Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- [ ] Coloured covers/ Couverture de couleur
- [ ] Covers damaged/ Couverture endommagée
- [ ] Covers restored and/or laminated/ Couverture restaurée et/ou pelliculée
- [ ] Cover title missing/ Le titre de couverture manque
- [ ] Coloured maps/ Cartes géographiques en couleur
- [ ] Coloured ink (i.e. other than blue or black)/ Encre de couleur (i.e. autre que bleue ou noire)
- [ ] Coloured plates and/or illustrations/ Planches et/ou illustrations en couleur
- [x] Bound with other material/ Relié avec d'autres documents
- [x] Tight binding may cause shadows or distortion along interior margin/ La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- [ ] Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/ Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

- [ ] Coloured pages/ Pages de couleur
- [ ] Pages damaged/ Pages endommagées
- [ ] Pages restored and/or laminated/ Pages restaurées et/ou pelliculées
- [x] Pages discoloured, stained or foxed/ Pages décolorées, tachetées ou piquées
- [ ] Pages detached/ Pages détachées
- [x] Showthrough/ Transparence
- [x] Quality of print varies/ Qualité inégale de l'impression
- [x] Continuous pagination/ Pagination continue
- [ ] Includes index(es)/ Comprend un (des) index

Title on header taken from:/ Le titre de l'en-tête provient:

- [ ] Title page of issue/ Page de titre de la livraison
- [ ] Caption of issue/ Titre de départ de la livraison
- [ ] Masthead/ Générique (périodiques) de la livraison

- [ ] Additional comments:/ Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X		14X		18X		22X		26X		30X	

12X	16X	20X	24X	28X ✓	32X

Educational Weekly

Vol. III. THURSDAY, FEBRUARY 18th, 1886. Number 59.

The Educational Weekly,

PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.,

Samuel J. Moore, *General Manager.*
C. Fraser, *Business Manager Educational Weekly Dep't*
T. Arnold Haultain, M.A., *Editor.*

TERMS: Two Dollars per annum. Clubs of three, $5.00. Clubs of five at $1.60 each, or the five for $8.00. Clubs of twenty at $1.50 each, or the twenty for $30.00.

New subscriptions may begin at any time during the year.

Payment, when sent by mail, should be made by post-office order or registered letter. Money sent in unregistered letters will be at the risk of the senders.

The date at the right of the name on the address label shows to what date the subscription is paid. The change of this date to a later one is receipt for remittance.

Subscribers desiring their papers discontinued are requested to give the publishers timely notification.

In ordering a change of address, or the discontinuance of the paper, the name of the post-office to which the paper is sent should always be given.

Rates of advertising will be sent on application.

Business communications and communications intended for the Editor should be on separate papers.

Address— *EDUCATIONAL WEEKLY,*
Grip Office, Toronto.

TORONTO, FEBRUARY 18, 1886.

That each pupil in a class has left the room or finished the lesson with at least one fact thoroughly learned and never to be forgotten, would be a comforting thought to any master. But that this comforting thought is not always obtainable we are afraid is sometimes the case. Yet it is not a failure over which to worry. Facts are not the only things to be learned in a schoolroom—perhaps teaching facts is the smallest part of the functions of a teacher. If each pupil in the class has gone away at the close of the exercise with new light on an old fact learned long ago, with a greater facility in concentrating his attention, with strengthened power of thought, with an added interest in the lesson even, more perhaps has been gained than if a score of new facts had been learned. The sole business of going to school is not to acquire information. Yet to judge from the infinite pains some of us take in imparting information, and the small amount of pains others of us take in teaching our pupils how best they may acquire it for themselves, a casual observer might very justly imagine that the schoolroom was merely a place where the master might tell his pupils all the facts, mathematical, scientific, literary, and historical, which up to that time he himself had succeeded in learning and remembering a sort of syphon, in short, in which, by means of blackboard and slate, ideas were to flow from the teacher's brain to the pupil's pate. Not facts, but what to think about facts; not ideas, but the sequence of ideas—are not these of more value than many facts and many ideas? Nine thirds, we tell a class, is a vulgar fraction. That is a fact. But what has the class learned? Perhaps that if they are next asked what twelve thirds is they might answer, a vulgar fraction. But if we explain all that is meant by making nine a numerator and three a denominator, they will properly answer the second question. But, perhaps we shall be told, such explanation is merely the imparting of more facts. Be it so, yet there are facts and facts, and there is such a thing as teaching about facts just as there is such a thing as teaching facts. The latter, perhaps, means nothing more than an exercise of memory; the former means an exercise of thought. Both are good, but which is the better?

A great deal would be gained if, in preparing a lesson for the following day, a teacher, instead of consulting authorities, comparing dictionaries, searching for parallel passages, and by various other means laying in a store of isolated facts, were to put to himself such questions as these: How shall I best excite the curiosity of my class? What will most tend to fix their attention? In what form will the subject appear most attractive? What shall I tell them, and what shall I suppress, in order to make them learn for themselves? Can I recollect any interesting incidents bearing upon the subject which will enliven it? Can I make use of anything within the sphere of their personal experience that will throw light on anything in the lesson? Which of my pupils will take the least interest in this lesson? How can I overcome this? From how many different points of view may it be approached? Can I make any of these different points of view coincide with the different bents of my pupils? Is there anything going on in the world at the present moment in which my pupils take an interest which will help to fix the subject in the memory? Which is the most difficult part of the lesson? How much time can I afford to spend on this part? What will be the best hints to give my class in order that they may solve the difficulties themselves? Are there any moral lessons to be drawn from the subject? What will be the most attractive shape in which to present them?

If we were to put questions like these to ourselves every day, we should probably soon find, not only that our pupils would leave the room at the end of the lesson, not only with several facts learned, but also with their interest aroused upon old facts, and with a keener appetite for new ones. What is, after all, the object of all the "methods," "instructions," "hints," "suggestions," and what not, with which our educational books and periodicals are filled? Will not the object be at all events partially attained if each day we quietly sit down and think out the best form in which to present a subject to our classes? A few questions such as these, honestly asked and honestly answered to the best of our ability, will help us much in all our teaching.

The great thing is to bring the subject home to the pupils, to show them that it is of vital importance to them then and there. With even an entirely abstract and apparently wholly uninteresting fact this can be done if only the teacher looks about him carefully for the means of doing it. Even the vulgar fraction nine thirds can be shown to have some practical value if we apply it to something personal and concrete. What we ought to aim at is to bring the driest subject down to "the homes and bosoms" of our pupils. This is the only way to ensure their leaving the class with a fresh store of facts—for, after all, facts they must learn.

Contemporary Thought.

GENERAL S. C. ARMSTRONG, who has had seventeen years of experience in teaching the Industrial School for negroes at Hampton, writes, "There is now a large class of negro mechanics in the South, carpenters, blacksmiths and bricklayers. The proof of the capacity of the negro for skilled labor is, I think, ample. I fully believe in it. The great difficulty is their lack of opportunity to learn. They have less chance to learn now than in the days of slavery, which, in a crude way, was a great industrial school. I have seen so much evidence here of the negro's desire to learn trades, and have had such satisfactory experience of the race as mechanics, that I consider its success a question of opportunity only."

SPECIAL devices for adding interest to school work are well enough, but nothing of this kind can ever take the place of an honest purpose and an earnest spirit in the teacher. Artificial devices, like shavings, may serve a good purpose as kindling, but they do not last. The honest purpose and earnest spirit of the teacher are like the light and heat of the sun. They are constant, enduring and efficient. The teachers that are most respected and loved by their pupils, and that live longest in their memories, are those who are most efficient in the proper work of the school, not those who are most fertile in expedients for the amusement or entertainment of their pupils. So true is this that pupils will come to tolerate and overlook grievous faults in teachers, in whose honesty of purpose and efficiency they have confidence. —*Ohio Educational Monthly.*

SCIENTIFIC observation is observation of the relations between things. But, before any attempt be made to study these relations, the things themselves should be firmly and clearly apprehended. The different degree of grasp possessed by different minds depends largely upon differences in the degree of vividness and fervor with which they are impressed by individual objects, which leave so many persons in the most limp indifference, while exciting in others an absorbing and even passionate interest. When the individual impressions are so clear, distinct, characteristic, and interesting as to be quite unforgetable, they soon force upon the mind, after prolonged contemplation of them, suggestions of their multiple relations, and the knowledge which was at first simply picturesque becomes, sooner or later, scientific. The mental power which arrives at this is largely innate, and beyond the capacity of any education to bestow. But if any educational method can increase and develop it, it is that which most nearly imitates the spontaneous habits of fertile and original minds, apart from all systematic intention.—*Dr. Mary Putnam-Jacobi, in Popular Science Monthly.*

CRITICAL study of our protective institutions would surprisingly show in how many respects the hygienic reforms of the last two hundred years could have been anticipated by the simple teachings of our senses. For the war ls of instinct a temperance sermon would be as superfluous as a lecture on the folly of drinking boiling petroleum, for to the palate of a normal living being—human or animal—alcohol is not only unattractive, but violently repulsive, and the baneful passion to which that repugnance can be forced to yield is so clearly abnormal that only the infatuation of the natural depravity dogma could ever mistake it for an innate appetite. In defence of the respiratory organs, nature fights almost to the last. The blinded dupe of the night-air superstition would hardly assert that he finds the hot miasma of his unventilated bedroom more *pleasant* than fresh air. He thinks it safer, in spite—or perhaps because—of its repulsiveness. "Mistrust all pleasant things" was the watchword of the mediæval cosmogony. Long before Jahn and Pestalozzi demonstrated the hygienic importance of gymnastics, children embraced every opportunity for outdoor exercise with a zeal which only persistent restraint could abate.—*Dr. Felix L. Oswald, in Popular Science Monthly for February.*

AT a meeting of School Superintendents, held in the City of Washington, the Austrian Minister, Baron von Schaz-Sonborn, was present, and spoke of the educational advantages and influences of expositions. "You remember, gentlemen, there was an old European General by the name of, Montezuculi, who said, that if you are preparing for war, and wish to become victors, you must have three necessary things: first, money; secondly, more money; thirdly, much more money." Now, I think every teacher is a general; that is, he is a combatant of ignorance and of superficiality. Now, I think that the want of knowledge is the root of all the evils that exist in the world, and that they can be only successfully combatted by three things. These three things are, first, education; secondly, more education: thirdly, much more education. I think, too, that the education of a people must begin in the family circle, and that then every man, every woman, every village, municipality, and corporation, and every State, government, and the general government itself, must aid and contribute to the accomplishment of this vitally important object.—*Quoted by Prof. J. H. Barlow in the Penman's Art Journal.*

AN eminent French chemist, under examination in a court of justice concerning the effect of minute doses of a certain poison, was asked by one of the attorneys derisively: "Could you tell us, professor, the exact dose of this medicine which could be safely administered to a fly?" "I think I could," he replied, "but I should need to know the particular fly under treatment. I should want to know his size, age, state of health, habits of life, whether he was married or single, and what had been his surroundings in life hitherto. All these bear on the size of the dose to be administered in any given case." It would be well if teachers had a modicum of the Frenchman's caution in administering to their pupils. Each individual pupil needs to be known before he can be taught and trained intelligently. The age, state of health, natural disposition, capacity and attainments, tastes and desires, habits of thought and modes of action, characteristics and tendencies, and home surroundings of each pupil must be known to the teacher before he is at all prepared to give to each 'his portion in due season." Each new pupil is a new problem for the teacher's study. The teacher that never visits the homes of his pupils neglects one of his greatest opportunities.—*Ohio Educational Monthly.*

THE English journals are at the present time very anxious to prove that the American free school system is a failure. Statistics are brought forward showing the alarming amount of illiteracy in some parts of our country, therefore free schools have never done here what pay schools have done in Europe. They overlook the fact that we received from England at the time of our independence a slave system whose stronghold was illiteracy. For more than a century we have been the receptacle into which the refuse population of other lands have been freely poured. We have received from Europe tens of thousands who are among our most enlightened and enterprising people, but with these thousands have come other thousands who have been sent by public funds to the new world. It is a wonder we are not worse off. In New York City there is a class who belong to the very off-scouring of the earth. They came *as they are*, from foreign lands, and now because they cannot read and write, and because their children are vicious and will not go to school, are we to conclude that the American free school system is a failure? The colored people are learning to read as fast as possible, but the intellect of the average Englishman will have it that because we do not work miracles, and bring up into some sort of education all the Spaniards, Italians, and negroes within our borders, *at once*, therefore our free school system is of no consequence.—*N. Y. School Journal.*

IF there is nothing new under the sun, there is at least something new around it. For the last two years close observers of the sky have noticed that the noonday sun has been surrounded by a corona of dusky, coppery, or reddish light, as it has been variously described, the circle of most distinct color having a radius of about fifteen degrees, and inclosing a brilliant, silvery or bluish glow close around the solar disk. A similar appearance of much less intensity has been occasionally noticed around the full moon on very clear winter nights. The most experienced observers of sky-colors are agreed that this corona was not visible before the latter months of 1883. Von Bezold, of Munich, who was considered the most competent meteorologist to prepare a schedule for observations on the colors of the sky for the recent German Arctic Expedition, says that, in spite of the close attention he had previously given to the appearance of the usual whitish glow around the sun, he had never till recently seen the dusky ring. Thollon, of Nice, who had made a special study of the sky around the sun for a series of years, declares confidently that a change occurred in November, 1883. Backhouse, of Sunderland, who has a careful record of parhelia for twenty-five years, confirms this opinion. We may, therefore, safely accept the conclusion that the change of color from the blue of the open sky to the intense glare of whitish light close around the sun, was until lately effected without the appearance of any reddish tinge in the transitional area. The new corona, to which the name of "Bishop's ring" has been given after its first observer, has never been a very conspicuous affair, and therefore has not attracted the popular attention that it deserves; but it could easily be seen every clear day last winter, and has repeatedly been noticed since then in the latter months of 1885.—*William M. Davis, in Popular Science Monthly for Feb.*

Notes and Comments.

