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Edited by T. ARNOLD HAULTAIN, M.A.

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TORONTO, APRIL 8, 1886.

Not a few of our readers will be called upon shortly to vote for the new members for the Senate of the University of Toronto, and will perhaps be glad of some information on the subject.

The retiring members are Messrs. W. G. Falconbridge, M.A.; W. A. Foster, Q.C., LL.B.; and J. B. McQuesten, M.A.

Mr. McQuesten does not seek re-election; but Messrs. Falconbridge and Foster are prepared to stand again.

Six new men have been mentioned as likely to seek for election: Dr. Adam Wright, Mr. J. A. Culham, of Hamilton; Mr. E. B. Edwards, of Peterborough; Mr. N. Kingsmill, of Toronto; Dr. Kelly, P. S. I. for Brant Co., and Mr. Ormiston, of Whitby.

Without in any way expressing any views on the relative merits of the candidates, we give here short notices of the men, in order that our readers may know something of those who are prepared to represent them in the University Senate.

Mr. W. A. Foster, Q.C., LL.B., graduated in the year 1862. After his student days in law he became a partner in the firm of Harrison, Moss & Osler, perhaps at that time the best known firm of barristers in Canada. Law did not solely engross Mr. Foster's attention, however, as he contributed to many English magazines. An article on the "Canadian Confederation" published in the *London Quarterly*, when edited by George Eliot, excited universal attention, and until recent years he has supplied the *London Times* with many of its articles on Canadian affairs. In Canadian literature Mr. Foster is best known by his pamphlet entitled "Canada First." Those who agreed in its sentiments and those who did not, joined in praising the admirable style in which it was written. In the year 1884 Mr. Foster took the place of Thomas Wardlaw Taylor (now Mr. Justice Taylor) in the Senate. A short time after that he was created Queen's Counsel.

Mr. J. A. Culham, M.A., graduated in 1879, taking the silver medal in classics, his competitor being Mr. J. D. Cameron, a man widely known for his brilliant attainments. Immediately after graduation Mr. Culham entered upon the study of law, but was enabled to devote no small share of his time to university and college matters, doing a large amount of work in connexion with the many different departments, and becoming thus intimately acquainted with the working of the university machinery. After being called to the bar, Mr. Culham entered upon the practice of his profession at Hamilton. He is now a member of a flourishing and well-known firm in that town.

Mr. W. G. Falconbridge, M.A., is too well known to require a lengthened notice. He has already been on the Senate for many years.

Mr. Nichol Kingsmill graduated in the year 1856, taking the silver medal in classics. He proceeded M.A. in 1858. He was admitted to the bar in 1859, and in the same year became a member of the then firm of Crooks, Kingsmill & Cattanach, which firm has merged into that now known as Kingsmill, Cattanach & Symons. Mr. Kingsmill was amongst those by whom the University College Literary and Scientific Society was established. He has taken a deep interest in university matters, having been for long an active member of Convocation.

Dr. Adam Wright is a graduate in Arts and also in Medicine of the University of Toronto. Having succeeded in winning the silver medal in medicine in 1873, he spent some years in Europe in walking the hospitals. He is at present practising in Toronto, and is conducting a medical periodical.

Dr. Kelly is an M.B., LL.B., and M.D. of the University of Toronto, and occupies the position of Public School Inspector for the County of Brant. Dr. Kelly is deservedly looked up to as an authority in literary and other branches of learning, and may be well described by the flattering quotation, *laudatus a laudato*.

Mr. Ormiston is, we believe, to be nominated by the graduates of the town of Whitby. He is a silver medallist in mathematics, having graduated in 1861. Mr. Ormiston is engaged in the practice of law.

Mr. E. B. Edwards, M.A., LL.B., is a barrister practising in Peterborough. His name is identified with the establishment of the Graduates' Association of that town, of which scheme he was one of the first and chief promoters. Mr. Edwards' active interest in convocation is too well known to need comment.

This is the list of candidates so far as is known, though other men may yet be nominated. However, there is abundance of material to choose from in the names that we have mentioned, and university men need have no fears with such representatives in the senate.

Contemporary Thought.

S. W. POWELL, in *The Century* for March, insists upon the imperative need of schools of forestry in this country as the only means whereby the wasted woodlands may be successfully replenished. "We have," he says, "a great deal of second-growth woodland which, although it may be of value as a means of regulating climate and the flow of water in springs and streams, is producing very little of the timber which we are beginning sorely to need. If we had a forest school with a large track of woodland under its care, it would be easy for farmer's sons to learn in a few weeks of observation, study how to do the pruning and thinning necessary to change these unightly and nearly profitless wood-lots into rich and permanent sources of gain."

LAWRENCE HUTTON in *Lippincott's* for March, has an interesting article on "The American Play." He begins with the assertion that the American play is yet to be written, and is unable to explain the absence of anything like a standard American drama, and the non-existence of a single immortal American play. The lack of American plays, he notes, is very remarkable in view of the fact that the Americans are a theatre-going people, and more journals devoted to dramatic affairs are published in New York than in any European capital, except perhaps Paris. "During the single century of the American stage," Mr. Hutton continues, "not two score plays of any description have appeared which have been truly American, and which, at the same time, are of any value to dramatic literature, or of any credit to the American name."

At a recent session of the Schoolmasters' Club, in Boston, Hon. Edward Atkinson, the economist, himself a man who never enjoyed the advantages of the schools in his youth, took occasion to express his opposition to what is called "practical" education, showing that he was of a mind different from many of those men who, having succeeded in life without the education of the schools, are prone to disparage them. Mr. Atkinson thus stated his opinion: "Ought you to teach a boy book-keeping in order to prepare him for business life? This is what the so-called practical man and the self-taught man often claim at your hands. But I say 'No.' Let not the boy's time be wasted in trying to comprehend the simple art of keeping books before he fully understands the object of the book-keeping. If he has been well taught in the school, and if his habits of observation have been first well developed, he will be capable of clear thinking upon the subjects which he may be called upon to deal with in his business life. He may then learn book-keeping in a day by beginning to keep books."

THE English-speaking people will be the chief factor in the government of the world; and it is our teachers who have to train them for governing. William Von Humboldt, in the darkest hour of Prussia's humiliation, was made Minister of Education, and he recorded in his diary these words: "I promised God that I would look upon every Prussian child as a being who could complain of me before God if I did not provide for him the

best education as a man and a Christian which it was possible for me to provide." What was the result? An eminent German said to me the other day: "Whatever we are in arms, in arts, in commerce, in industry, in political power, whatever may be our strength as an Empire, we owe to German education." And so the future of England depends on English education; and that man who wants to check or lower, or degrade education—to crib, cabin, or confine it—does not understand the destinies of his country, and is hardly worthy to be called by the name of Englishman.—*Mr. A. J. Mundella, in a recent address to the British and Foreign School Society.*

SOME years ago a glass half full of lime water was placed upon the teacher's desk in each of the six rooms of a large school. A single glass was left on the desk of the laboratory as a check. At the end of one hour they were all collected and examined. Had the air in the rooms continued pure, the glasses would have been as clear as when placed upon the desks. But all were somewhat turbid: one had a thick scum; and one had the lime so completely turned to chalk that a stream of pure carbonic acid produced no more precipitate. What did it all mean? Simply that the air in all those rooms was loaded with death-dealing carbonic acid. How would a similar experiment result if tried some clear morning in every school-room in a large city like Chicago? The result would be an interesting study. The simple fact is, few if any of the school houses have any adequate provision for ventilation; many have none at all. Theoretically the air surrounding a pupil must move forward about one hundred feet per minute to keep the air pure. Practically, probably half that rate is amply sufficient. But when the school-room is heated by steam radiators, or by stoves, and no passages are furnished either for the entrance or escape of air, the rooms are little better than "Black Holes."—*The Current.*

