. Not methods so much as principles. If teachers can be induced to read and think, they can then develop their own methods. No institute instructor should pretend to do all the thinking for the teachers. Original thought and patient investigation is needed more than office-developed theories.

A MAN may be well educated and yet not be an educator. A college graduate is no better prepared to teach school than he is to practise law. Hearing recitations and answering questions is not teaching. Many persons can do that even if their education is limited. Not what is told the pupil, but what he acquires himself, determines the success of the teacher. Not knowledge, but

a desire for knowledge, is to be imparted. He who would teach should understand the text-books, but he should also know how to teach.

WHEN pupils are interested in the work of the schoolroom they will not neglect their studies to annoy others. Good government takes hold of the will of the pupils. They do right from principle, and not from fear. The noblest actions can never be inspired by scolding and whipping. A teacher who punishes often does not teach much. School work is not, or should not, at least, be distasteful to the pupils. They want to learn, and if the teacher does his duty there will be but little occasion to complain about disorder. When the teacher is right, the pupils cannot be wrong.

YOUNG teachers should not be influenced too much by the old idea that the first duty of a teacher is to govern a school. Too much attention given to securing order will ruin any school. The first duty of the teacher is to teach. Pupils should be expected to govern themselves. A school in which there is no noise does but little work. There is such a thing as having too much order. Children full of life should not be expected to remain quiet in the schoolroom. Better have some noise and good work than perfect quietness and idleness. A well-taught school is already well governed.

THERE will always be some boys in school that will not do good work. Some will fall behind their classes. No use to worry over every apparent failure. It is the duty of the teacher to do the best he can for his pupils, and when he has done that he should be content. The boy who seems dull may receive an inspiration that will bear fruit in after life. Now is the seed time, the reaping will come in the future. No effort in a good cause can ever be lost. What seems to be lost now may after all be our most effective work. The bright pupils can learn without a teacher; those who are slow need the most instruction.

AT the beginning of the late war between the States soldiers were enlisted for three months, but when the conflict became more terrible men were enlisted for three years or until the close of the war. In the campaign in which we are engaged against ignorance and superstition, we want teachers to enlist until the close of the war. Those who expect to make teaching a profession will do the best work in the schoolroom. But little good is done the profession by employing new teachers each session. We want a permanent body of teachers in each county.

If they will keep up with the times and do good work, they will soon receive better wages.

A LITTLE more thinking on the part of the teacher would do away with much of the mechanical work that is now being done. Thought is needed. New life must be infused into the teacher. There is no excuse for any one using the same methods and illustrations year after year. Original thinking is a sure cure for all monotony in school work. Methods ought not to be used without investigation. Rules are committed by pupils to memory and principles recited that are not comprehended. Get out of the ruts and you will find many pleasures in the profession. It is your duty to make your influence felt in the community where you teach.

YOUNG persons who enter the teacher's profession should not expect a life of ease. Only the devoted, energetic teacher can hope to succeed. Let it be known that labor, constant labor, is the price of success. Many fail because they are too indolent. The profession is crowded with inferior workers who do not advance. There is a constant and an increasing demand for well-trained teachers. Those who do not expect to stand first in the ranks should engage in some other work. No idlers are wanted in the schoolroom. Some may find it easy work to keep school, but such persons never perform their whole duty. They do not do the good for their pupils that the people have a right to expect. It matters not how small the salary may be, the teacher is under moral obligations to do the best for the pupils under his charge that he can. There is no excuse for idleness. All who would succeed must work earnestly.

THE merits of a school cannot always be determined by the number of pupils enrolled, nor the success of a teacher by the standing of his pupils on examination. There is a work in the schoolroom that cannot be expressed in figures; an influence for good or evil that cannot be measured. If a boy leaves school without a desire to make himself useful to others, his training has all been in vain. He may have received a high grade on examination, but he lacks the elements of manhood. He will never be useful to the world, nor be able to secure his own happiness. Too much attention is given to the form and not enough to the spirit. A whole-souled, honest teacher will always do good work, even if his pupils do fail sometimes on examination. Per cents are no criterion by which to determine either the success of the teacher or the knowledge of the pupil.

Educational Intelligence.

NORTH HASTINGS TEACHERS' ASSOCIATION.

Reported for the EDUCATIONAL WEEKLY.