THE name of the author of the work on "The Adjustment of Observations with Applications to Geodetic Work" should have been T. W. Wright, not J. W., as printed in our last.

A CONTRIBUTOR under the pseudonym of "Emeritus" commences in this issue a series of papers on the literature prescribed for entrance to high schools.

IN another column of this issue will be found reprinted the greater part of Messrs. Houghton, Mifflin & Co.'s pamphlet on the "Method of Teaching Literature," which has ere this been brought to the notice of our readers. The suggestions which it contains are expressed by practical teachers of literature who speak from personal experience.

"HOW can the awkward habits of pupils be corrected without hurting their feelings?" is a question asked of one of our exchanges by a country teacher, Massachusetts. The answer given is worthy of reproduction :—"The teacher who is at heart a lady, and who has that ease of manner which results from a practical knowledge of the usages of good society, will find her pupils growing in politeness and grace through an unconscious imitation of one whom they cannot fail to admire. But still there are awkward habits to be corrected. First, the children must be led to think of something more inspiring than the management of hands and feet, while a wisely chosen course in gymnastics will enable them to perform this painful duty with greater confidence, and thus with some degree of grace. If some pupils have annoying habits which cannot be reached by indirect means, try suggestion and reminder, given in a spirit of kindness, but never in the presence of others. Finally, a most excellent and fruitful plan is to read and discuss with the pupils some such book as 'Lessons on Manners,' written by Edith E. Wiggins."

SIR JOHN LUBBOCK is a scholar to whom everybody will listen with respect. On the next page will be found a long list of books which, in a recent speech, he recommended to those who are seeking the best in literature. This list was most favorably criticized in England. The *Pall Mall Gazette* invited several noted people to express their views upon it, but with few exceptions, these spoke in the highest terms of Sir John Lubbock's choice. The paper referred to did of course take upon itself to laugh at such a collection. But this is characteristic of the *Pall Mall Gazette*. Mr. Ruskin too writes very characteristically :—

MY DEAR SIR :—Putting my pen lightly through the needless—and blottesquely through the rubbish and poison of Sir John's list I leave enough for a life's liberal reading and choice for any true worker's loyal reading. I have added one quite vital and essential book Livy (the two first books), and three plays of Aristophanes (Clouds, Birds and Plutus). Of travels, I read myself all old ones I can get hold of; of modern, Humboldt is the central model. Forbes (James Forbes in Alps) is essential to the modern Swiss tourist—of sense. Ever faithfully yours, J. R.

However, whatever view may be taken of the list as a whole, it will give really valuable suggestions even to the ordinary reader.

ONE of our educational exchanges, the *American Teacher*, is especially remarkable for the pithiness and brilliant point of its short editorial notes. We take the following from its columns :—"Give as much play to the activities of the little folk in school as possible. Frequent opportunities should be given for physical activity through calisthenics, marching, singing-movement songs, etc. Light mental exercises for playfulness in mental processes should be given by means of *very simple* arithmetical combinations, or concert recitation of rhythmic stanzas. The child is by nature as full of activity as a colt, and he will study better, learn more, behave better, if there is healthful play for this activity."

"It may be troublesome to provide sufficient variety in the programme, spice in methods, and animation in manner to keep the younger children happy and docile in their work: but it takes less nerve-force, less will-energy, makes less moral exhaustion, to provide such intellectual adaptation to their needs than it does to take care of the mischievous little people when it is neglected."

"Teachers of young children are liable to underestimate the influence of early impressions made upon them. Children remember a great deal more than grown-up people give them credit for. The remembrances of babyhood, even, are never forgotten. It is related of Charles Dickens that he had in his later life a recollection of his mother teaching him the alphabet, and how puzzled he used to be at the various shapes of the big black letters; and that in after life he never looked at the letters O and S, which were the easiest to be remembered, without these old recollections coming back very vividly to his mind. We all know how dear to us are our own childish fancies. These facts should lead all who guide the minds and hearts of very young children to exercise care and wisdom in regard to the environments of childhood. Here the kindergarten teacher has a mission closely akin to that of the judicious parent in the house."

IF there is one thing upon which the great continent, of which Canada forms a part, prides itself upon, it is that it has progressed. America fancies it has done this in every direction and in every branch; and without doubt the staunchest conservative and the strongest upholder of ancient custom must allow that in very many things America has advanced. Above all has it advanced in its educational methods. Upon the subject of progress in educational methods and systems, the London *Times* recently contained some very suggestive remarks. "Does teaching," it asks, "come by nature? The established practice of English schools certainly seems to answer the question in the affirmative; and as English schools, especially public schools, are, in the estimation of many, the best in the world, the answer would seem to be justified. And yet, if we reflect on the matter a little, it is a very singular answer. It is no easy thing to teach well. There is more bad teaching than good teaching, and the majority of teachers are no better than indifferent. Even the best of teachers have learnt much from their own experience and from the example of teachers more experienced than themselves. Plainly, then, there is such a thing as an art of teaching—an art that can be acquired, and, indeed, must be acquired by any one who aspires to be a good teacher. No doubt one man may have a greater aptitude for teaching than another, just as one man may have a greater aptitude for drawing than another. But as a man with an aptitude for drawing becomes a great artist by careful training and laborious practice, so it would seem that a man by training can cultivate and improve his natural aptitude for teaching. No one, perhaps, would gainsay this principle in the abstract; but in practice we act in defiance of it. We expect a man to acquire the art of teaching by simple and direct experiment, and the subjects of his experiment are the minds and growing faculties of our own children. There is an obvious waste of power on both sides in this unintelligent procedure. The teacher foregoes all the general experience which mankind have acquired from generation to generation, and the pupil is made to teach the teacher without learning anything himself. It is characteristic of English methods and habits of mind to discard theory in this way, and to rely exclusively on practice. But practice, after all, is only applied theory, and a man's practice is likely to be all the more intelligent if he knows something of the theory on which it rests." Canada, at all events, cannot blame itself for any disregard of theory. But it is in this very point that a great caution is necessary. We not seldom forget that theory is not all. Teaching is, after all, a natural gift. The most accurate acquaintance with Fitch, or Thring, or Bain, or Herbert Spencer, or even, we may say, of Fröbel and Pestalozzi, will not insure this gift—though it may improve it. What we ought to guard against is that we are not led away to imagine that knowledge of theory goes hand in hand with excellence of practice.

Literature and Science.

CARPE DIEM.

HORACE, ODES, LIB. I. XI.

H. L. DUNN.

LEUCONOE, seek not to know
What length of life the gods bestow
On thee or me ; for 'tis not right
That thou should'st thus unveil to light
The mysteries of the gods on high,
Or Babylonian numbers try.
Oh, how much better 'tis to bear
Whate'er may happen—joy or care !
If mighty Jove hath yet in store
For thee at length of winters more.
Or if this winter be thy last
Which Tyrrhene waves on shore doth cast,
Be wise, and joyful strain thy wine,
Nor, if so short a space be thine,
Form plans and hopes for years to be :
E'en while we speak, the time doth flee ;
Then seize the present while it stays,
Nor trust at all to future days.

The 'Varsity.

A HUNDRED BOOKS.

AT the opening of the winter session of the Workingmen's College recently, Sir John Lubbock said, of all the privileges we enjoyed in this Nineteenth Century, there was none perhaps for which we ought to be more grateful than for the easier access to books. He proceeded : I have often wished some one would recommend a hundred good books. In the absence of such lists I have picked out the books most frequently mentioned with approval by those who have referred directly or indirectly to the pleasures of reading, and have ventured to include some which, though less frequently mentioned, are especial favorites of my own. At the head of all non-Christian moralists I must place the "Meditations" of Marcus Aurelius, certainly one of the noblest books in the whole of literature, so short, moreover, so accessible, and so well translated [*] that it is always a source of wonder to me that it is so little read. The "Analects" of Confucius will, I think, prove disappointing to most English readers, but the effect it has produced on the most numerous race of men constitutes in itself a peculiar interest. The "Ethics" of Aristotle, perhaps, appear to some disadvantage from the very fact that they have so profoundly influenced our views of morality.

The Koran will to most of us derive its principal interest from the effect it has exercised, and still exercises, on so many millions of our fellow-men. I doubt whether, in any other respect, it will seem to repay perusal, and to most persons probably certain extracts, not too numerous, would appear sufficient.

[* By George Long, M A.—This translation has been much praised, amongst others by Matthew Arnold.—ED.]

The writings of the Apostolic Fathers have been collected in one volume by Wake. Of the later Fathers I have included only "The Confession of St. Augustine," which Dr. Pusey selected for the commencement of the "Library of the Fathers," and, as he observes, has "been translated again and again into almost every European language, and in all loved," though Luther was of opinion that he "wrote nothing to the purpose concerning faith." But then he was no great admirer of the Fathers. St. Jerome, he says, writes, "alas! very coldly." Chrysostom "digresses from the chief points ;" St. Jerome is "very poor ;" and, in fact, Luther says, "the more I read the books of the Fathers the more I find myself offended." Among other devotional works most frequently recommended are Thomas à Kempis's "Imitation of Christ," Pascal's "Pensées," Spinoza's "Tractatus Theologico-Politicus," Butler's "Analogy of Religion," Jeremy Taylor's "Holy Living and Dying," Keble's beautiful "Christian Year," and last, not least, Bunyan's "Pilgrim's Progress."

Aristotle and Plato again stand at the head of another class. The "Politics" of Aristotle, and some, at any rate, of Plato's "Dialogues," perhaps the Phædo and the Republic, will be, of course, read by all who wish to know anything of the history of human thought, though I am heretical enough to doubt whether they repay the minute and laborious study often devoted to them. Aristotle, being the father, if not the creator, of the modern scientific method, it has followed naturally, indeed, almost inevitably, that his principles have become part of our intellectual being, so that they seem now almost self-evident; while his actual observations, though very remarkable, as, for instance, when he observes that bees on one journey confine themselves to one kind of flower, still have been superseded by others carried on under more favorable conditions. We must not be ungrateful to the great master because his own lessons have taught us how to advance. [Hear, hear.] Plato, on the other hand—I say so with all respect—seems to me in some measure to play on words ; very able, very philosophical, often very noble, but not conclusive, his arguments, in a language differently constructed, might tell in exactly the opposite sense. If this method has proved less fruitful, if in metaphysics we have made but little advance that very fact in one point of view leaves the dialogues of Socrates as instructive now as ever they were ; while the problems with which they deal will always rouse our interest, as the calm and lofty spirit which inspires them must command our admiration. I would also mention Æsop's Fables, Demosthenes' "De Coronâ," which Lord Brougham pronounced the greatest oration of the greatest of orators ; Lucretius, Plutarch's "Lives," Horace, and at least the "Offices, Friendship, and Old Age" of Cicero.

The great epics of the world have always constituted one of the most popular branches of literature. Yet how few comparatively ever read the Iliad of Odyssey, Hesiod, or Virgil, after leaving school. The Niebelungenlied, or great Saxon epic, is perhaps too much neglected, no doubt on account of its painful character. Brunhild and Kriemhild, indeed, are far from perfect, but we meet with no such "live" women in Greek or Roman literature. Nor must I omit to mention Sir T. Malory's "Morte d'Arthur," though I confess I do so mainly in deference to the judgment of others. I should like, moreover, to say a word for Eastern poetry, such as portions of the Mahabharata and Ramayana (too long, probably, to be read through, but of which Talboys Wheeler has given a most interesting epitome in the first two volumes of his "History of India") ; the "Shahnameh," the work of the great Persian poet Firdusi (of which there is a good translation by Atkinson), and the "Sheking," the classical collection of ancient Chinese odes. Among the Greek tragedians Æschylus, perhaps "Prometheus," and the Trilogy (Mark Pattison considered "Agamemnon" the "grandest work of creative genius in the whole range of literature"), or, as Mr. Grant Duff recommends, the "Persæ ;" Sophocles ("Edipus"), Euripides ("Medea"), and Aristophanes ("The Knights"), though I think most modern readers will prefer our modern poets.