NORTH AMERICA promises to be the grand ethnological theatre of the world. Many of the great stocks of the human race are present in sufficient numbers to make the conflict exceedingly interesting for the scientific observer. The Indian question is practically solved, as the final extinction of this much abused race seems to be not far distant. In the south there is the negro problem, which is now engaging the serious attention of many thoughtful Americans. The people of the United States have wisely or unwisely declined the further complication of an unrestricted Mongolian influx. Canada contributes her share in the French question. A recent writer to the *Mail* foreshadows important consequences from the rapidity of increase of the French-Canadians. The effects of the climate and physical conditions are said to be noticeable in the states of the Pacific Slope, where a new native type is rapidly developing. Whether amid the diversity of nationalities the wonderful vitality of the Anglo-Saxon will ultimately prevail in the native American to-be, or whether a maximum of absorption has already or soon will be reached, are questions which will be definitely settled in the near future. The province of the statesman is to remove all artificial obstructions to the fusion of races, and to allow the great processes of nature to have free play, trusting implicitly to the survival of the fittest.—*Varsity.*

THE question of classics *versus* non-classics has again come to the front in Belgium, in Germany, and in France. The chief contribution to the discussion is a book by M. Raoul Frary, entitled *La Question du Latin*. The author is a graduate of the Normal School, and before engaging in journalism occupied with honor a chair in the University of France. Although himself a humanist *par excellence*, M. Frary decides against Latin. Singularly enough, one of the strongest protests against his conclusions appears in the *Revue Scientifique*. The proposed re-organization of secondary instruction in the canton of Berne, Switzerland, reduces the demands in Latin and Greek, and increases those in the living languages and science. The professors oppose the project, which awaits the decision of the governor. In Zurich the majority of the council of education have pronounced in favor of three parallel courses of secondary training, which afford the choice between a classical course, a modern course with Latin, a modern course with neither Latin nor Greek. In 1884 the government of Mecklenburg-Schwerin threw open all courses to the students of the real schools of the first order. The success obtained by several of these students in the university courses, heretofore closed to them, gives a new impulse to the advocates of the "modern course in Germany." If the new "moderations" scheme now under consideration by a committee of congregation of Oxford University be passed, students who wish to devote themselves to natural science will be relieved of the Latin and Greek heretofore required for "pass moderation."—*Education.*

No one doubts the value of lists of books made by men who know books thoroughly; any road through a wilderness, even a blazed path, is a great gain to the ignorant traveller. But every list of books prepared by one person is certain to represent his limitations of thought and sympathy; it will be strong in the books that he likes and weak in the books which do not interest him. Most people who have followed the discussion carried on at such length in the English newspapers over the list of the best hundred books recently prepared for the Workingmen's College by Sir John Lubbock have probably been interested most of all in the disclosures of intellectual range and fellowship made by the various contributors to the debate. Sir John Lubbock's list was quite as notable for the books it omitted as for those it included; it was singularly compounded of the best and poorest books. The Prince of Wales' single addition of Dryden to Sir John's catalogue has naturally given rise to some cynical surprise. Mr. Ruskin's characteristic running of his pen "blottesquely through the rubbish and poison of Sir John's list," and his still more characteristic additions to that list, are of far more value as throwing light on his own mind and taste than on the general subject of the best books. The truth is, that while there are a few books of the very highest rank to which the suffrages of the civilized world would be given under any circumstances, it would be impossible to secure agreement on any list of one hundred books; everything depends on the mental character and point of view of the reader.—*The Book Buyer.*

Notes and Comments.

By kind consent of Mr. Hutton, Professor of Classics in the University of Toronto, we are able to promise our readers next week the first instalment of his lecture on, "Pagan Virtues, and Pagan Theories of Life."

WE call attention to the announcement which is to be found in our advertising columns stating that reduced rates have been obtained for all those who purpose visiting the Colonial and Indian Exhibition which opens in May next in London, England.

MR. CHARLES P. O'CONNOR, the writer of the sonnet which appears on the following page, is the author of various little volumes of poetry, such as "The New Irish Melodies," "Songs for Soldiers," "Songs of a Life," etc. He has been placed on the English Civil List—a list which contains many of the most renowned authors in England, and has written for many magazines of high repute.

THE establishment of Local Graduates Associations which the graduates of the University of Toronto residing in country towns have formed, has had its effect upon the choice of candidates for the University Senate. One evidence of this is the increase in the number of men seeking election. Another is that the new candidates are in many instances men who have been active supporters of local associations.

MR. G. F. WATTS has decided on presenting forthwith to the British nation all those works he had hitherto intended to bequeath. These works include all, or nearly all, those which illustrate his view of the true mission and aim of art, with the exception of two—"Love and Death," which he has promised to America, and "Time, Death and Judgment," which he has just presented to Canada through the Marquis of Lorne.

WE insert in this issue the first of two papers entitled "To the Colonial Exhibition," written by a gentleman who crossed the Atlantic last year and spent a few months in London and other towns. The recountal of his experience will prove valuable to those who are intending during the ensuing vacation to take advantage of the low rates offered by the railway and steamship companies, and to visit for the first time the capital of the British Empire.

"HERE is a chance," says *The Week*, "for spelling reformers to associate themselves with a movement which is very akin to their own. At the School of Commerce, in Paris, on a recent Sunday, a meeting was held to explain and discuss a universal trade language called Volapuk, a name made up

of "vol," the German *welt*, and "puk," from the English "speak." To show the probability of its general adoption, it is sufficient to say that the roots of its words are borrowed principally from the French, English, German and Italian vocabularies. For instance, river is flum, from flumen; smoke is smok; time is tim; pop is people; fel is field; ba'udel is Sunday; maludel is Monday and so on. Already there are seventy associations for teaching this strange tongue, and dictionaries in Volapuko-French, English, Russian, German and Portuguese have been published. If it alone were not more difficult to learn than all the tongues it is to supersede put together, it might have at least a chance of becoming a universal language."

PROFESSOR GOLDWIN SMITH takes a most gloomy view of the present outlook in England. In his last article in *The Week*, under the title "Affairs in England," he says: "There is much to breed misgiving in those who are fighting for the integrity of the nation. England is not herself. Scepticism, ultra-commercialism, sybaritism, have for the time relaxed her moral sinews. Her artisan masses think, pardonably enough, perhaps, of their unions and the wage question more than of anything else. If they have any strong political sentiment, it is that of the Democracy of Labor combined with humanitarianism, rather than national and patriotic. They do not see the connection between the commercial prosperity of the country and her greatness. The conscience of the nation is laden with a vague feeling that justice is due to Ireland for ancient wrongs, and nobody asks himself whether to give her a Parliament of priests or terrorists would be to do her justice. There is an eagerness to be rid of the Irish trouble at any price, as though a dual Parliament could end it, or fail to make it worse and more desperate than ever. Faction rides rampant over patriotism, and the Radicals seem to regard the dissolution of the Union as a part of their general programme of destruction."

STRANGELY enough the idea of a Child's Dictionary which we suggested in our issue of the 25th *ultimo* also appears in the *Atlantic Monthly* for April. A writer in "The Contributors' Club" thus writes:—

"It is surprising that it did not long ago occur to the learned world that we ought to have a special dictionary for each successive period of life. Words mean one thing to youth, and quite another to age. There are certain terms in common use which have next to no significance for us until we arrive at years of discretion; and, moreover, that age which is discreet on one subject may not yet have reached that point on another. Words are standing all along the highway of

our life, like the bottles sealed with Solomon's seal in the Arabian Nights; the boy sees nothing in them, but one day or another the seal chips off at the stroke of some hard fact of existence, and out pours the sky-obscuring gloom of some tremendous Afrite. Other words there are that have a meaning in youth, to be sure, but a quite distinct one from that of later years. We often wish the young and the old might be more companionable and communicative with each other; but how can they be? They speak a different language. Plainly, the new series of adjustable dictionaries is a crying want.