A VERY successful meeting of the North Hastings Teachers' Association was held in the Madoc Model School, on October 15th and 16th. About one hundred members were present during the different sessions. The chair was occupied by Mr. McIntosh, I. P. S.

In the morning of Thursday, a few matters of routine were first disposed of, and then Mr. McIntosh explained to the association a scheme for adding to the interest of the promotion examinations, by presenting diplomas to certain pupils in each municipality. Mr. McIntosh suggested that a diploma be awarded to the candidate in each municipality who takes the highest number of marks at the entrance examination, and also to the two in each municipality who take the highest marks at the examination for promotion to the fourth class. After a short discussion the matter was referred to a committee composed of Messrs. Morton and McIntosh and Misses McDermid and Connors.

The President then explained to the association parts of the regulations referring to religious instruction and registers.

In the afternoon, Mr. Dale, of Marmora, sketched his method of teaching penmanship. A lively discussion followed on the merits of pen-holding, analysis, counting, etc. Mr. Adshhead described his method of dealing with "Language Lessons"; his ideas on the subject manifested a degree of practical originality not often met with.

Miss Wootton, of the Model School, illustrated her method of teaching Number to young children. The lesson was a fine justification of object teaching in arithmetic, and showed how all the operations included in the simple rules can be carried on successfully from the first. Miss Thompson followed with an object lesson on Cotton.

At the evening session the following officers were elected:—

President, Wm. McIntosh, I. P. S.; Vice-president, Miss Henry; Secretary, D. Marshall; Treasurer, J. B. Morton; Librarian, Miss McDermid; Executive Committee, Messrs. Minchin, Dale, Harrison, Wiley, Ogden, and Adshhead, and Misses Britton and Thompson.

On Friday morning, Mr. McIntosh, I. P. S., entered into a discussion at length of the new programme of studies, referring specially to the subject of Phonics, which hitherto has been almost entirely neglected. Mr. McIntosh outlined a plan of grading the subject so that an adequate portion of the subject should fall upon each class. Miss

McDermid followed with her method of teaching Composition, dealing with the various phases of the subject—primary language lessons, written compositions, letter-writing, paraphrasing, transposition, etc. The subject was discussed by the association, Messrs. Adshhead and McIntosh taking a leading part. Some valuable hints were given by Mr. Wood, M.P.P., who, being present, entered into the discussion from an outsider's standpoint, showing very pointedly where letter-writers fail both in business and friendly correspondence.

In the afternoon the Committee on Diplomas reported favorably to the scheme, and a committee was appointed to carry out the wishes of the association in the matter. Mr. Kemp then dealt with the subject of Drawing, and the programme ended with a most interesting and able discussion by Mr. Ogden, of Stirling P.S., on how to awaken thought and cultivate a taste for reading. Mr. Ogden said he would give special attention to the memorizing of literary gems, and to supplementary reading. He sketched a plan for obtaining periodicals and books of reference, which any teacher of energy and spirit may put into practice.

The meetings throughout were enlivened by the singing of the Madoc Model School choir.

WENTWORTH TEACHERS' CONVENTION.

THE Wentworth Teachers' Association met in their Annual Convention on Friday morning last in the new school buildings, Dundas, the President, Mr. J. D. Bissonette, B.A., in the chair, Mr. J. F. Kennedy, Secretary. Mr. Crichton, Head Master of Waterdown High School, read an essay on "Phonetic Spelling."

Mr. Crichton showed wherein the present system of spelling in the English language is defective; that it is a very hard matter to teach spelling to children, that there is no reason for telling a child *why* to spell any word in the particular manner in which it is spelt; that on the whole two years of valuable time are spent in teaching a child orthography, that might be used in some better way. After pointing out that we needed spelling reform, the essayist gave the different systems that have been put forward in the last quarter of a century, and said it only remained for us to choose the proper method. Mr. Crichton is an enthusiast in his work, and the clear manner in which he delivered his address showed that he thoroughly understood his work.

AFTERNOON SESSION.

The convention re-assembled at 2 p.m., when Mr. J. H. Smith, P. S. I., delivered an address on the subject of teaching arithmetic. Mr. Smith says in our present textbook there is a great deal of matter to be

ground into boys of the public school that is of no use to them in the practical walks of life. For instance, the study of the different tables, as Troy weight, Avoirdupois weight, etc.