In history we are beginning to feel that the vices and vicissitudes of Kings and Queens, the dates of battles and wars, are far less important than the development of human thought, the progress of art, of science, and of law; and the subject is on that very account even more interesting than ever. I will, however, only mention, and that rather from a literary than a historical point of view, Herodotus, Xenophon (the "Anabasis"), Thucydides, and Tacitus ("Germania"), and of modern historians Gibbon's "Decline and Fall," Voltaire's "Charles XII.," or "Louis XIV.," Hume's "History of England," and Grote's "History of Greece," because with reference to others I find no general consensus of opinion, and so much must depend on the point of view from which the selection is made. Science is so rapidly progressive that though to many minds it is the most fruitful and interesting subject of all, I cannot here rest on that agreement which, rather than my own opinion, I take as the basis of my list. I will therefore only mention Bacon's "Novum Organum," Mill's "Logic and Political Economy," Darwin's "Origin of Species," and parts of Smith's "Wealth of Nations," as probably those who do not

intend to make a study of political economy would scarcely read the whole.

Among voyages and travels, perhaps the most frequently suggested are Cook's "Voyages" and Darwin's "Naturalist on the Beagle." Mr. Bright not long ago specially recommended the less known American poets, but he probably assumed that every one would have read Shakespeare, Milton, Dante, Spenser, Scott, Wordsworth (Mr. Arnold's selection), Pope, Southey, Longfellow, and others, before embarking on more doubtful adventures.

Among other books most frequently recommended are Goldsmith's "Vicar of Wakefield," Swift's "Gulliver's Travels," Defoe's "Robinson Crusoe," "The Arabian Nights," Boswell's "Life of Johnston," Burke's "Select works," the "Essays" of Addison, Hume, Montaigne, Macaulay, and Emerson; the plays of Moliére and Sheridan, Carlyle's "Past and Present" and "French Revolution," and Geothe's "Faust" and "Wilhelm Meister." Nor can one go wrong in recommending Berkley's "Human Knowledge," Descartes's "Discours sur la Méthode," Loche's "Conduct of the Understanding." Lewes's "History of Philosophy;" while, in order to keep within the number of 100, I can only mention of dramatists Moilére and Sheridan; and, among novelists, Marivaux's "La Vie de Marianne," which Macaulay considered to be the best novel in any language, selections from Thackery, Dickens, Kingsley, and last, not least, those of Scott, which are, indeed, a library in themselves.

To any lover of books the very mention of these names brings back a crowd of delicious memories, grateful recollections of peaceful home hours after the labors and anxieties of the day. How thankful we ought to be for these inestimable blessings, for this numberless host of friends, who never weary, betray or forsake us.—*The Standard*, London, Eng.

Sir John Lubbock subsequently wrote to say that he excluded (1) works by living authors, (2) science, (3) history, with a very few exceptions, which he mentioned rather in their literary aspect. The Prince of Wales suggested the addition of Dryden. Mr. Ruskin, Aristophanes' "Clouds," "Birds," and "Plutus," Humboldt and James Forbes. Edward A. Bond, Hallam's "History of Literature," Warton's "History of Poetry," Craik's "History of Literature," Paine's "History," and others of the same class. Sir John Lubbock also wrote to say he included "Don Quixote" and "Epictetus."

THE number of pupils enrolled in the Stratford Collegiate Institute, during 1885, was 295, and the average attendance 179. The institute opened this year with an attendance of 219. The attendance has been steadily and rapidly increasing during the past two years.

Educational Opinion.

TRAINING NOT TEACHING.

BY J. J.

IF one will but stop and look over what is supposed to be attained by an intelligent and well applied course of the *new* training, he will find that at least 75 per cent. of the effort is consumed in showing how to do the work, and that the remainder that is not employed in bragging over the result is sometimes devoted to the accomplishment of the thing which is desired. When I have a boy who is to learn an art, say that of ploughing, I set him to work at the plough. I do not first exhaust his energy by first evolving the plough and then developing a well balanced system of ploughing, which includes the *true*, as exemplified by a long straight furrow, and the *beautiful*, which is made manifest by an even width of sod turned over, and the *good*, which comes from shallow or from subsoil tillage. A few explicit directions, which is all the teaching required, suffice to set him on the right method. The application of these, which belongs only to the ploughboy, will be all the training which is required; except that some one must see that the precepts which have been given have been faithfully and precisely carried out. This last corresponds to the hum-drum drill, so hateful to the advanced educator, and the examination, so dreaded by the unfortunate educatee. No boy will be expected to have learned all the science of ploughing until he has turned over many fields.

Qui studet optatam cursu contingere metam,
Multa tulit fecitque puer: sudavit et alsit."

Nothing but great and incessant labor will give to any man an education. The new methods surpass the old only so far as they can show to the tyro a more excellent way; but even with their best developments, it still remains true that every student must, if he hope for success, begin at the bottom, with so many axioms to absorb, so many definitions to memorize, so many laws to develop and apply, so many facts to master upon which these axioms, definitions and laws are based. If he gets to the end desired it is all one to him whether he follow one method or another, deductive or inductive. If in addition to the work in hand he be handicapped with a special method, it will be but a plague to him, if not a hindrance.

I have at this moment in my mind's eye, a teacher who expends most of his energy upon the method which is or ought to be deserving of the name "Natural Method," and it seems to me that most of his time is spent in developing the method, so that his pupils learn but the merest shreds of the science which it is set him to teach. When he is through with his class, it may be granted, for this occasion, that they are adepts in the method, but this is the end of the whole thing. They will seldom or never put in the application.

As if I should keep a girl at the piano for years on the five finger exercises and neglect to show her an air or a melody, or train a boy how to walk and to run, and to box and to turn somersaults, with no other expectation than that ever after he should be rolled about in a wheelbarrow whithersoever he went. It is said that over-trained gymnasts, boxers, rowers, pedestrians, and the like, become "stale," that is, played out; and I think it is not unfrequently so in the subjects of mental gymnastics. By the time they have been put through their system of training, they are utterly fagged out and care no longer whether they see a book or listen to a living orator.

On the contrary, the old want of system, or rather the old system of pegging away, has given to the world every one of the intellectual victories of the past. No one can be named who owes any considerable part of his mental training to any system that did not inculcate steady, hard, unceasing labor.

The few facts which any boy can be made to unfold by the specious prodding of his educator and the few principles which he can logically draw from these are but the dust on the balance as compared with the great mass of knowledge which must forever lie outside the bounds of his personal experience. If he is to be a scholar, he must seek for these in the labors of others, and so seeking he will learn. If his search be directed by an intelligent master he will be taught, and so taught he will be trained. Such teaching of necessity includes training. The converse is not true; training does not of necessity include any large acquisition of knowledge any more than training in paradigms will make a student master of syntax.

One word more and I have done. I believe that the work of teaching should be done in a regular, systematic manner, and so attempt to do the little teaching that is required of me; but I wish that all my fellow teachers could see as I do the necessity which lies upon our pupils of acquiring knowledge. The slow years that pass in our graded schools, the feeble attainments of the average college graduate, fill me with a continual wonder that so much labor has been expended upon so thin a crop of stubble and so light a crop of good grain.—*Ohio Educational Monthly.*

OVERWORK IN SCHOOLS.

BY JOHN D. PHILBRICK, LL.D.

SOMETHING more than forty years ago, Horace Mann, in his famous *Seventh Annual Report*, uses this language: "I do not exaggerate when I say that the most active and lively schools I have ever seen in the United

States must be regarded almost as dormitories, if compared with the fervid life of the Scotch schools; and by the side of theirs, our pupils would seem to be hybernating animals just emerging from their torpid state, and as yet but half conscious of the possession of life and faculties." We may not admit that there is no exaggeration in this comparison; still we may safely assume that, up to this period, there had been little cause for complaint on account of overwork in schools. These were not the days of indefinite programmes, nor of monthly test examinations in writing, nor of written examinations for the promotion from class to class on questions prepared by authorities outside of the school, nor of annual examinations of the first classes similarly conducted, virtually putting schools into competition as to rank. But the coming of the evil was not long delayed.

In 1845, the first classes of the Boston grammar schools were subjected to a comparative written examination. This was a surprise; no notice having been given to the teachers that their schools would be subjected to such a test. All previous examinations had been oral, and, consequently, the scholars had never once tried a hand at a written examination. The result in all the branches was tabulated and published, showing the comparative rank of each school without regard to the peculiar advantages or disadvantages of the respective schools. Never was there such a complete revolution in any system of schools as that produced by this examination. The immediate effect, however, was chiefly confined to the upper or graduating classes, where the comparative test was applied. If the rooms containing these classes had been previously almost dormitories, they were now scenes of the most intense life and activity. Master and pupil strained every nerve in preparing for the expected written examination—the results of which were to be published to the world. The highest kind of high pressure was inaugurated in a day Soon complaints of overtasking was heard on every side.

This state of things could not last. The schoolmasters, who could afford to do so, protested. Public sentiment was aroused. Then the whole school board could be changed by a single election. In the course of three or four years this comparative examination was discontinued, but its evils remain, though in a less aggravated form. The masters had ever before their eyes the fear of a revival of the comparative test, and so did their best to be prepared for it. Nor without reason, for, during my long superintendency, not a year passed, I believe, in which I did not find it necessary to antagonize well meaning but unwise efforts on the part of members of the Board to renew this plan of determining the character and standing of the respective schools. Such was, as I understand the matter, the origin of overwork, or high pressure, in the public schools of this country. It was not the invention of schoolmasters, nor was it the contrivance of superintendents, for there were none, or next to none. It was the result of an honest attempt of an examining committee of a very high order of talent and character; for the school board, as a whole, took no action in the matter, to introduce what they believed to be a very great reform.

That vast aggregation of educational interests, which we commonly call our city school systems, is mostly the growth of the last thirty-five or forty years, and, during all this period, there has been no particular in which they have been more generally or more severely criticised than in their failure to provide the requisite conditions for the physical well-being of their pupils, and especially their failure to prevent overwork on the part of their pupils. In many other respects the sanitary condition of these city schools has been constantly improving. Witness the shortened sessions, the lengthened vacations, the widened play-grounds, the spacious shoolrooms, the excellent furniture, and the improvements in lighting, heating, and ventilation, not forgetting the general introduction of vocal music and calisthenic exercises. But as to overwork and high pressure, we are probably about where we were thirty years ago, the gains being counterbalanced by equal losses. But this evil, as well as other defects in our schools, is apt to be grossly exaggerated, not only by anoymous newspaper contributors, but by even the most influential speakers and writers. At a recent public meeting of the Schoolmasters Club, in Boston, a well-known Boston author, who claims to be a truthful man, though he, sometimes, "tells stories,"—gravely told his teaching authors from Boston and the neighboring cities, that they kept their pupils at work nine hours a day. In a somewhat contradictory sense Wendell Phillips, in drawing upon his imagination for facts to prove the inefficiency and worthlessness of the instruction given in the schools, said, "You keep your pupils until fifteen years of age, and then fling them out into the world, not only not knowing how to do a thing for which one is willing to pay a dollar, but not able even to read or write decently." Such wild statements go for nothing at home, but in San Francisco, and perhaps in Chicago, they are quoted by the newspapers as reliable evidence. But there was one speaker present at the meeting referred to a very able and much-experienced Boston schoolmaster whose remarks on the subject were worthy of attention. He said, substantially, speaking of the Boston system, that the high pressure had been carried into the primary schools, where it was formerly unknown, largely by means of an "outside examination" and a written examination at that—for the promotion of the primary pupils to the grammar schools; but in the lower divisions of the grammar schools the pressure was comparatively moderate; but that in the graduating classes, where the crucial test is applied, the strain was excessive. In the High School for girls, however, the climax was reached. Here he had a telling experience to relate. In trying to carry his two daughters through the High School he was obliged to keep one out two years, and the other three.

The following is a fresh picture of the state of things at the present moment, as drawn by Dr. D. F. Lincoln, the foremost school hygienist in the country, in a recent official report: "In no place was the reporter more struck with the apparent deficiency of the physical frame in girls than in some of the Boston schools. At the age of from twelve to sixteen, girls grow very fast; at the same age their studies are increased in amount, and they cease to romp freely. They grow up slim, round-shouldered, and occasionally twisted. The sight of an upper grammar school class of girls is far from satisfactory; and more especially is this the case when they are seen writing with a different individual bias toward deformity, or weakness, showing in each case. It is not merely unsatisfactory; it is positively painful to see the crowds of weakly looking girls, whose minds are supervised with judicious care, while their bodies are left neglected." From this picture I judge that, during the last decade, things have been growing worse instead of better, so far as over study is concerned, especially since the indefinite new programme has been introduced; and since the comparative examination of forty years ago, or something much resembling it, has been revived.