* * * * It is sufficiently evident, at a glance, how completely the definitions must differ for the various ages. 'Success,' for example,—how strange would seem the treatment of the word to the lad who should look into his father's dictionary! And so with 'fame,' and 'happiness,' and 'sorrow.' Certain venerated terms, too, there may be, which in the boy's volume would stand with cheerful and attractive definitions, but in the old man's would have some such astonishing comments and illustrations as would be best given in the safe guise of a dead language.

"One advantage in this projected work is at once apparent. With the aid of the "bright lexicon of youth" the mature man will be able, perhaps, to read and understand the young person's literary efforts, both in prose and verse. The boy and girl, in like manner, may then enter into the maturer literary work, and may at last comprehend the beauty and value of these books which we are always in vain calling upon them to like and admire. "In vain," as a matter of course; for what should the neophant lad know of the terrible meaning, for example, in Wordsworth's

'Wrongs unredressed, and insults unavenged
And unavengeable'?

Or what should he see in Shakespeare's

'Whips and scorns of time,

The pangs of despised love, the law's delay,
The insolence of office, and the spurns
That patient merit of the unworthy takes'?

The words are meaningless till the boy becomes a man, and has *gelebt und geliebt*. The great writers are thus prevented, by the spell that is thrown upon their very language, from revealing the mysteries to any but those who have already been initiated. Their words are dumb ghosts, whose doom is that they may not speak until they be spoken to. Or we might say that the great literary artists have always written in sympathetic ink. The page is blank to the young heart, but as the man grows older, and the lines are exposed to the fires of life-experience, little by little the meaning comes out in characters of purple and gold."

Literature and Science.

CHAUDIERE.

A SONNET.

To Alexander Macmillan, M.A., of London,
England.

"THOU SPEAKEST AGED."

THOU speakest aged, Chaudiere, yet strength's
thine,

That grew with every onward leap and bound,
To-day cinctured with snow, and ice flow crown'd,
Thou seemest to my fancy half divine.

"Ho! ho!" thou shoutest, "Look, behold the
sign

Of the Eternal's here! Time may be found
In me! Its restless flow—its circling round—
Its wild exulting, and its ceaseless pine
Far, far beyond! Even as I now gaze,
Yon barrier of ice that stayed thy way
Aside is hurled by thee, with hands of might."
And so my lyre is strung to thee—Thy praise
Chanted; Thou, teaching me, man should not
stay,

When, knowledge shackled, calls to strike for
Light.

CHARLES P. O'CONNOR.

Chaudiere Falls, Feb. 19, 1886.

EPIGRAMS.

MY paper opens with the question, What
constitutes an epigram? It should possess
the elements of brevity and wit—and some-
thing more. A surprise should lurk in the
last line—a surprise throwing light upon all
that precedes it. A certain writer defines
an epigram to be

A dwarfish whole,
Its body brevity, and wit its soul.

The pure epigram, as we understand it,
generally aims a thrust at the foibles of hu-
manity, or at some person or class in partic-
ular. In fact, the follies, defects, and weak-
nesses of human nature are the great field
for epigrammatic verse. A large number of
the best epigrams are of unknown origin.
Dr. Johnson well burlesqued the syllogistical
style of reasoning often contained in the
epigrams of his day by the following neat
take-off on those of an analogous nature
then in vogue:

If the man who turnips cries,
Cry not when his father dies,
'Tis proof that he would rather
love a turnip than a father.

Authors have not spared each other in
epigram, and, among professions, readers of
Chitty and disciples of Esculapius have
been pierced most frequently with the arrow
of Epigram. Among authors, however, shoot-
ing each other with paper bullets through
the medium of an epigram was not unfre-
quently a double game, as Pope found to his
cost when he addressed the following lines
to the Duchess of Queensbury:

Did Celia's person and her sense agree,
What mortal could behold her and be free?
But nature has, in pity to mankind,
Enriched the image but defaced the mind.

The return arrow was much more stinging,
being barbed with truthfulness that doubt-
less gave the little dwarf of Twickenham
many a pang;

Had Pope a person equal to his mind,
How fatal would it be to womankind?
But nature, who does all things well ordain,
Deformed the body, but enriched the brain.

When Colley Cibber was appointed poet
laureate to George II., the following was
dashed at him:

In merry old England it once was the rule,
The king had his poet and also his fool;
But now we're so frugal, I'd have you to know it,
That one man now serves both for fool and for poet.

I have said that the legal and the medical
profession have from time immemorial been
the butt of immeasurable satire and derision.
Here is a very sharp thrust, and at the same
time a very neat epigram:

And, Doctor, do you really think
That ass's milk I ought to drink?
'Twould quite remove my cough, you say,
And drive my old complaint away:
It cured yourself—I grant it true;
But then—'twas mother's milk to you.

Human nature loves to repose in church
time, and frequently some sinful pew occu-
pant who should drink of the waters of Jor-
dan, punctuates with somnolent carelessness
the theological sentence in the pulpit—aye,
punctuates it with nasal abruptness that
startles the timid worshipper by his side.
The following proves that sleeping in church
was indulged in by our religious forefathers:

Old South, a witty churchman reckon'd
Was preaching once to Charles the Second,
But much too serious for a court
Who at all preaching made a sport;
He soon perceived his audience nod,
Deaf to the zealous man of God.
The Doctor stopped! began to call;
"Pray awake the Earl of Lauderdale!
My Lord! why, 'tis a monstrous thing!
You snore so loud you'll wake the king!"

THOMAS O'HAGAN.

Special Papers.

TO THE COLONIAL EXHIBI- TION.

IN this paper I shall try to give a clear
and concise description of how an ordinary
tourist may pay a flying visit to Britain and
the Colonial Exhibition, with advantage.
First of all, let me say, "by all means, go."
The increase of physical vigor and the men-
tal enjoyment that every visitor to the "Old
Country" feels, are of more value than a
thousand ducats. The plan that I shall
outline will enable anyone intending to go, to
spend from six weeks to two months abroad,
cheaply and profitably.

The readers of the EDUCATIONAL WEEKLY
are the educated class, and, apart from the
reinvigoration, there is to them an exquisite,
aesthetic pleasure in seeing the veritable
vouchers of what they read and teach in

English History. The study of the Age of
Chivalry, for example, is greatly facilitated
by an inspection of the Tower. The mag-
nificence of royal pomp, the vast develop-
ment of commerce, the wonders of art, the
most alluring and delightful music, in fact,
the land and life of the greatest of nations
are all to be enjoyed for an absolute trifle.
You become filled to satiety and return to
digest at leisure. It is the pleasure of a
lifetime.