After Mr. Smith's remarks, Miss Colcord, of Hamilton (late of St. Louis), gave a fair idea of the kindergarten method of teaching, showing up the system in the clearest light possible in the small time allotted to her. Miss Colcord is at present engaged in training a class of ladies for the work, and gave a practical exhibition of the system of the various little songs and manipulations invented to make the method interesting and intelligible to children. She said that educationists for many years had made but little progress. The kindergarten, however, had been evolved from their efforts. Teachers to-day were teaching on a false system. Kindergarteners held that the child should be taught in the schoolroom some of the principles of living. Schoolroom work should not be all theory, as it is in the present system. This the kindergarten endeavored to avoid and to train the child to practical affairs. More industrial training was wanted. The teaching of form and symbol before the principle was wrong. The morality of the kindergarten is greater than the morality of the outside world. Its teachings all tend to the existence of God, and prove to the child that man depends on his neighbor. By a set of actual principles the child is taught to love virtue and hate vice, to reverence punctuality, love honesty and self-sacrifice. The young ladies in training at the Model School, Hamilton, were then formed into a class and exemplified the work of the kindergarten room.

The parents of Dundas are evidently interested in this new system, judging from the attendance of residents of the town, and we would suggest that in introducing it into the new schools there is no use in taking a modified form of it, but go in for the system pure and simple.

[At the evening session addresses were delivered by Mr. J. H. Smith, Inspector Hon. G. W. Ross, Minister of Education, and Rev. Dr. Laing. We regret that lack of space prevents us from inserting a report of their excellent remarks.—Editor, WEEKLY.]

On Saturday at the closing session, School Inspector Hughes, of Toronto, talked on "Phonic, or Sound Reading." Mr. Hughes said: "The Phonic is the quickest system of acquiring knowledge. It is the system in use in all other countries outside of Canada. All modern writers agree that if our language had a good alphabet it would be a good idea to use phonetics, but we have not such. We can give our pupils a sufficient vocabulary to express their thoughts. Children are more interested in what things do than in

their names. Does the name affect the thing in the estimation of the child? No. The name can have no interest to the pupils, but we may attach a good deal of interest to a letter by saying it tells something. A child will learn the names of the letters better incidentally than by teaching. One object in teaching should be to learn the child to take his place in life, to cope with adversities in life, and not to be a mere tool in the hands of demagogues. The phonic system of reading had been tried and found good in the schools of Toronto. For the first six months in the child's education in Toronto books or tablets are not used. Use is made of slates and blackboards. Spelling is improved by the phonic system. Articulation is very much improved by this system. There are a very few words in the English language which cannot be taught by this system, but this should not condemn the system itself. It is the quickest method of teaching reading and producing the best results. Stammering can be cured effectually by the phonic system."

Mr. J. F. Kennedy, Head Master of the Dundas Public Schools, was elected delegate to the convention at Toronto next midsummer. Mr. J. F. Ballard was elected President of the Association; Miss Fitzgerald, Vice-president; J. F. Kennedy, Secretary; J. H. Smith, Treasurer.—*Dundas True Banner*.

OTTAWA schools have a truant officer.

IN Napanee schools vaccination is compulsory.

DUNDAS schools are to have regular fire drill.

TRENTON High School is establishing a physical and chemical laboratory.

BELLEVILLE High School is purchasing \$100 worth of chemical apparatus.

TRENTON High School has three students preparing for senior matriculation.

A NEW R. C. separate school has been formally opened on Queen's Avenue, London.

WINDSOR school trustee elections and those of municipal councillors are to be contemporaneous.

IN Dundas schools vaccination is compulsory. Several divisions have been dismissed for the purpose.

GUELPH High School has purchased chemical apparatus to the amount of \$200. Its attendance is now 175.

MISS MAREAN, kindergaertner, is now fully employed in kindergarten work in the Toronto schools.

BERLIN High School has won from the Galt Collegiate Institute the Hough Challenge Football Cup by four goals to one.

THE Minister of Education, through the inspectors, is distributing copies of the Consolidated School Law among all the teachers of the Province.

THE next uniform promotion examination in connection with the public schools of North York, will be held on Wednesday the 10th of November next.

THE Toronto School Board has suspended a teacher for want of punctuality in attendance upon her duties. She had been late four times in a month.