But Dr. Lincoln's characterization of the physical condition of the school girls in Boston, which is by no means wholly due to excessive tasks, would apply equally well, it is believed, to the state of things in the majority of our cities, large and small. I have had occasion to observe, personally, in several of our larger cities, painful evidence of the overwork of girls, especially in the high schools. Information gathered from various sources seemed to warrant me in saying, in relation to this matter, in another writing, somewhat recently, with great deliberation, and with as much care in wording as possible, "What I mean is precisely this, that the evil of which I am speaking is general in our high schools, and that the reform in this respect should be general; not that the evil reaches every individual, but that it affects injuriously some pupils, even in the best schools, and a large percentage of the pupils in that large class of schools, where

as yet hygiene is only a word, and not a reality. In justice to the public high schools it should be said, however, that the evil is not confined to them. It is quite as serious, if not more so, in the whole body of thoroughly organized institutions for higher female education." Exception was taken to this statement by a weekly paper of the progressive type, which prides itself on its championship of higher female education, and the opinion of the president of Wellesley College was quoted as antagonistic to mine. At the time of receiving this criticism I happened to be in a rural town in New Hampshire. Calling at a neighbor's, I found a lady from Boston, with her family. I opened the matter to her to get the result of her experience. She assured me that hundred per cents. and test examinations were the bane of her life. "Here is my daughter," she said (she was a very bright girl of twelve or thirteen years of age); "I must take her out of school for at least a year, for her nervous system will bear no more strain." The next day I happened to meet a very bright little girl, twelve years of age, but not well-grown. She was introduced to me in a manner which indicated the expectation of great praise from me. She was a country girl, living three-quarters of a mile from school. The school was kept three terms in a year. This little girl, I was told, began to attend school at four years of age, and had never once been absent or tardy since. I had to say that I was very sorry to hear it, and that I hoped she would immediately be absent a week or two to break the fatal charm. The next day another case presented itself. This was a young lady of exceptional ability from a New York private school, who was about to enter a college for women. She had already passed the Harvard examinations, with some slight exception. She had been but two years in fitting. It was not difficult to see that these two years, at her tender period of life, had been too much for her; but it was hoped that, when she got into college, she would recuperate. So much for the chance cases from public and private schools, from country and city, that came under the observation of the writer, in a rural town in New Hampshire, in less than a period of one week. As to Wellesley College, whose very capable president is represented as discrediting the belief that there is overwork among girls in high schools and colleges, I have but little to say here. It is well known that the founder of that institution wished, and intended that the physical well-being of the students should be duly cared for. But it may be permitted to ask how it has happened that the only three students that have entered the college from the town where the writer resides all broke down in health, no one being able to complete the course. And here it may be remarked that these cases, and all similar ones, are excluded from the self-reported statistics procured by the Association of the college alumnæ, respecting the health of the women who have graduated from the nine principal colleges admitting women. It is proposed in the future number, to discuss the causes and remedies of this evil.—*Education.*

(To be continued.)

CANADIAN HISTORY IN OUR PUBLIC SCHOOLS.

THE claims of Canadian History in our Public Schools have been strongly advocated, and now we have it on the programme for both the third and fourth classes. This is a step in the right direction, but teachers would give more attention to the subject if a separate paper, containing an equal number of questions with English history, was assigned at the examinations, and the questions not confined to two or three at the end of the English history paper, as has been the custom with both Canadian and Roman history.

I know the majority of the students preparing for the teachers' examination, while I was attending school, almost ignored Roman history on account of the small number of questions set.

If the subject is thoroughly taught, the pupil, on leaving school, will not only be familiar with the contents of the text-book, but will be able to think and reason for himself, to distinguish between good and bad government, and also have acquired an interest in the political issues of his country which will lead to more study and research in after years, and thus enable him to vote intelligently; not voting for a certain party, as so many of our young men do, simply because his father and grandfather before him voted that way.

I have frequently heard teachers remark that "they could not get their pupils interested in the subject." I have found no difficulty in that direction, so perhaps my method of teaching may prove useful to some.

My school is ungraded, consequently I have to make the best possible use of time in order to get through with my classes. I assign a short lesson daily and hear it in the forenoon, only occupying from ten to fifteen minutes of time. I first question the class on the lesson assigned the previous day, then have the pupils read the new lesson simultaneously, drill them on the spelling and pronunciation of proper names, question them as to the meaning of words and phrases, and draw from them, if possible, the most important events; have the class repeat them several times and show on the map the position of places mentioned.

I also brighten the lesson with stories and anecdotes about the people and places mentioned in the lesson. Of course this requires preparation, but I have a habit when reading newspapers, magazines, etc., of marking whatever I think will be of use to me in my school, afterwards cutting them out and pasting them in a book kept for that purpose. I review at the end of every chapter.

MARY TODD,
Blytheswood.

THE CARE OF THE SCHOOL LIBRARY.

A SCHOOL library should be divided into two parts—reference books (not to be loaned on any account), and reading or circulating books, to be given out under certain restrictions. The reference library should be freely consulted at any time during school hours. It should contain books the pupils want to see, and the recitations should be so arranged as to require their use. In a large school the selections of books should be extensive, and a separate room assigned for its place, where there should be no talking or recitations. The circulating library should contain books pupils want to read. A few well-chosen, attractive volumes will do far more good than a thousand old dry histories, or worn-out essays on dead subjects. Mental food must be palatable. Children must cry for it when hungry. It must be properly given. Fifty volumes, well chosen, will create a *furore* in any school where there has not been a surfeit of books. There must be good stories, attractive travels, excellent biography (not too much of this), and some elementary science. Study the tastes of pupils, and, within safe bounds, let them read what they want. Tastes can be cultivated by means of a well-selected and well-regulated library. Guard your library as you do your dollars. Don't let a book be lost.—*New York School Journal.*

A NOVEL idea is thus put forward by the *American Teacher.*—"How to educate future jurymen in the schools is a question of great importance, and yet we fear it is little thought of by teachers in training pupils for the active duties and responsibilities of life. Boys and girls, even when very young, can be educated to pronounce judgment on questions of right and wrong. Under proper conditions the moral judgment may be trained by calling upon pupils to pronounce upon the conduct of their companions, and made to feel that they are responsible for a just decision. The judicious teacher can often appeal to pupils, in good faith, in regard to awarding commendation or in pronouncing a penalty, and their keenness and honesty will often surprise him. By similar methods valuable lessons in practical morality and in the exercise of personal judgment may be taught that will prepare them to act in future life in the jury-box."

TORONTO:

THURSDAY, FEBRUARY 18, 1886.

THE STUDY OF LITERATURE.

II.

TURN we now to the practical significance of the change brought about in education by the preponderating share of attention paid to the English language and literature in our schools and colleges. The subject is a wide and a complicated one; and little more can be done than to offer a few suggestive remarks.

It is necessary to note first the general character of this change, for unless this is done the advantages of the new method cannot be rightly appreciated, nor can its defects be properly guarded against.

Broadly, then, the revolution consists in placing upon the throne recently occupied by the classics a new sovereign, in the shape of our own language. Where a few years since the pupil occupied nine-tenths of his time in learning the elements of a new language, he now devotes a similar share to the study of works written in his mother tongue. This change is a fundamental one and merits further attention.

The difference between the two systems may perhaps be best illustrated by comparing the study of the classics to the study of instrumental music, and that of English to the study of vocal music. In the former a subject is presented to the learner of which he knows absolutely nothing. He has therefore to commence with the elements; to acquire, step by step, in logical order, an entirely new system, the various parts of which have been analysed for him by his educators. In the latter he is dealing with a subject already somewhat familiar to him. Although he is ignorant of the nature of its elements, yet he has been accustomed from birth to the use of these elements, and instead of being forced to acquire these elements through the analyses made of them by his teachers, he is able without thought to proceed, as it were, synthetically. That is to say, before he can play the piano he must learn musical notation and the use of his fingers; but to be able to sing he need do little more than imitate his teacher.

This simile will give us a clue to both the advantages and the defects of replacing the classics by English. Let us first investigate the defects, leaving the advantages for future consideration.

1. The great value of the classics in the school lay in the severe mental labor which the acquirement imposed upon the learner. There was no loophole for guess-work. Each step had to be mastered, and thoroughly mastered, before the next could be reached. Composition could only be attempted when the elements of the language were fixed in the mind, and the rules for their various combinations thoroughly understood. This necessitated a mental exercise of no trivial character.

Now, in the study of the English language and literature, unless the teacher is exceedingly careful and judicious in the choice of the methods he employs, there will be wanting this highly advantageous mental exercise. What, then, is to be learned from this? Speaking generally, it may be said that one of the chief facts to be recognized is that scarcely too much attention can, in the junior classes, be paid to the *form* of the language, leaving the *matter* for after consideration.

A recognized masterpiece in prose or verse is a work of art. This is as true of the simplest ballad as it is of the most complicated epic. We should, therefore, study such masterpiece just as we would a piece of statuary or architecture, painting or music—with this distinction: that we ourselves are using, and learning to use better, the same sort of material as that from which the masterpiece we are considering is fashioned. By analogy, then, just as the young painter learns first how to use his brush and his pigments, so the student of English language must first be thoroughly instructed in the elements of language. As much care should be devoted to the study of the simplest ballad as was formerly devoted to the study of Homer or Virgil. Let the utmost amount of mental labor of the severest description be employed. Let the pupil never be allowed to pass from one topic to another until the first is thoroughly mastered. Let the teaching of literature be systematic, logical. "Few persons," says Mr. Hales, "are fully conscious how very common most careless reading is, especially of poetry. . . Poetry read in this fashion is read most ineffectually."

This is the defect of a substitution of English for the classics in our general education. But it is a defect not altogether irremediable, and is to be surmounted by the strictest attention to details of form, to systematic study. Mr. Hales, in his "Suggestions on the Teaching of English," divides the study of a poem into ten distinct parts, and the majority of these refer to the form only. His words may be fittingly here quoted:

"1. Let the piece be learned well by heart.

"2. Now let the general meaning of the piece be considered.

"3. Now let attention be given to minor subsidiary matters.

"4. In the next place the question of Prosody or of Rhythm might receive consideration.

"5. And now something might be said about the author.

"6. Now it is time that we should turn to matters of grammar.

"7. It may often be well to submit the passage . . . to the formal processes of logic.

"8. The words . . . might now be considered with reference to their derivation and origin.

"9. The subject-matter of the poem and the language of it having been carefully studied, some attempt at criticism of it might be encouraged.

"10. A rapid recapitulation might be advisable."

OUR EXCHANGES.

Wideawake, with its excellent cover, paper and printing, and its artistic illustrations, is a general favorite. It is a magazine thoroughly typical of this continent. The February number is replete with all kinds of prose and verse, from humorous poetry to questions in literature.

St. Nicholas for February has for its frontispiece "The Sisters," by the artist author, Mary Hallock Foote; more "Bits of Talk" by "H.H."; the continuation of Frances Hodgson Burnett's charming story "Little Lord Fauntleroy," and more of F. R. Stockton's "Personally Conducted," consisting of a very interesting account of restored Pompeii. The whole number is excellent. (New York: The Century Co., $3.00 a year.)

The Chautauqua Young Folks Journal for January and February continue Miss Harris's "Pleasant Authors for Young Folks," Emerson and Hawthorne (with portraits) being the authors chosen. Oscar Fay Adams' "Search Questions in English Literature" will be interesting to grown as well as to young folks. Both numbers contain some very pretty pictures for children and much useful literature. (Boston: D. Lothrup & Co., $1.00 a year.)

The Literary World for January 23rd resumes its "Notes and Queries," a very useful department, which must entail a great deal of labor on its editor. Its "Table Talk" is always fresh.

In this we see that Mr. J. E. Collins, the well-known Canadian *litterateur*, author of "Life and Times of Sir John A. Macdonald," etc., is announced to appear in some American magazines as "Edmund Collins," thus dropping the superfluous initial after the manner of "Edmund" (E. W.) Gosse, and other illustrious ones.

The Book Buyer: a Summary of American and Foreign Literature (Scribner's Sons, New York) is a well printed, well illustrated little magazine which will please all who either aspire to the more ambitious titles of litterateur and bibliographer or who merely take an interest in knowing something of the new books which monthly flood the market. The *Book Buyer* takes note of every description of work, from the greatest to the most trivial. Its criticisms are clever and suggestive, and it gives its readers a very large amount of valuable information in a small space.