Do not pay a high figure for a stateroom
in a fast steamer. It is simply a waste of
money. If a number travel together, it is
cheaper and more pleasant in every way.
Those who intend spending considerable
time, had better buy Baedeker's "London,"
"England, Scotland and Ireland"; but if
a hurried journey is all that is aimed at, I
can tell you some of the best places to go,
and how to reach them. Buy a return
ticket and engage your *return berth* before
leaving Canada. It is dreadfully embarrass-
ing to find that the ship you intended to
return in, is full. I see that return tickets
will be for sale *via* Montreal to Glasgow,
and that they may be obtained through the
Educational Department. As the Govern-
ment are actively engaged in looking after
Canadian interests, and have appointed
officers to give all necessary information,
the way of the Colonist will be easy. Take
with you when you get on board, a second-
hand extension deck-chair. It be the only
means of relief in seasickness. Before going
on board, however, devote several days of
careful attention to your liver. If it be in
good order and if you keep on deck, you will
enjoy the voyage immensely and eat hugely.
Of course, as every one knows, the best
maxim to observe is, "Comparisons are
odious." Do not, therefore, make demon-
strations of disapproval or contempt. People
do not like to be pitied, even if they do not
know as much as Canadians. Get your
stateroom well forward. The noise of the
screw and the smell of the machinery are
less annoying there. If a man, you'll likely
fall in love on board. If a lady, of course
you won't do any such thing—you'll let the
men play the fools. Do not tell all you
know and reveal the sanctities of your
inmost inwardness at once—if you do so,
you may exhaust your fund of conversation
before the end of the voyage, and, thereafter,
appear like a collapsed balloon.

By this time you're at Glasgow. Do not
stay there long. It is a great but dirty city.
Fly on to Edinburgh, the beautiful queen of
cities. In New Town you will find numbers
of excellent lodging-houses where the best
of everything and comfort in addition, can
be had for a guinea a week. No. 13 Nelson
Crescent, New Town, is a capital place. If
you go to the best hotels, the proprietors
will give you the numbers of the best

houses. Once settled, go to the Castle, Calton Hill, St. Giles' Cathedral, Holyrood, where the lovely Queen lived, and where Rizzio's blood stains the floor of the room in which he was murdered; and walk up and down High Street, Old Town, and look at the house John Knox dwelt in. You can buy a cheap descriptive guide-book of this spot for a shilling.

From Edinburgh Castle you can see Arthur's Seat in the distant hills, and from Calton Hill, the superb "Queen's Drive" is plainly visible. No grander sight can be conceived than the majestic rise of the castle-cliff, about the dark sides of which seem still to lurk the fascinating mysteries of legendary lore.

Take the Caledonian Railway and visit Stirling Castle, from the walls of which you see the Forth wind twenty miles in four—the spacious plain rising in terrace-shape to the centre, where Arthurian knights held tournament—all preserved with reverential care by the inhabitants.

If you have time, go to Abbotsford, the house of Scott, nestling by the hillside and filled with relics of that famous man.

At Callander, where you have come from Edinburgh, you climb into open coaches, which whirl you through mountains—through the lovely purple heather—past Coilantogle Ford and many another scene of combat—past the scene of Vennachar to Loch Katrine, at which point you embark on board a small steamer. The spirit of Scott appears, guiding you amongst the places that "The Lady of the Lake" has made sacred for all time. As in most mountainous regions, it rains incessantly, but the black brow of Old Ben Lomond lowers through the mist. This captivating jaunt brings you to your station about 6 o'clock p.m.; and you are at home, in Edinburgh, at 8, and ready for bed. Do not stay in the house any more than you can possibly help. Pry into all places of interest, and remember that twopence will work wonders, especially at a railway station, where porters for some such fee are ready for any emergency. It is distinctly "Yankee" to give large tips, and they are not appreciated. A Canadian is considered "one of us" by them, but the "average" American with an unmusical nasal manner of speaking, is an object of indifferent suspicion.

B. A.

(To be continued.)

GRAMMAR AS A PUBLIC SCHOOL STUDY.

In this paper I shall treat of the study of grammar only as it relates to the common school, and the common school will be considered as not including classes higher than the Fourth.

Children learn to speak as they hear their parents and companions speak. They there-

fore come to school in most cases with many faults of speech, the correction of which will demand careful and persistent effort on the part of the teacher. But the teacher has more to do than merely to correct errors of speech. The child comes to him with a very small stock of ideas, with a correspondingly small vocabulary, and with scarcely any variety in his modes of expressing those ideas. As the capacity of the child's mind enlarges, as his stock of ideas increases, and his thoughts become more complex, it must be the teacher's care to extend his vocabulary, and teach him how to construct sentences that will correctly express his thoughts. This important department of language teaching—which, though it cannot be called grammar, is yet preparatory to the study of grammar—has, I think, been neglected in our schools. I would not make preparatory course a grammar course in disguise, with "name-word," "telling-word," "quality-word," etc., instead of noun, verb, adjective; nor would I take pains to avoid the use of any simple grammatical terms or principles that would be helpful. If the aim of this course could be realized and absolute correctness of speech be secured by means of it, there would be no need of the further study of grammar. But in many cases correctness of expression cannot be secured without a knowledge of the principles of the language, that is, without a knowledge of grammar. Thus the public school course in grammar falls into two departments; a preparatory course of language exercises, and a course in formal grammar.

The aim of the preparatory course, as I have already intimated, should be to correct whatever faults in speech the children have copied from their parents and companions; to extend their acquaintance with words, phrases, and forms of speech; and to give such thorough practice in the correct use of language that they will acquire a habit of correct speaking and writing. These lessons should make the pupils familiar with the simple sentence and its parts, the subject and the predicate. Much practice should be given in selecting the subject, whether the sentence is direct or inverted, whether the subject is simple or modified by other words or phrases; also in supplying omitted subjects and predicates. After many exercises of this kind a word or phrase in a simple sentence may be expanded into a clause, and the whole be examined still as a simple sentence. Then the clause may be analysed as a separate statement. Next compound sentences may be examined and shown to consist of independent parts that are either simple or complex. After each exercise in analysis comes a corresponding one in synthesis. Exercises may be given in varying the form of sentences to express the same meaning—changing from passive to active or from active to passive without changing the tense. For example,

"cats kill mice," "a cat has killed a mouse," "a cat will kill a mouse," will be changed to the passive form readily and correctly by an ordinary pupil in the Third class after a little practice. Words may be changed into phrases, words and phrases into clauses, and *vice versa*. Passages may be re-written with synonyms substituted for certain words and phrases; direct narration may be changed to indirect, indirect to direct, and so on. All these exercises and many more may be given to a young class without puzzling them with grammatical nomenclature and definitions. And in all these exercises the pupils are practised over and over in beginning sentences with capitals and ending them with periods, in writing names of persons and places and the pronoun "I" with capitals, in always saying something about something, and thus acquiring a habit of precision of statement that is so generally lacking in school competitions.

The class need not use a text book for this course of lessons. The teacher may dictate the exercises, or write them on the blackboard, or assign passages in the Reader when suitable, or require examples to be selected or composed by the class. As this part of my subject belongs more strictly to composition than to grammar, I shall not enter into it more fully.

After all possible care has been taken in the preparatory exercises in language to bring pupils into a habit of speaking and writing correctly, there still remain many errors in syntax which no amount of practice will enable them to avoid without a knowledge of grammatical principles. For example, "He was one of the best officers that was ever appointed." "Every one of the boys were in the house." The common school should, I think, provide such a course in elementary grammar as will enable a pupil to write correctly a business or other letter, a plain essay, a simple descriptive article, or any other species of composition that farmers, mechanics or business men may be required to write. Simply to secure correctness in the use of language should be the aim of the common school course in grammar. Other objects may be in view as well, but they should be subordinated to this. Hence there should be little memorising of formal and often inaccurate definitions and rules of syntax, but much study of the forms, uses, agreements and relations of words. Whatever is learned should be at once applied. Exercise after exercise should illustrate each part of the subject and give the pupil practice in it until the knowledge becomes a part of himself—a real brain growth.