BELLEVILLE Board of Education holds its teachers responsible for damages done to their school-rooms, and deducts the cost of repairs from their salaries.

THE Public School Board of Amherstburg offer three prizes for competition among the pupils of the town to be decided by the high school entrance examination.

THE Trenton Board of Education has passed resolutions in favor of holding the elections of school trustees on the same day and in the same way as municipal elections.

THE trustees have engaged Mr. G. M. Robinson, as head teacher for our school next year, at a salary of \$475 per annum. He comes highly recommended.—*Tottenham Sentinel*.

SPLENDID weather and a large turn-out of spectators made the annual games of the collegiate institute go off with great success. The Langevin Cup was won this year by Mr. Thos. Nolan.—*Whitby Chronicle*.

THE model school students are now engaged in regular teaching. Each student teaches but one lesson per day, and as the lesson is carefully prepared good work is secured and but little or no disturbance is felt.—*Dufferin (Orangeville) Post*.

THE trustees of Cottam school have secured the services of their present teacher for 1886, at \$50 advance in salary. They are to be congratulated on having engaged so efficient a teacher as Mr. Oliver. Evidently he is the right man in the right place.—*Amherstburg Echo*.

MASTER WM. D. A. M. ROSS, eldest son of Mr. W. McKenzie Ross, of this town, is the recipient of ten dollars from the Education Department for scoring the highest number of marks in the examination for Second Class certificates.—*Chatham Planet*.

MR. JAMESON, brother of the head master, has also been engaged, making the third master in the high school. With a new building, extra accommodations, an extra teacher and a hundred or more scholars, the institution should flourish.—*Morrisburg Herald*.

SERIAL teachers in the country having applied for lessons in mathematics and English for first class certificates, a Saturday class has been formed for their benefit at the high school. Seven have already joined the class and several others have signified their intention of entering it.—*Woodstock Sentinel-Review*.

MR. D. C. LITTLE, assistant high school teacher, Trenton, attended the annual meeting of the Canadian Amateur Athletic Association of Canada, at Toronto, and secured the gold medal for vaulting with pole. He also won a silver medal in another competition. This was against the finest athletes of Ireland, the United States and Canada.—*Trenton Advocate*.

AT the Orillia Public School Board on the 1st instant, Mr. H. S. Fairall complained that his son had been too severely punished by the teacher of the seventh grade. The board having heard Mr. Fairall, the boy, and the principal, decided that the punishment was justifiable, and Mr. Fairall

was informed that his boys could return to school when ready to submit to the discipline thereof.

Packet.

WE notice that the Minister of Education has decreed that every Friday afternoon shall be set apart by teachers to be devoted to exercises of a more entertaining character than the usual studies. The teachers will no doubt think this a decided improvement as they will be able now to impress upon the minds of the scholars many important points not included in the usual course of study.—*South Simcoe News*.

MR. HODGSON, M.A., Inspector of High Schools for Ontario, spent Thursday, Oct. 28th, at our high school, on an official visit. He expressed himself thoroughly satisfied with every detail of the excellent work being done in the school, and could find no particular upon which to make the slightest suggestion. Such eulogy speaks volumes for Principal Johnston and his able assistant Sheppard.—*Carleton Place Herald*.

OUR high school is young, but since the day of its institution its success has been most marked. It has now fairly entered upon university work with great success, and we expect it to make still better records for itself in the future. Our citizens should be proud of the high school and by every means in their power give it encouragement. We are pleased to learn that this term the attendance is very large and that it keeps increasing.—*Seaforth Sun*.

THE friends of Galt Collegiate Institute will remember that three years ago the masters purchased a piano for the use of the G. C. I. Literary and Musical Society. Since that time they have been paying off the debt then incurred. This has now been done, and at the last meeting of the board the principal of the school announced that the piano had been paid for in full, when it was "Moved by Mr. A. T. H. Ball, seconded by Mr. R. S. Strong, and resolved, that the thanks of this board of trustees are due, and are hereby presented, to the masters of the Galt Collegiate Institute for the very handsome gift of a high class Chickering piano for the use of the institute, and that a copy of this resolution be sent to each contributor to the piano fund."—*Carried*.—*Galt Reformer*.