The Popular Science Monthly for February, though it contains few educational papers, is perhaps unusually attractive. It has two biographical sketches, one of the late Dr. Carpenter, one of the celebrated engineer, James B. Eads, each with a portrait. It contains, also, one of Mr. Huxley's contributions to the triangular contest on "world-genesis," now waging, in which he, M. Réville and Mr. Gladstone are the combatants. A most interesting paper, that on "Women in Astronomy," by E. Lagrange. There are in all nineteen numbers in the part. (New York: D. Appleton & Co., $5.00 a year.)

The Atlantic Monthly for February continues Henry James' "The Princess Casamassima" and "Charles Egbert Craddock's" "In the Clouds." Whittier, who now but seldom writes, contributes "The Homestead," which reminds one of "The Huskers." Mr. A. L. Lowell discusses the question of "Ministerial Responsibility" or English *versus* American methods of government, and declares that a "responsible ministry" is inconsistent with American political institutions. The criticisms (which, by the way, are excellent) are of John Brown's *Life* and of the writings of some half-score of novelists. (Boston: Houghton, Mifflin & Co., $4.00 a year.)

The *Century Magazine* for February—the "Midwinter Number"—has been looked forward to with many anticipations of pleasure, for it was known that the editors were taking special pains to insure a more than ordinarily excellent issue. Nor, probably, has the American public been disappointed, for, among other names, the table of contents contains those of U. S. Grant, W. D. Howells, George W. Cable, Edmund Clarence Stedman, Henry James. A large amount of space is still devoted to recollections of the civil war. An interesting feature in this number is the insertion of fifty-five letters from eminent writers on the subject of international copyright.

Education for February presents itself in a new dress, with new cover. The contents are varied and valuable. The opening article, with a good picture of Daniel Webster, taken three months before his death, as a frontispiece, is entitled "Daniel Webster as a Schoolmaster," by Elizabeth Porter Gould. This is followed by "Overwork in Schools," by John D. Philbrick, LL.D.; "Education in Rome," by L. R. Klemm, Ph.D.; "The Relations of Biography with History," by Marshall P. Wilder, Ph.D.; "Gen. Grant," by Gen. L. J. Jennings, England; "The Problem of Woman's Education," by Nicolo D'Alfonso, translated by Victoria Chamberlain; "The King's English at Home and at School," by J. H. May; "Can College Graduates succeed in Business?" editorial, with various other editorial articles, "Notes and Comments," and "Among the Books." (William A. Mowry, Boston.)

BOOKS RECEIVED.

The Descent of Man. By Charles Darwin. Complete in four parts of the Humboldt Library of Science. J. Fitzgerald, Publisher, 393 Pearl Street, New York. Part IV., 234 pp. 30 cents.

The Library Journal. Official organ of the American Library Association, chiefly devoted to library economy and bibliography. Vol. II., No. 1, January, 1886. London and New York: Trübner & Co.

Music Primer for the Use of Teachers. Introductory to first series Mason's National Music Charts. By G. A. Veazie, Jr., Supervisor of Music, Chelsea, Mass. Boston: Ginn & Co., 1885. 18 pp. Six cents.

The Co-operative Index to Periodicals. Issued quarterly. Edited by W. J. Fletcher, with the co-operation of members of the American Library Association. Vol. I., No. 4., October-December, 1885. New York and London: Trübner & Co.

My Ten Years Imprisonment: By Silvio Pellico. Translated from the Italian by Thomas Roscoe. (Vol. I., No. I. of Cassell's "Nation Library," edited by Henry Morley.) Cassell & Co.: 739 and 741, Broadway, New York. 200 pp. 10 cents.

School Management: a Practical Guide for the Teacher in the Schoolroom. By Amos M. Kellog, A.M., formerly Superintendent of the New York State Normal School at Albany, N.Y.; Editor of the *School Journal* and the *Teachers' Institute.* Fifth edition. New York: E. L. Kellog & Co., 1884. 124 pp.

BOOK NOTICES AND REVIEWS.

A HISTORY of the Vanderbilt family by W. A. Croffut will be issued in the Spring.

PÈRE DIDON, the well-known Dominican priest, is said to be writing an elaborate reply to M. Renan's "Vie de Jésus."

GOETHE'S complete correspondence with Carlyle has lately been brought to light in Germany. The publication of this correspondence is announced there.

IT is rumored that Chatto and Windus, the London publishers, intend to issue an illustrated magazine on an extensive scale to compete with *Harper's* and the *Century.*

D. C. HEATH & Co. are about to add to their series of "Educational Classics":—*The Levana: or, The Doctrine of Education.* A translation from Jean Paul Frederich Richter.

THE new Shelley Society starts out with seventy members, and its first publication will be "Biographical Articles on Shelley by Men who Knew Him," Part I. of which has already gone to press.

MESSRS. HARPER have in press a volume on "Manual Training," by Charles H. Ham, which has special reference to industrial education as carried on in the Chicago Manual Training School.

A BOOK will shortly be published by Captain Isaac Bassett (who for fifty-six years has been the doorkeeper of the United States Senate) entitled "Sketches and Reminiscences of the United States Senate."

THE publication day of Major Greely's record of the Lady Franklin Bay Expedition, "Three Years of Arctic Service," was fixed as Feb. 16. The work will be sold exclusively by subscription, in two large octavo volumes.

A LONDON publisher, who prints six hundred thousand books a year, reports that "Robinson Crusoe" and "Monte Cristo" lead all others in the sales. Among the poets the demand for Longfellow is greater than that for Scott, Shakespeare, or Byron.

A LONDON project is to make plates by photo-engraving of the American illustrated magazines, print them on a common quality of paper, and get them on the foreign market at half price, within four days of the arrival there of the originals.

THE announcement of the new novel by Mr. F. Marion Crawford, entitled "The Story of a Lonely Parish," has scarcely been made, when notice is given that he has just sent to the publishers of *Blackwood's Magazine* still another new work of fiction for serial publication, which will have for its name "Prince Sarracinesca."

Greek Inflection; or, Object Lessons in Greek Philology by B. F. Harding, M.A., teacher of Greek at St. Paul's School, Concord, N.H. Boston: Ginn & Company, 43 pp. 55c.

This book is designed for parallel use with the grammar, and furnishes the teacher with a large number of words for use as paradigms in the class-room. At the same time a systematic and scientific treatment of the noun and verb is suggested, in which the pupil is led to see that the inflectional forms are not a confused multitude of unintelligible structures nor a task to be learned mechanically. Every Greek word is shown to be composed of two parts, Stem and Ending, by a system of inflection minutely illustrating this principle, and carefully distinguishing Personal or Case Endings from Terminations. The author in his system uses, what he calls, "Lines of Separation" to mark off the separate elements of the Greek words: By means of these lines he shows the difference between dividing a word into *Apparent Stem* and *Termination* (*e g.* λόγ-ος) and into *Real Stem* and *Ending* (*e. g.* λόγο-ς), this latter division being the more accurate one, only noun inflection and verb inflection are dealt with. Brief explanations are given of the Case Endings and Terminations of the noun, and of a few of the verbal forms, to establish the system of inflection contained in the book and to collect in small compass the latest developments of philology on these subjects. The book is an excellent 'praxis' on the subject of inflection, and will prove of special service to teachers.

Special Papers.

LITERATURE FOR ENTRANCE INTO HIGH SCHOOLS.

THE questions which are asked in the following Lessons are precisely such questions as I should ask in my own class; they are neither more nor less difficult; but it impossible to express in writing the aptness and logical continuity which render oral questioning so much superior to any other sort. These questions, too, are mere examples or illustrations of an infinite number similar to them which may be asked. It will be noticed that the things aimed at are the ascertaining whether the pupils have caught the author's meaning in what he writes, and whether they understand it so well that they can see the appropriateness of the very phraseology he uses. The answers should all be expressed in accurate language; that is, the pupils should be accustomed to express themselves in complete sentences. They will easily learn to do this if they are not hurried.

Questions which do not bear upon the elucidation of the author's meaning, that do not help towards securing a proper understanding of the purpose and beauty of a lesson, should not be asked. Such questions give the pupils wrong notions of literature, and make a recitation which should be all interest and vivacity, dull and lifeless. Some of the questions asked below might be open to objection on this score. If so, they should be replaced by others. The teacher, above all things, should strive to get his pupils to love literature for its own sake: he will fail in this utterly if he attempts to extract from a lesson information concerning a host of things the author never ever dreamed of when writing it.

THE TRUANT.

(*Fourth Reader, page 46.*)

SUGGESTIVE QUESTIONS AND NOTES.

1.* "Loved to do only what was beautiful and agreeable." What *beautiful* and *delightful* things does a boy like to do?

"Very *strict*." What does this mean?

"Who went by the name." Express this in other words.

2. "Those who *knew him best.*" Who might these be?

"Affirmed." Give another word for this.

"A very *worthy* character." Describe what sort of man he really was, then.

"He had lived long enough," etc. Do those who live longest do most good? Give reasons for your answer.

"For if all stories be true." Express this in other words.

"Adam was driven out," etc. Why was Adam driven out from Eden? Why is it said that Mr. Toil did not live in the Garden of Eden?

3. "Mr. Toil had a *severe and ugly countenance.*" Do you think this is a good and true desciption of Mr. Toil? Why is he so ill-favored?

"Wags and customs." What are these? Why were they disagreeable to Daffy?

"No chance of enjoying a quiet moment." Why was this? What would you call a "quiet moment"?

4. "Can't *bear* it." Express in other words.

"At any rate." Express otherwise.

"I shall never find." What is the difference between this expression and "I *will* never find"?

5. "So off started poor Daffy." What is the meaning of "poor" here? Can you give another word that will do as well? Try.

"Began his rambles." What is the grammatical subject of "began." Why is it not expressed?

"Of *grave* and *sedate*," etc. What is the meaning of "grave" here? What other meanings has this word? What is the meaning of "sedate"?

"Trudging." When does one *trudge* along?

"Pace." What other meanings has this word?

6. "My *fine* lad." What is the meaning of *fine* here? Give as many expressions as you can which would be equivalent to "my fine lad."

"Seemed *hard* and *severe.*" Give other words for "hard" and "severe."

"Had a sort of kindness in it." Express otherwise.

"Whence" and "whither." Give other words for these?

7. "Was a boy of very ingenuous diposition." Describe, as well as you can, what such a boy would be like. Give another word for "ingenuous." How does it differ from "ingenious"?

"But confessed." Why "*but* confessed"; why not "*and* confessed"?

"He was resolved." Is this boy-language? Express it as a boy would.

"Where he should never see," etc. Why not *would?*

8. "Then we will go together." Why not "we shall go together?" Be careful in your answer.

"For I, too." What is the meaning of "too" here. Explain fully. Express by another word; also by a phrase.

"A *good* deal." Is this a perfectly correct phrase? What would be a more suitable word than "good." When we use words in this way what is our phraseology said to be?

"Heard of." What is the difference between "to hear" and "to hear of." Illustrate by sentences.

9. "Some haymakers were at work." Is that the way we express it in Canada? How do we, then?

"New-mown." Why written with a hyphen.

"Dismal schoolroom." Why is a schoolroom dismal? Is it always so?

"Continually." Express otherwise.

"To peep." Give the meaning. Why should he *peep?* Why not look boldly over?

"Caught hold." What is the difference between this and "caught," simply?

10. "Catch." Mark the pronunciation of this word. How is it often mispronounced?

"Asked." Mark the pronunciation of this word. How is it often mispronounced?

12. "Amongst." What is the difference between "amongst" and "between"?

13. "Elderly." What is the difference between "elderly" and "old"?

"Owner and employer." How should Daffy know this?

"Waistcoat." What is this? Why so called?

"Stood." Give another word.

"Gave himself." Express otherwise.

"To make hay while the sun shone." Express this in direct narration. What do you mean by "direct narration"? What by "indirect narration"?

"*Strange* to say." Do you think you can parse "strange"? Try it.

"*Figure* and *features.*" Distinguish these words.

14. "Who was bred." Express otherwise.

"People say." What expression do we often use instead of this?

"Won't." What is this word a contraction for? What do you say to the contraction "ain't"?

16. "Resumed their journey." Express otherwise.

"Making merry." Can you parse "merry"? Why not?

"Rosy-cheeked." Why not *red*-cheeked?

"Had ever met with." Is this a perfectly correct phrase? Why not?

17. "Will never dare to show." Why not "never dare show"?

18. "Had hardly *died away* upon his tongue." What does this mean? Express otherwise. The language is figurative—why so?

* The numbers refer to the paragraphs.

20. "Bred in France." Why in *France?*

"Professions." What are "professions," and what are *trades?*

21. "Don't." What is this a contraction for? Distinguish from "doesn't." Give sentences showing the proper and improper use of these contractions.

22. "Well." What is the meaning of this word here?

"Through pleasant villages." They must have travelled a great deal. How could they walk so far in one day?

"But *whithersoever* they went." Why not *wherever?* What sort of language is employed throughout the whole narrative? Why?