This, then, being our aim, the question comes, what should be included in such a course, and what can profitably be omitted

from it? This question cannot, and perhaps need not, be answered very fully here. The important thing for us to be clear about is the purpose we have in view in teaching grammar. This once settled, the earnest teacher will in time evolve his own course and method, which will serve him better than any he may find ready made. Let it be sufficient, then, to include generally the parts of speech, their more important subdivisions and modifications; the relations, governments and agreements of words; the various kinds of sentences; the values of clauses and phrases in sentences, and so on. Or, more briefly, the course includes the parts of speech, inflection and syntax.

The test of the pupil's knowledge is not whether he is able to repeat set definitions and rules and parse correctly, but whether he is able to apply in composition the principles he has studied. It seems hard for us to part with the notion that a child does not understand a term until he can give a full and correct definition of it; or, perhaps the mistake oftener assumes this form: that a child does understand a term when he can recite glibly the authorized definition of it. My opinion is that in most cases the memorizing of formal definitions is worse than a waste of time. The very act of concentrating the mind on the language used in stating the definition weakens the attention to the meaning. Text books on grammar must contain definitions of the terms employed in them, but before those definitions can be used by the class the teacher must by illustration and explanation, make the definition a generalization of particulars that are already in the possession of the class. Many terms, the definitions of which are difficult for young pupils to understand, are easily explained by the use of examples. For instance, Whitney illustrates the meaning of the terms *Transitive* and *Intransitive*, thus:—

"Some verbs are usually, and almost necessarily, followed by an object—that is, by a noun or pronoun in the objective case, signifying that at which the action of the verb is directed. Thus, *I await, I persuade, I cross*, seem of themselves incomplete, and we look for some word expressing the thing or person that is awaited, or persuaded, or crossed; thus, *I await the arrival of the mail; I persuade my friend to go with me; I cross the road to meet him.*

"Other verbs, again, do not take or are hardly able to take any such object; the object which they express they express completely without an added object. For example, *I walk, stand, rejoice, weep*, and so on.

"A verb of the former class is said to be a Transitive Verb; one of the latter class is Intransitive."

Mason goes over the same ground thus: "Verbs are of two kinds, Transitive and In-

transitive. A Transitive Verb is one which expresses an action or feeling which is directed to some object, etc."

These two quotations illustrate the right and the wrong way of teaching. The first shows by examples that there are actually two classes of verbs and leads the pupil to perceive the difference between them, before giving names or definitions. Things are taught first, names given afterwards, and the pupil is left to frame his own definition. The second method gives names first, definitions afterward, and lastly, illustrates by examples. The first method exemplifies the well known principle, "Proceed from the particular to the general, from the concrete to the abstract." It is because definitions are pure abstractions that they require to be handled so carefully in the class room. The abstraction itself—the grasping of the mind of the general idea that will embrace all the particulars—must be the first care. The expressing of that idea in a definition will come of itself afterwards. To force on a pupil a set form of definitions before his mind clearly grasps the corresponding concept, is fatal to the object for which definitions are given at all. Children should be tolerably clear as to what they know and what they don't know. Not long ago my class failed to understand my explanation of the term "complement of the verb," for I noticed afterwards that whenever any word or phrase they did not understand occurred in their passage for analysis they at once wrote it down as the complement.

It is always unwise to force distinctions where the class can see no difference, and especially unless the teacher clearly sees a difference himself. During my first month of teaching in a school of my own, with an enthusiasm which scarcely atoned for my ignorance, I undertook to teach a young Third class the abstract noun. After getting lists of proper nouns and ordinary common nouns, and writing them on the blackboard in the orthodox way, I proceeded to fish for the abstract variety. "Now," said I, "name something that you can only think of, not book, desk, chair, wall, clock, nor anything you can see and take hold of. Tell me the name of something you can't see." But for a time the class was completely puzzled. Presently one of the dullest boys in the class, his eyes shining with the light of his luminous idea, raised his hand for permission to answer. "Well, Jakey," said I, "what is it?" "Corn, when it's planted," replied Jakey. I learned more in that lesson from Jakey than he did from me.

Having thus noticed some things we are prone to do that should be avoided we may now consider one thing that has been neglected in teaching grammar. It has been referred to already in this paper. I mean the use of exercises. In arithmetic, when

any section of the subject has been taught, the class are required to solve problems involving every aspect of that principle. The text book does not supply a sufficient number of examples; the teacher resorts to other text books, to educational papers, for sets of problems and even supplies, many from his own brain, in order that the pupil may have thorough practice in what he has learned. So it should be in grammar. Every section should be accompanied by an abundance of exercises illustrating every phase of the subject. Books of classified exercises would be useful, but in the absence of these the teacher must supply what he needs. A great variety of exercises can be framed on the agreement of verb with subject, changing a verb from one tense form into all the others, distinguishing the gerund from the present participle, and so on. There should be exercises in parsing in which only one part of speech is treated of at a time, and sometimes only one subdivision or modification of that part of speech. Exercises in simple sentences, exercises in complex sentences, and exercises in compound sentences should be given separately before giving passages in which all kinds occur together. These exercises, it must be remembered, are to be strictly exercises in grammar, not lessons in rhetoric, nor even in composition. Separate lessons in literature and composition are proceeding in the public school side by side with the study of grammar, and the lessons in each subject should be distinct.

It may be urged that we cannot teach after this fashion with our present text books. Swinton's book seems to attempt to combine the two courses that, in my opinion, should be kept separate; and Mason's, even what is called the public school edition, is not suitable for common school work. There is no denying the fact that public school teachers, in non-graded schools especially, must depend much on text books. Hence it is very desirable that they should be suited to the teacher's methods. There is a book from which I have quoted already that seems to me well adapted for public schools, namely, Whitney's "Essentials of English Grammar." However, it is not my purpose to enter on any discussion of text books here. Let us do our best with what we have; and when our methods of teaching shall have improved so much that the present text books will no longer be a help to us it will not be long before they will be replaced by better ones. THOS. W. STANDING.

MR. HENRY, a graduate of the University of Toronto, formerly Mathematical Master of Belleville High School, has been Principal of the Newburgh High School since the 1st of March.

PRACTICAL ELOCUTION.

VII.

I PROMISED in my last paper to say something about the elocutionary study of words. But I fear my theme is so vast that I must rest satisfied to remain on the sea shore counting a few pebbles of thought and leave the great ocean of truth unexplored. The study of words is so inseparably connected with the subject of elocution that to feel the pulse of thought we must hold converse with the spirit within—otherwise we mistake the shadow for the substance. When old Polonius approaches Hamlet with the question, "What do you read my lord?" the contemplative Dane answers, "Words, words, words." Yet we feel sure that it is not the etymological form of the word over which the meditative prince is exercised.

Hamlet uses words as a mirror with which to show "virtue, her own feature, scorn her own image, and the very age and body of the time its form and pressure." It is Max Müller who says "language and thought are inseparable. Words without thought are dead sounds; thoughts without words are nothing. To think is to speak low; to speak is to think aloud. The word is the thought incarnate." He who would hope to read correctly must endeavor to reach the spirit within the word and making it his own convey to his hearers through that God-given gift, the voice, the true *expression* and *impression* of the thought received. Behold the power of some words! Is it to be wondered at that "Home, Sweet Home" refuses to be translated in spirit into any of the languages of Europe. There is a dear and hallowed memory around the word "Home" full of kindly faces and throbbing hearts—full of childhood visions that neither skill, nor grace, nor faithfulness can picture to the eye or emblazon upon the heart save through that tongue which John Howard Payne glorified in this great lyric of the heart. Yes, there is truly a soul in speech. It is Adelaide Proctor who says:

"Words are mighty, words are living;
Serpents with their venomous stings,
Or, bright angels, crowding around us
With heaven's light upon their wings;
Every word has its own spirit,
True or false that never dies;
Every word man's lips have uttered
Echoes in God's skies."