ON Friday, Oct. 9th, as the pupils of our public school were preparing to enter the model school, after intermission, at 3 o'clock, their late headmaster, Mr. McDiarmid, appeared on the scene to take a last farewell. He was greeted with rounds of applause. At once, were assembled in the principal's room, the staff of teachers from Port Hope, the school trustees, and the four divisions of the model school, accompanied by their respective teachers. The room was crowded to its utmost capacity. Rev. D. L. McCrae said that the teachers of the model school had desired him to say that the moral influence of Mr. McDiarmid in the school had always been on the side of good, and that he had their sympathy and well wishing. He was glad to call attention to the fact that Mr. McDiarmid had accepted a position at Ingersoll, where he trusted his talents and earnest effects would be recognized and appreciated. As a mark of the esteem in which he is held, he presented Mr. McDiarmid, on behalf of the teachers and pupils of the model school, and Miss Libby's school, with a beautiful silver butter-cooler.—*Cobourg World*.

Promotion Examinations.

LITERATURE.

COUNTY OF LANARK.

SENIOR THIRD TO FOURTH.

Pupils will open book at page 218.

1. Explain the meaning of: The Arctic circle, 'descends below the horizon,' 'intensity of the frost,' 'common temperatures,' 'compelled to breathe guardedly,' 'tipped the tops of the mountains.'

2. Give the meaning of degrees, perpetual, ice-bound, moderately, treachery, ordinary.

3. Write sentences in which the following words are used correctly: eight, ate; May, may; seas, sees; bergs, burgs; size, sighs; blue, blew; studied, steadied.

4. Why are 'partial' and 'total' written in italics?

5. 'There is no sunlight there.' Explain the distinction between the words 'there' in this extract.

6. Distinguish the accented syllable in: Arctic, remaining, descends, Northern, absence, thermometer, February, horizon.

7. 'The thermometer fell below zero.' Where is zero on the thermometer?

8. Why does the sun entirely disappear from the Arctic region? For how long?

9. Write the last two stanzas of 'Hohenlinden,' commencing 'The combat deepens.'

JUNIOR TO SENIOR FOURTH.

Pupils will turn to page 95.

1. Explain the meaning of: 'Tubular bridge,' 'a far bolder and more gigantic scale,' 'pigmy shallows of former ages,' 'exclusive of the two abutments,' 'apparently irresistible,' 'fraught with such important consequences.'

2. The young giant rising in the West. To what does giant refer?

3. Write a brief account of (a) the 'Colossus of Rhodes,' (b) Menai.

4. How does the bridge afford uninterrupted communication, and between what countries.

5. Give the meaning of: probably, gigantic, spans, perceptions, expenditure, averaged, achievement, scientific, practicable, coffer-dam.

6. Write sentences containing the following used in two senses: spans, scale, late, means, mind, spring, feet, level, iron, sail, masses, witness, beams.

7. Write from memory one stanza from 'The Ship Builders.'

COUNTY OF BRANT.

ENTRANCE TO JUNIOR THIRD.

1. 'The Lark and her Young Ones.' Write on slates the story in your own way.

2. What is a lark? a farmer? neighbors? 'I perceive?' 'as usual?' sickles?

3. What do you learn from the lesson?

4. Spell twenty (from dictation) of the most difficult words in the lesson.

ENTRANCE TO FOURTH CLASS.

1. Correct where necessary the following: Attribute, countre-balance, interdik, dessert, gallent, minnute, invalide, misseconduct, retale, suffix, attitude separate, changable, salery, celary.

2. 'Hohenlinden.'

"On Linden, when the sun was low,
All bloodless lay the untrodden snow;
And dark as winter was the flow
Of Iser rolling rapidly."

Explain: 'Hohenlinden,' 'dark as winter,' 'Iser.' The poem is a description of what?

3. "Then shook the hills, with thunder riven;
Then flew the steed to battle driven,
And, louder than the bolts of heaven,
Far flash'd the red artillery."

Explain: 'Thunder riven,' 'bolts of heaven,' 'red artillery.'

4. "'Tis morn; but scarce yon level sun
Can pierce the war-clouds, rolling dun,
Where furious Frank and fiery Hun
Shout in their sulph'rous canopy."

Explain: 'Level sun,' 'rolling dun,' 'furious Frank,' 'fiery Hun,' 'sulph'rous canopy.'

5. Give the date of the event described; the commanders on each side. Write a short account of the life of the author.

ENTRANCE TO FIFTH CLASS.