"Under one disguise or another." Express otherwise.

"Perceived," "reclining," "entreated," "repose." Express by simpler and more common words.

23. "Torpid." Explain.

"Who should it be again." Why not "?" after this sentence?

24. "Bred in Italy." Why in *Italy?*

25. "Poor little fellow." Why not boy?

26. "We will go back," etc. Why not *shall?*

27. "Poor child." Why not simply Daffy?

"Toil." Why not Mr. Toil?

28. "Had learned a *good lesson.*" What lesson had he learned?

"Smile of approbation." Explain; express in other words.

General Question.—Did the things told in this lesson really happen? What sort of composition is this story? (an allegory). What is an allegory? Why is it reasonable to say that all the people Daffy met with were none other than Mr. Toil?

To be written.—Describe briefly Daffy's experience in running away from schools; that is, put the story of the lesson in your own words. EMERITUS.

SUBJECTIVE AND OBJECTIVE POETRY.

THE idea of subjective and objective as applied to poetry we have borrowed from the Germans. Copious as the English language is (the most copious of languages according to Madame de Stael), it is the German language after all that expresses most correctly and discriminatingly delicate shades of meaning. In metaphysical writing, knowledge of German and a use of German words is indispensable.

The expressions "subjective" and "objective" are now much used by critics. There is scarcely an article on current literature in which we do not find them, and their meaning has become astonishingly definite when we consider how hard it is to be definite when writing about a subject so subtle as poetry. The words express the two great classes into which all poets may be divided – the creative and the meditative. The creative are those who not only are not egotistic in their verses but who are able by force of genius to create new words. It is no easy thing, this creation. It belongs only to the highest order of genius to create anything approaching greatness—merely to wander away from trodden paths is not enough—that may produce an eccentricity that is not without attractiveness, but to bring before our minds a new world—to describe the language of the gods, or the council of the infernal peers or the purgatorial shades, that is for the few who have climbed to the summit of the mountain and who know that it is good to be there. Creativeness we think is the highest gift—always supposing the creation of something great and good, and then we have a sonata by Beethoven, a painting by Raphael, a tragedy by Aeschylus, and a poem by Milton. This poetry is not perhaps so sympathetic as the other and lower class, the meditative or subjective--a very type of which is Byron's Manfred, or Lara. Great men as a rule are not remarkably sympathetic because they have known weakness only to conquer it.

They are lonely, and lonely they always must be. They dwell on the mountain top with the few chosen ones. Whenever they have expressed sorrow they have joined to it a note of triumph. In the third book of Paradise Lost, Milton in a few exquisitely pathetic verses expresses his sadness at his loss of sight:

> "Seasons return, but not to me returns
> Day, or the sweet approach of morn or eve,
> Or sight of summer's bloom or vernal rose,
> But clouds instead and ever-during dark
> Surround me, from the cheerful ways of man
> Cut off, and for the book of knowledge fair,
> Presented with a universal blank
> Of Nature's works to me expunged and razed,
> And knowledge at one entrance quite shut out."

But the poet, after all the truest philosopher, rises above his sorrow—

> "So much the rather thou celestial light
> Shine inward and the mind through all its powers
> Irradiate, there plant eyes, all mist from thence
> Purge and disperse."

Of Shakespeare we catch not the faintest glimpse save in his sonnets, the interpreter for which is yet to be found.

But in saying that the very highest poetry is not sympathetic, we mean in a very restricted sense– to our weakness. It does not descend to our level. We must elevate ourselves to it. The immortals do not come down from their cloudy dwellings to mortals, but mortals direct their feet heavenwards.

The objective school is the meditative. It depends for its value upon the truth that it expresses. The poet must have learned whether it be in joy or suffering what he teaches in song. Not of the immortals is this school, but men who have thought deeply and felt acutely. They create no new worlds, but their songs "gush from the heart"—they sing, as Goethe says, "Wie der vogel singt." A certain dignity invests them and their words as a certain dignity invests all truth, but it is the truth contained in the simple lessons of everyday life that we hardly recognize till we meet them crystallized in song. What is the test of this poetry? It is this: Let us ask ourselves if we have felt what the poet expresses. If we feel that he weeps with us that weep and mourns with us that mourn, that he has an apt word to express our hidden emotions, that he has expressed what we feel and know from our own experience to be truth, then he is a true poet of the meditative school a truer poet of that school than one who, like Byron, can only appeal to us in our pessimistic moods, when our self-identity wearies us and we wish we were other than we are. Both schools teach us much, but at different times and in different moods. The bow cannot always remain stretched and mighty: Homer sometimes slumbers; the most determined classicist in music sometimes murmurs over to himself ballad tunes, and the scholar deeply versed in Homer and Shakespeare reads almost with equal affection Tennyson's Bugle Song, or Longfellow's exquisitely soothing poem, "The Day is Done." J. H. BOWES.

WHAT NOT TO READ.

IN his recent address at the dedication of the new Chelsea Library, Honorable James Russell Lowell uttered some sound sense as to the petty kind of reading in which many people spend a good deal of time. Referring to the scholarship of the men of three centuries ago, he said:—"They were scholars because they did not read so many things as we. They had fewer books, but these were of the best. Their speech was noble, because they lunched with Plutarch and supped with Plato. We spend as much time over print as they did; but instead of communing with the choice thoughts of choice spirits, and unconsciously acquiring the grand manner of that supreme society, we diligently inform ourselves and cover the continent with a network of speaking wires to inform us of such inspiring facts as that a horse belonging to Mr. Smith ran away on Wednesday, seriously damaging a valuable carryall; that a son of Mr. Brown swallowed a hickorynut on Thursday; and that a gravel bank caved in and buried Mr. Robinson alive on Friday. Alas, it is we, ourselves, that are getting buried alive under this avalanche of earthly impertinences!"

THE Bowmanville Public School sends specimens of arithmetic, writing, and drawing to the Colonial Exposition.

Methods and Illustrations

PRACTICAL ELOCUTION.

IV.

THERE are two points which appear in different paragraphs of the WEEKLY of the 28th ult., that in connection with the subject of elocution are worthy of reproduction. One is from Sir Theodore Martin, and is as applicable to reading as it is to music. The great composer says: "Expression is what gives to music its paramount charm. Let vocalist and performer—but vocalist especially, and the remark extends to choral singing as well—consider first what is the central idea or feeling of what he is going to sing or play; let him try to throw himself into the mental attitude of the author of the words or music, as it may happen."

Now here we have a principle which forms the basis of all correct reading. It is *expression*, too, which gives to reading its paramount charm. Mere soulless, mechanical utterance will never touch the heart. We begin therefore with *voice* attuned to every sentiment, *articulation* conveying to the hearer every element of sound and *expression*, "the paramount charm" of reading, throwing upon canvas the subtle colorings of the soul. But for all this we require the voice at its best. Those who have had the pleasure and good fortune of hearing Professor Moon, of the Philadelphia School of Elocution, lecture to a class on the subject of *expression*, can well remember with what ability and clearness the Professor sets forth the power and value of expression as an element of correct reading. I feel that I am paying Professor Moon but a just tribute when I say that his principles and methods for—shall I say, the development of expression, because I contend you cannot teach expression—are without doubt the best I have met with in the hands of any teacher of elocution with whom I have become acquainted. There is a great danger that we sometimes mistake *art* for true elocution. The power of a Richard, with battle-axe in hand making one Saracen two Saracens, lay in the giant arm that smote the enemy, not in the weapon that cleft in twain, nor in the shield that parried the advancing blow. So, too, in elocution, its true power lies in individuality—art being but an armor or fitting out for the contest. He whose armor is unwieldy will be crushed by its weight and fall in the first encounter, yet his fall is not more certain than that of the reader who, encumbered with art—its battle-axe and lance—attempts to fill the public eye with the wonderments of elocution, while playing all the time but "fantastic tricks before high heaven."

It must also be ever borne in mind that voice *per se*, divested of sentiment, is an inutility—it is merely *vox et praeterea nihil.* Voice too must be always subordinated to sentiment. Emotional violence accompanied with potency of voice will never harmonize with the subtle colorings of thought. True expression is spirit under law. It is power under control. If it be other than this the reader or actor is "o'erdoing Termagant—out-heroding Herod—tearing passion to tatters—to very rags," *for which he should be whipped with the lash of criticism.* It should not however be forgotten that voice of itself lends impressiveness to reading. Not long ago a friend of mine, a well-known journalist—and, by the way, an excellent critic of elocution—sent me a friendly criticism of a young and promising elocutionist of this Province. The successful critic always feels around for the weak points first, and it was so in this case. My friend wrote me that he was wanting in *impressiveness*—being at the same time heavily encumbered with art. *No art can take the place of individuality developed along the line of nature and governed by nature's laws.*

THOMAS O'HAGAN.

METHODS OF TEACHING.

THEIR USES AND ABUSES.

N. A. CALKINS, ASST. SUPT., N. Y. CITY.

[Editorial notes of a lecture delivered before the Primary Teachers' Association, N. Y. City, Oct. 19, 1885.]

SINCE the term "Method of Teaching" conveys many differing ideas to different teachers, it is necessary at the outset to consider what is meant by the term, that we may have a common understanding of that about which I am to speak.

Methods of Teaching are divided into two classes—analytic and synthetic. By the analytic method the pupil's attention is first directed to the object, or the subject matter as a whole, and then to its several parts; after viewing it as a whole, it is taken to pieces, and each part carefully examined, and the facts observed are noticed. This process is also called the deductive method.

By the synthetic method the pupil's attention is first directed to the parts of the object, or the subject matter, and then the parts are put together, and the result noticed. This process is also called the inductive method. By this method we proceed from the particulars to the general. By the analytic method we proceed from the whole to the particulars. Since neither of these methods is completely adapted to all subjects of instruction, it must be evident that no plan of teaching, which is limited to either of them, can be generally successful. Hence an attempt to make all modes of teaching conform to either one of these methods would be an abuse of that method.

In the common use of the term METHOD OF TEACHING, very little consideration is given to either of the classes already mentioned; the term is often applied without understanding its meaning, and the result is, a slight change in the mode of teaching is called a method. A mode of teaching signifies a way of teaching, which way may be either with or without method. A method of teaching implies an orderly use of modes of teaching to meet the condition of the learner. A system of education implies more than methods—it includes means and methods adapted to the conditions of many schools.

There should be method in all the work of the teacher. All teaching should be methodical, but not mechanical.

Good methods of teaching are based on the conditions of mental growth. This depends upon proper mental activity. The action and reaction between external stimulants, which are material objects and acts, and the mind's inherent powers, constitute the processes of natural mental activity.

The mental activity produced by the influence of things upon mind, and of mind upon things, educates the mind thus made active.

There can be no learning without mental activity of the learner. Hence methods of teaching, to be worthy the name of good methods, must make the pupils active doers, not passive receivers.

Good methods of teaching must harmonize with the natural modes of learning the subject. Let us apply this to color.

The ability to perceive resemblances and distinguish differences in colors, cannot be taught by repeating facts, or formal statements about colors—the learner must see them, and their resemblances and differences, by comparing and matching the colors. All modes of teaching color which lead to the attainment of these results belong to good methods.

Even good methods lose their educational power and value when the teacher neglects to imbue them with the realities of the subject. A good method of teaching leads the pupils to make the lessons a real experience with the objects of which it treats. It makes the school a place where the child comes in contact with realities, such as appeal to his senses when out of school, whether among the productions of nature, or the works of art.

It is well here to look for a moment at two leading purposes of good teaching—the development of powers of mind, and the acquisition of knowledge. The first purpose should be the leading one with primary teachers. But the right use of methods of teaching will keep the two purposes in view in connection with each subject of instruction. Abuses of methods commonly neglect the first purpose—development.

In view of the foregoing statements, let us examine a few methods of teaching, consider their adaptation to natural mental activity in the pupils, and the manner of using them.

OBJECT LESSONS.

The first purpose of object lessons is to secure the power of acting and seeing correctly. Their second is to impart knowledge. The method is first analytic, or from the wholes to the parts. Use solids and forms as wholes, analyse, deduce facts, and compare the forms of other objects with them. After this the synthetic method may be used. Lead to perceptions of similar qualities in several objects; then to important qualities in same object; then to the uses of the object because of its qualities—compare qualities of objects—extend the pupil's observation to his experiences outside of school.

A good method aims at far more than imparting a knowledge of facts; it cultivates attention, observation, the power of discrimination, and enlarges the power of the mind to think. A lesson on form is not for the chief purpose of giving a knowledge of form. It is more.

Science belongs to the higher grades; the elements of science belong to the primary grades.

The prominent abuses of object lessons are, too much talking by the teacher, and too little attention and experience with objects by the pupils.

METHODS IN ARITHMETIC.