And Dr. MacIntosh, a learned and eloquent divine of Philadelphia, says in his lecture entitled "The White Sunlight of Potent Words," "Seek out acceptable words and as ye seek them turn to our English stores. Seeking to be rich in speech you will find that in the broad ocean of our English literature there are pearls of great price, our potent English words—words that are wizards more mighty than the old Scotch magician; words that are pictures bright and moving with all the coloring and cir-

cunstance of life; words that go down the century like battle-cries; words that sob like litanies, sing like larks, sigh like zephyrs, shout like seas. Seek amid our exhaustless stores, and you will find words that flash like stars of the frosty sky, or are melting and tender like love's tear-filled eyes; words that are fresh and crisp like the mountain breeze in autumn or are mellow and rich as an old painting; words that are sharp, unbending and precise like Alpine needle-points, or are heavy and rugged like great nuggets of gold; words that are glittering and gay like imperial gems, or are chaste and refined like the face of a muse. Search and ye shall find words that crush like the battle-axe of Richard, or cut like the scimitar of Salzman; words that sting like a serpent's fang or soothe like a mother's kiss; words that can unveil the nether depths of hell or point out the heavenly heights of purity and peace; words that can recall a Judas, words that reveal the Christ." But you may ask what has this to do with the study of elocution? I answer that whatever has to do with the spirit of language is closely related to elocution—nay, more, is a very part of elocution. The dress of thought is language and words constituting language are the embodiment of thought. Words are pictures hung before the mental eye reflecting the subject portrayed. In order either to write or to read correctly we must know the value of words and command the noisy battalions at will. A few years ago the renowned war correspondent Archibald Forbes lectured in several of the cities and towns of Ontario. Those who heard him will remember with what ease and grace the Knight of Adventure "by flood and field" generalled an army of words picturing a Plevna or an Isandula so graphically that for the moment we hear the roar of cannon, and shot and shell fell heavily upon our ear with the sad requiem of death. It was mournful elocution. Pictures of the dead and dying in pathetic form!

THOMAS O'HAGAN.

SUGGESTIONS OF AN ELEMENTARY LESSON IN PHYSICAL GEOGRAPHY.

TEACH the meaning of the word *structure*. Lead the pupils to tell that:

On the surface of the earth is land and water. The land is in part covered with soil, from which vegetation grows. In some places there is meadow, in others, hills and mountains, while in others there are sandy deserts.

The rain falling on the high lands washes down the material of which they are composed into the low lands, lakes, and oceans.

What will happen if this continues long enough?

If this material washed down hardens, what will be formed? (Give the word *sedimentary*, and write on the board the words *sedimentary rocks*.)

How do rocks look that have been melted? (Show a piece of slag or partly melted rock from a forge or coal stove). How do you know this rock has been in a hot fire?

How could you tell a rock that has been formed from hardened sand?

How does it differ from a rock that has been in a hot fire?

(Give the words *igneous* and *molten*; explain their meaning, and write on the board the words, *igneous rocks*.)

STATEMENTS:—Some rocks have been deposited by water. These are called *sedimentary rocks*. Some rocks were once exposed to heat, and molten. These are called *igneous rocks*.

The lesson may be followed by others, teaching the following lessons. Many others can be added.

Many rocks deposited by water, contain the remains of fishes, reptiles, and shell fish in great abundance,

What does this prove?

Some sedimentary rocks are in beds over a hundred feet in thickness.

How old are such rocks?

Many sedimentary rocks have been bent and twisted.

How was this done?

Some *vast beds* of sedimentary rocks are found on the top of high mountains.

What put them there?

Volcanoes have broken through vast beds of sedimentary rocks.

By what force?

The deeper we go down the hotter it becomes. If we could go down deep enough, in what condition should we find the rocks?

What are volcanoes?

In what condition is the material under the crust of the earth?

Were mountains formed before or after the sedimentary rocks? Give the reasons for your opinion.—*The School Journal*.

SPEAKING of the proposal to open places of recreation on Sunday in England, *The Week* says:—"Here undoubtedly lies a great objection to the movement: it is impossible to open these institutions on Sunday without forcing a good many to work on that day; but if the influence is salutary, and makes for education and religion—as who can doubt it does—the employees are as necessary an instrument as are the officers of a church. In this view, and with the reservation that the movement ought under no circumstances to be allowed to extend in any way to Sunday-trading—which will be a real danger now that the first step is taken—this Sunday opening will probably receive the support of most educated laymen."

TORONTO:

THURSDAY, APRIL 8, 1886.

OLD METHODS VERSUS NEW.

A STORY is told of a young man who was possessed of a keen desire to shine in the sphere of mathematics. Gifted with an amount of ambition disproportionate to his common sense, he asked the gentleman who occupied the mathematical chair of his college what was the highest known branch of the subject to which he wished to devote his energies. Having received a satisfactory answer (quantics, we believe the professor told him), he begged to be allowed to enter at once upon the study of this.

What amount of truth there is in this it is difficult to say; but that it is very typical of the train of thought and method of reasoning of too many of the educators of Canada and the United States is only too true. Nor is this story by any means a caricature of these methods of reasoning, and this, a letter which appeared in last week's *Week* on the subject of "Political Science in our Schools" is sufficient to prove. "We want," says the writer, "the subject of Political Economy taught in our High Schools and Colleges." . . . "Man as an individual in the great network of human society exercises his duty to the State in one or other capacity, either by his private influence and franchise, or in the more public and responsible trust of State official. To perform either duty satisfactorily demands a knowledge of the laws which govern and regulate society, not merely the superficial knowledge gained by the ordinary citizen in the narrow sphere in which he walks, but a careful study of their fundamental principles, and the natural laws on which they rest. That there are natural laws which govern the actions of peoples and nations everyone must or will perceive, even the laggard perceptions of the scholastic dignitaries which govern our State University. That according to these natural laws, decreed by the divine Lawgiver, all human laws must be framed, seems also evident; though how we, as a nation, are going to frame the human laws, while we are in Egyptian darkness as to the natural laws, is a mystery. There are great questions to be solved by the people of to-day: What must we do with the unemployed? how shall we answer the appeals of the workingman and settle his

dispute with the capitalist? and how shall we stem the rising tides of plutocracy and proletariat? These questions are not to be solved by the endeavors of the few much as their researches may assist, but they are to be answered by the united effort of every man who wields the franchise. And according to his knowledge of the laws which are, and the laws which should be, must he make yearly account at the polls to his country and his conscience." . . . "We want living men turned out by our educational centres not burdened with a load of hackneyed fossils, which they cast off with a sigh of disgust, but full of aspirations and new hopes for their country, ready to put in practice the true theories of civil and national life. We do not want men, however well versed in the technicalities of Greece and Rome, however expert in the handling of x and y , who, through ignorance of even the first clause in the constitution under which they live, drift about in the world of practice like the backwoods rustic in the crowded metropolis. We want men who can think as well as speak."

It is indeed difficult to know where to commence in answering this curious accumulation of arguments. But it is fair to ask whether we teach our children "the technicalities of Greece and Rome" and "the handling of x and y " only that they may know these and nothing more, or that, through the mental exercise which these require, they may, when arrived at an age when they can think logically, they may learn the principles of Political Economy? The aim of the teaching in our high schools is not, cannot be, to infuse into our pupils a knowledge of this or that science; it is to produce the very *desideratum* which the writer in the *Week* argues for--"men who can think." The ambitious young gentleman of whom the story is told could never in this earth have grasped an infinitesimal idea of quatics or the lunar theory unless he had first been "expert in the handling of x and y ." And so no high school boy could be expected to comprehend the intricacies of the problems which underlie all theories connected with labour, capital, money, value, price, etc., etc., unless he had first trained his mind in elementary branches.