1. Tell briefly in your own words the story of 'The Skater and the Wolves.'

2. 'Battle of the Baltic.' By what nations fought? when? what result? What do you know of Nelson? Explain 'Hearts of oak'; 'adamantine lips.'

3. 'The Ship Builders.' What different kinds of laborers unite in ship-building? What kind of merchandise should the ship carry? What should she not carry? Explain 'century circled oak'; 'Nor faithless joint nor yawning seam shall tempt the searching sea.'

4. What are 'Geysers'? What is meant by getting a 'rise out of the Stroke'? How is it done? Describe the effect produced.

5. Give a brief account of the life and writings of Bryant, Whittier, or Byron (one is sufficient).

6. Quote one stanza of the 'Address to the Ocean,' with correct capitals, punctuation, etc.

7. Define 'corporal,' 'compassionate,' 'campaigns,' 'apology,' 'obligations,' 'orchestra,' 'crescent,' 'indentation.' Correct, if necessary: oblige, truly, neighbor, believe, chimnies, attendance, scaffold.

COUNTY OF PEEL.

SECOND CLASS TO THIRD.

Candidates will open their books at page 166.

1. Give the meanings of: Dainties, provided, resided, securely, snug, excursion, sedate, surprise, tales, crannies, exquisite, scores.

2. Express in other words the meanings of the following phrases: 'Given to roam,' 'On a sudden returned,' 'They've been at such pains to construct us a dwelling,' 'I thought it my duty,' 'A mouse who once entered did ever return.'

3. Write sentences in which the following words are used in a connection entirely different from that in which they occur in the lesson: Sung, parent, ill will, tales, exactly, appear, forcing, terrible, entreat, danger.

4. Write from memory twenty lines of poetry not to be found in your Second Reader.

THIRD CLASS TO FOURTH.

Candidates will open their books at pages 189 and 239.

1. Explain the following phrases:
'A descent of fifty feet in half a mile.'

'Verge of the cataract.'
'Accumulation of frozen spray.'
'Rivals the noise of the falls.'
'Additional influence.'
'Shrouded in soft spray.'
'Portable property.'
'Adjacent woods.'
'Intrepid conduct.'
'deliberate aim.'
'Finally retired.'

2. Give the meanings of: Immense, stupidity, no avail, despair, scarcely appears, embark, frantic gestures, militia, summit, grateful, memorable, enthusiasm.

3. Tell in your own words the story of 'John Gilpin' or of 'Beth Gelert.'

4. Write from memory one of the following selections: 'Excelsior,' 'Soldier Rest,' 'The Children's Hour.'

5. The following words have several meanings: write sentences to show at least two uses of each one: Pitch, crow, trap, bear, bill, wood, want, lead, top, back.

Correspondence.

DR. ARNOLD'S PEDAGOGY.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—In your excellent issue of Oct. 8, I read, with more than usual interest, Mr. Wetherell's pointed and telling vindication of Dr. Arnold's professional position.

I might laud, without descending to flattery, each of the many very superior editorials, essays and extracts, which may be met with in every number of your journal since its origin. The vigorous ideas and interesting information, weekly presented to your readers, have, without doubt, been the means of directing to higher and more praiseworthy ideals, the minds of those who wish to rise and excel in the profession.

In that reading course I found no finer conception of the ideal schoolmaster than Mr. Wetherell's Dr. Arnold. His was a life from which many, since his death, have received glorious inspiration. Whether his methods be scientific or not, the fact of their being above and beyond, in their excellence and their results, the most of more modern methods ought to silence the voice of criticism.

My motive for thus expressing myself is not from a desire "to rush into print," but from a sense of the benefits derived from the perusal of such as I have named.

In the article referred to, its author writes of a personage whom he designates "the greatest, perhaps, of modern divines." To satisfy the curiosity of a number of your subscribers, we respectfully ask you to give, through your paper, the name, and a short account of the life, of the divine alluded to.

Hoping that you may find space for the insertion of this communication in your columns,

I am, yours truly,

DOMINE.

Oct. 19, 1885.

[We think the divine alluded to by Mr. Wetherell is the late Arthur Penrhyn Stanley, Dean of Westminster, and author of Doctor Arnold's *Life and Letters*.—Ed. EDUCATIONAL WEEKLY.]

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