Many teachers in their methods of arithmetic continue the use of objects too long before learning to use figures—the symbols of numbers. Another error consists in beginning the science of arithmetic too soon. The first work of a teacher of number is to ascertain how far the child's knowledge of this property of things already extends; *i. e.*, how far he can count and form objects into groups, and distinguish the groups as numbers. Next, the teacher should ascertain whether the child knows figures as the symbols of the groups that he can readily perceive. By these means the starting point for beginning the teaching may be ascertained.

The assumption is that children have no perceptions of number when they enter school, and therefore that they should be subjected to a long series of manual exercises for developing these perceptions by means of counting objects, adding objects, subtracting objects, multiplying objects, and dividing objects, that represent numbers below ten, "without the least use of written signs or abstract numbers." These exercises are to be continued thus during the entire first year in school; and "If number to ten has not been thus learned thoroughly before the end of this year, postpone the use of figures to the next year."

The Grube method is an instance, as many use it, of continuing the use of objects too long before symbols are taught. This method leads pupils to dwell too long upon what most pupils know when they enter school. Besides, the mixing of all the possible operations in the use of numbers by means of objects, with the exercises for perceiving numbers, tends to weaken rather than strengthen the mental powers.

It is claimed that this process of teaching number will secure thoroughness to the young pupil. Thoroughness is not a characteristic of childhood, nor of the mode of mental development in the child. Nature does not teach all there is to be known about each single thing, by itself, before she allows her pupil to attend to any other thing. She requires her pupil to see clearly and thoughtfully, in order to know, but she allows the seeing to be occupied with different things in succession.

READING.

In reading, good methods are abused by giving too much attention to words, and definitions, also by teaching chiefly by imitation. The use of a good method in teaching reading is to lead pupils to discover the thoughts represented, then to utter them correctly, the discovery of the meaning of words belongs to the process or method for discovering the thoughts of the lesson. Silent reading is very useful when properly conducted.

ORIGINAL WAYS OF DOING.

Some time ago I heard a teacher give a good lesson. After she was through, without telling her what I thought of her work, I said, "Did you ever see any one give this lesson?" "No, sir." "Did you ever read a lesson like this?" "Some time ago," she said, "I heard a lecture in which methods of teaching this subject were described, and the teachers were urged to devise similar methods for themselves. I took the hint and have done the best I could." "You have done well," was the commendatory reply.

The teaching of phonics is often abused by requiring pupils to give sounds with no reference to their use in words. The teacher often says, "Give the second sound of *a*," or "Give all the vowel sounds," with no application to words. This is wrong.

I heard a lesson given in which the teacher was developing natural expression. She said to one pupil: "Do what this sentence tells you," at the same time pointing at the sentence on the blackboard, which read: "Ring the bell."

The pupil came to the table and rang the bell.

Pointing to another sentence she said: "Do what this tells you." The boy came, took a top from the table and made it spin on the floor.

Pointing to another sentence: "Take this ribbon to John," she said: "Mary, do what this says." Mary came, took the ribbon from the desk and gave it to John.

In this way the children were taught to read thoughts silently. In reviewing the lessons on the board, I found no sing-song unnatural tones, but natural expressions, like good talking.

A successful teacher must be able to so modify methods of teaching as to fit them to the conditions and peculiarities of her own pupils. A mere imitator cannot be a successful teacher. You can teach in conformity with instructions given, and make your work more successful by slight modifications necessary for adaptation to your class, and yet follow the spirit of your instructions.—*New York School Journal.*

LACONICS ON MORALS.

JOHN E. MORRIS.

1. THERE is much said about morals now-a-days. It was just so when I was a boy—more said than done, however.

2. A teacher can do a good deal in the line of moral teaching—by example.

3. A teacher should not, however, keep his mouth shut about morals and depend entirely on his example. Seeing is believing but some folks are blind.

4. When the starving lepers found food in the deserted camp of the Syrians, they were not so mean as to say nothing about it. When a teacher gets the secret of moral power, he ought to tell how he got it and how somebody else may get it.

5. A bilious teacher had better steer clear of ethics on bilious days.

6. "Keep thy heart with all diligence," is a good commandment, but "Keep thy liver from an excess of bile," will, if obeyed, bring considerable sunshine into the schoolroom.

7. A teacher who has kept the "wee sma' hours" has a wee sma' stock of patience. Morpheus is the children's friend in more ways than one. He is also a good assistant in the school of Ethics.

8. A certain teacher once said that some teachers were not fit to read the Bible to their pupils.

9. The same teacher also said that a well disciplined day-school was a better layer of foundation stones in moral structures than a poorly governed Sunday School.

10. Why is it that some school-boys will smoke on the sly while attending school, but after quitting, may be seen on the streets with pipes in their mouths?

11. It is pretty hard to keep pupils from swearing and using obscene language when some business men and lawyers and doctors do both or worse in their presence.

12. It is a difficult matter to inculcate moral sentiments on pupils whose parents fail in government.—*Ohio Educational Monthly.*

Correspondence.

ENGLISH FOR THIRD-CLASS TEACHERS.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—As I am somewhat responsible for an error into which you have fallen in your answer to "J. W. S." in the EDUCATIONAL WEEKLY of Feb. 4, and as that error is one of some importance, permit me to make the necessary correction. The English literature for the third-class examination of 1887 is, I believe, identical with that prescribed for matriculation in the University of Toronto for the same year namely, Thomson's "Seasons," but only "Autumn" and "Winter." Being convinced of the desirability of prescribing a more varied series of selections from Thomson, I asked the University Senate last fall to substitute for the above such a list of pieces as you named. This has not been done, however, and will not be done for 1887. The work will, therefore, be for that year the "Autumn" and "Winter" only. Of course I speak for the university; the Education Department may add to or take away from the amount as it pleases.

Perhaps you will permit me to state briefly the reasons which led me to ask the Senate to substitute several of Thomson's minor poems for his "Autumn," and which confirm me in the resolution to ask for a similar change for 1888-1890, the years for which our curriculum has been fixed. Last year Coleridge's "Christabel" was dropped and several of his minor poems were substituted for it. The special motive for this change was not to give variety to the course, but an incidental effect of the substitution was to make the curriculum much better than it had been. While I do not think it wise to prescribe more than one author in prose and one in poetry for each year, I believe strongly in making the list of the poet's compositions as varied as possible within the narrow limits of a school year. For instance, instead of two books of Cowper's "Task" for 1888, I am asking the Senate to prescribe one book of the "Task," "On the receipt of my Mother's Picture," "John Gilpin," "Verses by Alexander Selkirk," "The Needless Alarm," "Lordly Oak," "Sonnet to Mrs. Unwin," and "The Castaway." I do not assert that this is the best selection that could be made, but I am prepared to maintain that it would be a great improvement on a programme which included only two books of "The Task."

I am frequently asked why the pieces should all be taken from one author. My answer is: 1. Because in the short time allowed for the work it is not possible to do justice to more than one poet, as a poet. 2. Because the enlargement of the field for silly biographical and bibliographical questions affords dangerous latitude to the average examiner. 3. Because I believe it to be more important for the student to acquire a method of dealing with an author than to have a wider but more superficial acquaintance with poetry. One who has become thoroughly acquainted with a considerable number of Cowper's poems is in a far better position to read for himself than one who knows only one poem of Cowper's, one of Byron's, one of Wordsworth's, one of Longfellow's, and so on. For this reason I hope there is no intention on the part of the Department to prescribe selections from the High School Reader. To do so would be a retrograde step. I would rather see abandoned the plan of selecting pieces from the Fourth Reader for the High School Entrance Examination. All the poetry needed for that standard in any one year can be got of suitable quality from Longfellow, or from Whittier, or from Tennyson, or from Cowper, or from Wordsworth, or from Goldsmith, or from Scott. Such a selection, published in a ten or fifteen cent book should take the place in public schools of the Fourth Reader, and will some day take its place. The High School Reader may be necessary for purposes of elocution; the effect of its use as a basis of examination in English literature would be pernicious.

WILLIAM HOUSTON.

Toronto, Feb. 5th, 1886.

THE WATERLOO RESOLUTIONS.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—The Waterloo resolutions have received a fair share of discussion, but it appears to me that the strictures of a "Public School Teacher," in your issue of Jan. 21st, ought not to be allowed to go unchallenged. To say that the resolutions are discussed is a misnomer, for the only one under consideration is the one imposing a fee of $25 on candidates before presenting themselves for a professional third-class certificate. Our critic comes out boldly by stating the imposition of the fee to be in his mind devoid of justice or reason regarding the end aimed at, namely, the making the teaching profession more permanent and paying. Let us look at his leading interrogations to see if they are really the tower of strength he would have us believe them to be. We who hold that a fee ought to be imposed, do not believe that a teacher's ability to pay that fee is any part of his qualifications as a teacher. It is simply a something necessary to qualify him to apply for a professional third-class certificate. It has already been ably pointed out in these columns that a fee is now exacted and the difference is only in degree. I am also at a loss to determine how he arrives at the conclusion that we "indirectly say that the wealthiest student will make the most successful instructor." Does it require great wealth to pay a fee of $25, or will a person possessed of even moderate wealth be likely to take a third-class certificate with a view to commence teaching? And if a person be really desirous of entering the profession, would the additional outlay be an insurmountable barrier? True, it would be a partial barrier, and in this lies its chief value. With the admirable machinery available for the literary training of teachers the profession is annually flooded by raw recruits, many of whom become teachers merely because they can by so doing earn more quickly than in any other way, sufficient funds to give them a start toward some other walk of life. Would not the profession be freed from a large number of such? For the fee proposed would cause them to hesitate and ponder before entering the county model school with the chances of a plucking ahead when they were simply intending to teach for two or three years at the most? It may be stated that some are so situated as to be unable to raise the required fee. If there be such, is at least open to doubt; but if such there be, should the interests of education and the earnest body of teachers be sacrificed because a few individuals cannot qualify? That the really ambitious who intend to remain any length of time in the profession would find a way to qualify leaves no room for doubt, and the unambitious will certainly add anything but dignity to the profession.

The tendency of the resolution is to make the profession more permanent and paying, to better their social standing, and to aid primary education. For is it not universally admitted by competent authority that the frequent change of teachers is one of the chief hindrances to primary education? Can it be denied that a large proportion of these changes result from those who are merely making it a stepping-stone? Do not statistics show that the changes are so numerous that the *personnel* of the profession is changed every five years? Are not school inspectors and others best qualified to judge, stating in their annual reports that such teachers are not nearly so efficient, speaking generally, as those intending to remain some time in the profession? Do those teachers receive salaries so large as those who remain from year to year in the ranks? Any resolution that will keep such out cannot fail to reduce competition and must have a tendency to raise the salaries of those now engaged. We are not, by proposing this small fee, establishing a something unknown to the other professions. Lawyers and doctors have heavy fees, and no complaint is heard: but when a movement is started by us in that direction, who receive less financial remuneration than any class of men in this Province who earn a livelihood by means of their education, it is zealously opposed by many of ourselves, though we are the sufferers.

WATERLOO.

Educational Intelligence.

TEACHERS' INSTITUTE AT AYLMER.

A SUCCESSFUL Teachers' Institute of the teachers of Aylmer, Malahide, Springfield and South Dorchester, was held in the high school building, Aylmer, the other day. There were more than fifty teachers present, besides several members of school boards, and others.

The formation of a teachers' reading circle was taken into consideration. In order to give definiteness to the efforts of teachers in the work of self-culture, the Minister of Education has prescribed a course of reading to extend over a period of three years, and to embrace pedagogics, science, and literature. It was decided that each teacher should read at least two of the works mentioned in the Minister of Education's prescribed course of reading before the next meeting, and in order to secure uniformity, and enable teachers to discuss intelligently the subjects treated therein, Fitch's Lectures, and Hopkin's Outlines of the Study of Man, or Sully's Elements of Psychology, were recommended. It was also understood that Fitch's Lectures should be read before the meeting of the Elgin Association, as Mr. Tilley, director of teachers' institutes will then base one of his lectures on this author.

Among the subjects discussed were, Geography, "What assistance should be given to pupils in

preparing their lessons," "Friday afternoon exercises," etc.

After remarks from several of the visitors, among whom were many trustees, it was decided to hold the next meeting on Saturday, 5th June.—Condensed from the *St. Thomas Journal.*

GENERAL JOHN EATON ex-Commissioner of Education, has accepted the presidency of Marietta College.

THE Trustees of Meadowvale and Palestine (Toronto Tp) school sections purpose erecting fine new school houses this season.

GEO. SHARMAN, of Clinton, has been engaged to teach in the high school in room of Miss Springer, resigned.—*Huron Signal.*

MR. W. SANDERSON, B.A., has been appointed assistant mathematical master in Walkerton High School at a salary of $500 per annum.

MR. J. E. TOM, formerly of St. Mary's Collegiate Intstitute, and a son of James Tom, of Exeter, has been appointed public school inspector for West Huron.