This train of thought, we say, is typical of this continent. We are impatient; we are not satisfied with the gradual "grounding" which in the old world

forms the greater part of school-room teaching; we strive to "go ahead" and the result is, not that we produce "men who can think as well as speak," but men who can speak but not think.

OUR EXCHANGES.

THE contents of the *North American Review* for last month are as follows: "The Congo and the President's Message," by John A. Kasson; "Race and the Solid South," by Cassius M. Clay; "Some Fallacies of Science," by "Ouida"; "America's Land Question," by A. J. Desmond; "The Campaign of Shiloh," by Gen. Beauregard; "Aristocratic Tendencies of Protestantism," by Oscar Fay Adams; "England and Ireland," by Henry George; "Sherman's Opinion of Grant," by the Editor; "Letters and Telegrams," by Gen. Fry and Gen. Sherman; and "Notes and Comments."

THE *Magazine of Art* for April contains many excellent illustrations and some very interesting reading matter. The frontispiece is from a painting by von Destregger, called Susi. A biographical sketch of that artist by Helen Zimmern is given, enriched with engravings from several of his paintings. The number opens with a paper on "Slyfield, Surrey," which gives opportunities for some excellent illustrations of old-fashioned architecture; as also does an article on "Fireplaces." The "Poem and Picture" (written by Cosmo Monkhouse and designed by T. Blake Wirgman) is not, this month as pleasing as is in general, this page. The "Romance of Art" paper is devoted to "The Youth of Holbein," by F. Mabel Robinson. "The Tiber" is continued; the river being traced to its source, of which a very pleasing sketch is given. A thoughtful paper and oneshowing much knowledge of the subject is written by Julia Cartwright on "The Annunciation in Art." Illustrations are given from Meister Stephan, Lorenzo di Credi, Angelico, and Andrea della Robbia, and allusions are made to a very large number of the painters of this so favorite a subject of early Italian and German artists. There is no mention made of any continuation of this paper, though we think that the topic would warrant this. Few subjects combine in themselves so many of the elements with which art loves to deal, and the old masters, rightly recognizing this, have given to it their best work. We know of no topic in the sphere of art so deserving of study. Many readers will enjoy the article and illustrations on "American Embroideries," "Art in Phoenicia" and "Boydell's Shakespeare," together with the chronicle and record of art, complete an excellent number.

REVIEWS AND NOTICES OF BOOKS.

The Temperance Teachings of Science Adapted to the Use of Teachers and Pupils in the Public Schools. By A. B. Palmer, M.D., LL.D., with an introduction by Mary A. Livermore. Boston: D. C. Heath & Co. 1886.

The object of this book, as stated in a prefatory note, is "to bring all, and especially young, people to the rational conclusion and firm resolve, that in whatever form, as an article of 'diet,' of

luxury, or as a beverage, *alcohol is harmful; is useless; it will not take it.*"

On this question it is, perhaps, useless for any person to express a definite opinion. The use of alcohol is as vexed a question as that of secular *versus* religious instruction, the Bible in schools, classical and scientific education, or any other of the unsettled problems of the day. Those who inculcate total abstinence will extol this little work—and rightly, for it is a good one of its kind; those who believe in temperance, in the proper acceptation of the word, will disagree with it—also rightly, for many facts, if not distorted, are at least expressed in specious form.

To some of these we may point. On page 9 it is said: "Science to-day teaches that alcohol is not only not a food but a poison." We think this statement will hardly coincide with the definition of a "poison" as given in any text-book on toxicology.

Nevertheless, the evils resulting from intemperance are so vast that a work of this kind, even though written in partisan spirit, must do good. It is written by a physician, and the lessons to be learned from it of the effects of alcohol upon the system should be known by all.

T. W. BICKNELL has retired from the editorship of the *New England Journal of Education*, and has been succeeded by E. A. Winship.

FUNK & WAGNALLS announce that two hundred and fifty-eight persons rightly guessed the authorship of "The Bunting Ball," but they decline at present to give the name. It is understood to be Edgar Fawcett.

THE *Publishers' Weekly* says that Watson Griffin, of Montreal, will publish an article in the *Magazine of American History* for April, entitled "The Consolidation of Canada," in reply to Dr. Bender's article in the February number, "The Disintegration of Canada."

LONGMANS & CO. announce a continuation of J. A. Doyle's historical work on "The English in America." The first volume, published towards the end of 1882, treated of Virginia, Maryland, and the Carolinas. The two coming volumes will deal with the Puritan colonies of New England.

A NEW biography of Heine is to appear soon in Germany. The author is the well-known historian, Robert Proeß, of Dresden. The work will be called "Heinrich Heine: His Life and His Writings, According to the Newest Sources." There will be illustrations, including a hitherto unpublished portrait of Mathilde Heine. Particular attention is paid in this biography to the childhood of Heine, the individuality of his parents, and to the poet's last love.

JOHN E. POTTER & CO., Philadelphia, have just issued Murray's "Language Series," complete in two volumes, the first entitled "Essential Lessons in English Composition, Analysis, and Grammar"; the second "Advanced Lessons in English Composition, Analysis, and Grammar." Mr. J. E. Murray is Principal of the High School, Oenaville, Texas, and has had practical experience of the wants of teachers, and believes that the grading of the exercises, the arrangement of topics,

the selections for analysis, etc., are calculated to find favor with all educators. — *Publishers' Weekly*.

OF chapters IV. and V. of Ruskin's "Præterita" the *Literary World* says: There is a true Ruskinian flavor on every page of this autobiography; he seems deliciously honest in egotism; the author tells everything mixed in with all the little vanities and weaknesses with which we are so familiar and to which we are so accustomed. It is delightful to have an autobiography from which the writer does not keep back what make us know him as he is, or was; and the simplicity with which this one takes it for granted that it is of the utmost importance that he must give the history of every little circumstance is irresistibly amusing.

NEXT week the Routledges will have ready the American edition of the first volume of the *World's Library*. It will be issued in paper covers and sold for ten cents; in England the price is 3d. A copy of the English edition shows that the publishers have made a hit in the cover, which is designed by Mr. Walter Crane, and is as good as anything that the gifted artist has done in years. They were fortunate also in the choice of Goethe's "Faust" to start the library. It was published in London just at the time when Mr. Irving's acting of "Faust" was creating so much talk, and 2,000 copies were sold within a week after publication, and 15,000 more before the second week ended. After "Faust," lives of Nelson and Wellington will be printed, and then a neat edition of "Cook's Voyages." — *The Literary World*.

OF the "Life and Letters of Henry Wadsworth Longfellow," edited by Samuel Longfellow, the *Critic* says: The reader will find in these two volumes a good picture of a good life—a bright, generous, and successful life—in the early half of this century. It is the story not only of Longfellow's life, but of the literary side of a great and many-sided movement in thought—the most important which America has seen. Longfellow was personally intimate with many of the stirring spirits in the political reforms; but he took small part in their struggles. While he walked under his stately elms, and composed delicious verses to charm America, Garrison was facing a Boston mob, Sumner was thundering for peace, Phillips (in the Music Hall) for emancipation, Whittier and Lowell were red-hot fighters in front of every genuine reform. Emerson in Concord had fenced himself off from orthodox Pharasaism and Unitarian respectability. There was wild work in every field of public life, and Longfellow only heard the echoes of it from Sumner, who came in glowing with the excitement of battle, and threw his long limbs on the poet's peaceful lounge.