ALBERT COLLEGE is also giving public lectures. Mr. S. B. Burdett lectured lately on "How to Get on in the World," and Rev. Dr. Jeffers on "Moses and Geology."

THE Staff of the Harriston Central School for 1886 is as follows:—Principal, R. Sanderson: Assistants, C. A. Jones, J. Craigmill, N. Arnold, B. L. Burt and E. Sidway.

THE North Essex Teachers' Convention will be held in the Central school, Windsor, Thursday and Friday, the 25th and 26th insts. Dr. McClellan will be present, and deliver a lecture in the evening.

NIGHT schools for the boys and young men employed in mines are being established in the coal regions of Pennsylvania, in conformity with a law enacted by the last Legislature. Industrial schools will also be organized at different points.

THE following is the present teaching staff of the new Collegiate Intstitute, Ingersoll: Wm. Briden, principal, B.A., Victoria: Colin A. Scott, M.A., Queen's, science; Wm. Taylor, B.A., Victoria, mathematics; J. C. Chisholm, B.A., modern languages.

THE total school attendance in New York State last year was 1,024,845. There are 31,399 teachers in the public schools. The number of children of school age in the state is 1,721,126. Of the teachers employed in the public schools in 1885 only 1,208 held normal school diplomas.

THERE was a good deal of grim humor in the resolution, adopted at the last meeting of the Indiana State Teachers' Association, calling for the appointment of a committee to consider the advisability of securing legislation looking toward an educational qualification for county superintendents.—*The Curent.*

THE Bureau of Education at Washington, in furtherance of an inquiry into the state of musical education in this country, has sent circulars of inquiry to superintendents of city schools, normal schools, schools for the blind, preparatory and high schools and academies, and recently to musical organizations.

THE attendance at the Orangeville High School has been so large since the beginning of the year that there were not seats enough for the pupils, so that a number of them had to sit on benches. The Trustees ordered new seats, and after long delay they have arrived. This will be a great relief to the school. We hope to see it made a Collegiate Institute in a short time. *Dufferin Advertiser.*

A MEETING of the pupils of the Orillia High School was held recently, the object being the formation of a Literary Association in connection with the school. Mr. Ryerson occupied the chair. It was decided to have such a society, pupils and ex-pupils of the school being eligible to membership upon the payment of ten cents. The meetings are to be held weekly, on Fridays, from 3.30 p.m. to 4.30.

THE MISSES DREXEL, the three daughters of the late F. A. Drexel, the Philadelphia banker, have completed the purchase of a tract of land, comprising 200 acres, near Bristol, Pa., upon which they will establish an industrial home and school for orphan boys, which will be placed under the instructoral direction of the Roman Catholic order of the Christian Brothers, a religious community of teachers. Archbishop Ryan will have supervision of the institution.

A MEETING of the St. Thomas Collegiate Institute Literary Society was held at the collegiate institute yesterday afternoon, and the following programme was very ably carried out: Song by the school choir, under Prof. J. H. Jones; instrumental duet, Miss Grace Cochrane and Prof. Jones: instrumental duet, Miss Mickleboro. Reading, Master Blewett: reading, Miss Logg: recitation, Miss Caufield, who on being *encored* again rendered a fine selection. —*St. Thomas Daily Times.*

THE Halton County Teachers' Association holds its thirteenth annual meeting on the 18th and 19th of this month. The subjects considered will be "Least Common Multiple," by Mr. R. S. Fleming; "Geography," by J. J. Tilley, D.I.; "Writing, an Essay, or How to Teach It," by Mr. J. H. Bradley; "Drawing," by R. E. Harrison; "Development Lesson in Fractions," by J. J. Tilley, D.I.; "Home Work"; "Relation of Teachers and Trustees," led by J. S. Deacon, P. S. I., and others; "Aims in Teacting," by J. J. Tilley, D.I. On the first evening also Mr. Tilley will deliver a lecture on "The Relation of Education to the State."

WE had occasion, two or three years ago, to make note of the fact that a score or more of Yankee girls, graduates of normal schools, had gone to South America, under a contract with the Government of the Argentine Republic, to take charge of normal schools, young ladies' seminaries, etc. The report comes back that these young ladies have conducted themselves in a most exemplary manner, and are regarded with the greatest admiration by the Government and by the people. The only complaint is that several of them have violated their contracts with the Government, and have become the wives of prominent Argentinians. It is said that the young men in the Argentine Congress are warmly in favor of larger importations.—*Ohio Educational Monthly.*

AT Cobourg Collegiate Institute the Rev. Dr. Burwash has been re-appointed chairman; Dr. Powell, secretary; Dr. Wood, treasurer. The staff is as follows: D. C. McHenry, M.A., principal, classics and moderns; W. S. Ellis, B.A., B.Sc., mathematics and science; Geo. B. Ward, B.A., classics; Miss J. Oliver, English: Miss Wilson, painting and drawing; Miss Sutherland, preparatory class. The new year opens with a large attendance. The board has ordered a good collection of physical apparatus, and a handsome sum has been raised by the school towards the purchasing of a new library. There are two literary societies in the school; one of young men and one composed of young ladies. Through the liberality of the town, in appropriating $3,000 as a local grant for 1885, the financial position of the board is satisfactory.

A GOOD INVESTMENT.—It pays to carry a good watch. I never had satisfaction till I bought one of WELCH & TROWERN'S reliable watches, 171 Yonge Street, east side. 2nd door south of Queen.

A. W. SPAULDING, L. D. S.
Dentist, 51 King Street East, Toronto.
Residence—43 Lansdowne Avenue, Parkdale.

DR. G. STERLING RYERSON
Eye, Ear, Throat and Nose Diseases.
317 CHURCH ST., - - - TORONTO

McILWAIN'S
Telegraph and Eclectic Shorthand Institute
31 KING STREET EAST.
Send for Circular.
Evidence, &c., reported by experienced Stenographers.

FOOTBALLS.
LARGEST ASSORTMENT AND THE BEST VALUE IN CANADA.
Send post card for Price List to
LUMSDEN & WILSON,
IMPORTERS, - - - SEAFORTH, ONT.

TEACHERS
OUT OF EMPLOYMENT MAY SECURE A LUCRATIVE AGENCY BY APPLYING TO THE
CANADA PUBLISHING CO. (LIMITED),
26 FRONT ST. WEST, TORONTO.

NOTICE

To Teachers and Inspectors.

Teachers and Inspectors will oblige by notifying any School Furniture Manufacturers with whom they are acquainted that specimens of School Furniture will be exhibited by the Education Department at the Colonial Exhibition.

Application must be made to the Department for space without delay.

STANDARD WORKS ON TEACHING

PRICE ONE DOLLAR.

Fitch's Lectures on Teaching.

LECTURES ON TEACHING. Delivered in the University of Cambridge. By J. G. FITCH, M.A. New edition, with a preface by an American Normal Teacher. 16mo., $1.

"This is eminently the work of a man of wisdom and experience. He takes a broad and comprehensive view of the work of the teacher, and his suggestions on all topics are worthy of the most careful consideration."—*New England Journal of Education.*

"This book indeed treats of practical subjects in a practical way......The book is an excellent one, an no teacher can read it without being profited."—*Penn. School Journal.*

"MR. R. H. QUICK says in *The Academy* 'Young teachers (and old teachers too) may learn much from this volume but they may gain from it a still greater good—they may get a notion how much there is to learn.' The book is especially valuable to school superintendents, as it was addressed to a class of public masters."—*Illinois School Journal.*

"The lectures will be found most interesting, and deserve to be carefully studied, not only by persons directly concerned with instruction, but by parents who wish to be able to exercise an intelligent judgment in the choice of schools and teachers for their children. For ourselves, we could almost wish to be of school age again, to learn history and geography from some one who could teach them after the pattern set by Mr. Fitch to his audience ......But perhaps Mr. Fitch's observations on the general conditions of school work are even more important than what he says on this or that branch of study."—*Saturday Review.*

"It comprises fifteen lectures, dealing with such subjects as organization, discipline, examining, language, fact, knowledge, science and methods of instruction; and though the lectures make no pretention to systematic or exhaustive treatment, yet they leave very little of the ground uncovered, and they combine in an admirable way the exposition of sound principles with practical suggestions and illustrations, which are evidently derived from wide and varied experience, both in teaching and in examining."—*Scotsman.*

CALDERWOOD ON TEACHING.

ON TEACHING: ITS ENDS AND MEANS. By HENRY CALDERWOOD, LL.D., F.R.S.E., Professor of Moral Philosophy in the University of Edinburgh. New edition, with additional chapter on Home Training. 16mo. 50 cts.

"For young teachers this work is of the highest value......It is a book every teacher will find helpful in their responsible work."—*N. E. Journal of Education.*

"Eminently sensible and suggestive."—*Scotsman.*

THEORY AND PRACTICE OF TEACHING.

By the REV. EDWARD THRING, M.A. 16mo. $1.

"We hope we have said enough to induce teachers in America to read Mr. Thring's book. They will find it a mine in which they will never dig without some substantial return, either in high inspiration or sound practical advice. Many of the hints and illustrations given are of the greatest value for the ordinary routine work of the class-room. Still more helpful will the book be found in the weapons which it furnishes to the schoolmaster wherewith to guard against his greatest danger, slavery to routine."—*Nation.*

SOME THOUGHTS CONCERNING EDUCATION.

By JOHN LOCKE. With introduction and notes by the REV. R. H. QUICK, M.A., author of "Essays on Educational Reformers." 16mo. 90 cts.

"There is no teacher too young to find this book interesting; there is no teacher too old to find it profitable."—*School Bulletin.*

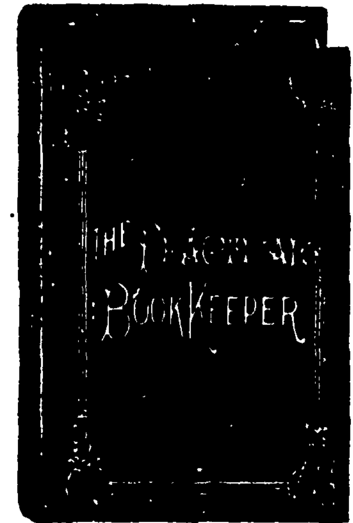
THE ELEMENTS OF THE PSYCHOLOGY OF COGNITION.

By REV. ROBERT JARDINE, B.D., D.Sc. Second Edition, Revised and Improved. 12mo. $1.50.

MACMILLAN & CO.'S Educational Catalogue sent free by mail on application.

MACMILLAN & CO., 112 Fourth Avenue, New York.

THE PRACTICAL BOOK-KEEPER.



This is the most practical work on the Science of Accounts and Business Correspondence yet published. It differs in some respects from other books on these subjects:—**1st, in its simplicity; 2nd, in its completeness; 3rd, in the practical character, or its contents; 4th, in the practical method in which Business Correspondence is treated.**

AN INVALUABLE TEXT BOOK.

Get a Copy and be Convinced. Price, $1.00.

Address, CONNOR O DEA, TORONTO, ONT.

DR. W. SCOTT RENNER,

Diseases affecting the Throat, Nose and Air Passages.

258 Franklin St., Buffalo, N.Y.

THE IMPROVED MODEL

Washer and Bleacher.

Weighs only six pounds and can be carried in a small valise. Satisfaction guaranteed or money refunded.

$1,000 REWARD

FOR ITS SUPERIOR.

Pat. Aug. 2, 1884. C.W. Dennis, Toronto. Washing made light and easy. The clothes have that pure whiteness which no other mode of washing can produce. No rubbing required, no friction to injure the fabric. A ten-year old girl can do the washing as well as older person.

To place it in every household **the price has been placed at $3.00**, and if not found satisfactory within one month from date of purchase, money refunded.

Send for circulars. AGENTS WANTED. Delivered to any Express office in Ontario or Quebec, charges paid, or $3.50.

C. W. DENNIS,
Toronto Bargain House,
213 Yonge St., Toronto, Ont.

Please mention this paper.

TRADE MARK REGISTERED.

For Consumption, Asthma, Bronchitis, Dyspepsia, Catarrh, Headache, Debility, Rheumatism, Neuralgia, and all Chronic and Nervous Disorders.

Canadian Depository:

E. W. D. KING, 58 CHURCH STREET, Toronto, Ont.

SCHOOL PRIZE BOOKS.

Ontario School Book Depot, Whitby, Ont.,

Have now in stock a very large line of MISCELLANEOUS BOOKS, just the thing for young people. Special terms to School Boards and Teachers for quantity. Write for Catalogue and terms, or if convenient, call personally.

STAFFORD & WILLCOX,
DEVERELL'S BLOCK, - WHITBY, ONT.

ORDER your books (new or second-hand) from DAVID BOYLE, 353 Yonge Street, Toronto.

Horton Chas Imay, 86 Masonville