MISS ELIZABETH P. PEABODY'S "Lectures to Kindergarteners" are to be published in May. They are issued at the urgency of a large number of kindergarteners, to whom Miss Peabody is no longer able to speak *viva voce*. The first of the eight lectures awakened and interested the Boston public in kindergarten education. The seven others are those which, for nine or ten successive years, Miss Peabody addressed to the training classes for kindergarteners, in Boston and other cities. They unfold the idea which, though old as Plato and Aristotle and set forth more or less

practically from Comenius to Pestalozzi, was for the first time put into an adequate system by Froebel. The lectures begin with the natural exemplification of kindergarten principles in the nursery, followed by two lectures on how the nursery opens up into the kindergarten through the proper use of language and conversation with children, and finally develops into equipoise the child's relations to his fellows, to nature, and to God. Miss Peabody draws many illustrations from her own psychological observations of child-life.

A. M. F. R., in his "English Letter" to the *Literary World*, says, with a slight touch of irony: "The naturalists in Paris have made two great discoveries. The first is, the existence of a great contemporary literature. M. A. Laurent is about to publish a Library of Contemporary Masterpieces which (it is a sign of the times) will begin with Italy. M. de Maupassant will edit the Sicilian stories of Verga, and M. Edouard Roa his "Mala voglia." But the second discovery is greater still. It is no less than that the invention of naturalism occurred, not in Paris, but England; and that the successful inventor is not Zola, but Miss Austen. M. Théodore Duret, a distinguished *critique d'avant-garde*, is about to formulate his ingenious theory in an essay. It is certainly remarkable that the name of Miss Austen should at last be known in Paris; for not many months ago a well-known French author was informed, in the office of the *Revue Contemporaine*, that no one else in France had ever heard of her. Certainly in England at this moment her reputation is higher and wider than ever it has been before. In the celebrated list of 100 best books, lately published by the *Pall Mall Gazette*, no modern novelist wins so many suffrages as Miss Austen. And now in Paris they are making her the godmother of Zola. But naturalism, both in Paris and London, has altered much since it owned her gentle and gracious sway.

THOUGH some boys' books are delightful reading, both for old and young boys, it is certain that boys should not confine their studies to books "dedicated at the young." Thackeray, we know from his Roundabout Paper on "A Lazy Idle Boy," read Dumas and Miss Porter and Mrs. Radcliffe at a very early age, and Dickens has told the world how he lived with "Tom Jones" till he became, in fancy, "a child's Tom Jones, a harmless creature." Without reckoning in "Tom Jones," many of the masterpieces of literature are emphatically book for boys. There are all Dickens' best things, and we know that Master Harry East read about Mr. Winkle's horse with interest at quite an early moment in his career. No boy who can read at all can fail to be delighted with the opening part of "David Copperfield," with the opening chapters of "Great Expectations," with "Nicholas Nickleby," above all with Mr. Squeers, with "Pickwick," and with "Oliver Twist." But the last is a dangerous book, because the humors of the Dodger and Charlie Bates invite imitation, and a fanciful youth might be seduced into a purely Platonic abstraction of fogs and tickets. Much of Thackeray is excellent for boys, because, whenever he writes about boys, he writes with so much knowledge and sympathy. Pen, and Clive, and young Rawdon, and old Figs, and Berry and Biggs at school, are all as good as "Tom Brown." — *The Saturday Review*.

Educational Opinion.

THE TYRANT EXAMINATION.

MORE bad teaching is directly traceable to what some one has called, "the tyrant examination," than to any other source.

Examinations, written and oral, are a necessity. Else, how shall we know whether a pupil has grasped a subject or any part of it? But the object of the written examination should be "to tempt the candidate to no special preparation and effort, but to be such as a scholar of fair ability and proper diligence may at the end of his school course come to with a quiet mind, and without a painful preparatory effort, tending to relaxation and torpor as soon as the effort is over; that the instruction in the highest class may not degenerate into a preparation for the examination; that the pupil may have the requisite time to come steadily and without over-hurrying to the fullness of the measure of his powers and character; that he may be securely and thoroughly formed, instead of being bewildered by a mass of information, hastily thrown together."

It is not my present purpose to find fault so much with the character of the promotion and departmental examination, as with the prominence given to results. They are necessarily imperfect tests of teaching powers, and yet the teacher's life, or death, is made to depend upon them. His true work is to develop the mind, and he gets credit only for bringing his class to a certain uniform standing, within easy reach of some, and requiring long and patient toil from others. His clever pupils get glory at little cost, but his dull ones disgrace themselves and their teacher, through no fault of theirs, but because nature made them so. When success depends on results at written examinations alone, if these results, valuable as they may be in themselves, are made the end and highest aim of education, we must expect teaching to degenerate into cram.

It is easier to coach than to teach. The coach requires only a knowledge of his subject; the teacher must know both the subject and the mind to be developed. The former "cuts and dries" his facts and stuffs them into the pupil at the greatest possible speed, treating all to like doses. The latter regards the individuality of his pupils, leads them to think for themselves, to assimilate knowledge, to the end that their education may be the "generation power." The one is a quack with his pocket full of pills the other a regular physician. The quack can doctor more people in a day than the physician can in a week, but the quack's patients seldom report themselves to the world after they leave his hands. So the coach's pupils are seldom heard of after they pass the highest examination in their course.

The frequency of examinations and the multiplicity of subjects make cramming a necessity. As a rule, the teacher has but a short time to stay, and must make the most of his time. Hence the larger number of schools in which the passing material is worked up to the utmost tension. Improved methods, that the student learns in his professional course, are thus crowded out, and parrot teaching takes its place.

Children ape language more readily than they grasp ideas. The fact that there are nine square feet in a square yard is easier *told* than *taught*. Where the possession of the fact by the pupil is the one thing needful, the teacher wastes time by drawing a diagram or using the yard measure. But the pupil who is told has gained some knowledge; the pupil who is led to discover for himself, has had more of his faculties exercised; the fact has become, as it were, a part of himself and he has gained power.

Now, I admit that many examiners endeavor to test this power, with some degree of success. (Sometimes efforts in this direction, by those who know their subject better than their pupils, result in quirks, quibbles and conundrums.) But, on the whole, the candidate in possession of most facts carries off the palm at the written examination, and while such results are the measure of the teacher's success, it necessarily follows that we will have more telling than teaching, more burdening the memory than developing the faculties. A prominent educator says: "Mental and spiritual death is the inevitable result of making per cents the end and aim of school teaching." "Unconsciously the demon of selfishness dominates every action which has its end in a high average. Dull, weak-minded children, whose only hope of temporal salvation, lies in careful, patient, persistent, loving culture, are driven to the wall because their per cents are low, and the glory of the school is jeopardized."

Then, fellow-teachers, let us resist the rule of this "tyrant examination." Let us teach with a higher aim than to pass our pupils from grade to grade. Our pupils will pass all the same when the proper time comes, but there will be no hot-house prodigies. Our success will be less apparent but more real.—*John Bradshaw, in The Teacher.*

Mathematics.

SOLUTIONS TO FIRST CLASS "A" AND "B" ALGEBRA PAPER FOR 1885.

2. (a) Book work.

(b) Determine the value of $\frac{b+c+d}{(a-b)(a-c)(a-d)}$

∴ three similar terms.

$$\frac{b+c+d}{(a-b)(a-c)(a-d)} + \frac{a+c+d}{(b-a)(b-c)(b-d)}$$

$$\begin{aligned} & \frac{a+b+c}{(c-a)(c-b)(c-d)} + \frac{a+b+c}{(d-a)(d-b)(d-c)} \\ & \frac{b+c+d}{(a-b)(c-a)(a-d)} - \frac{a+c+d}{(a-b)(b-c)(b-d)} \\ & = \frac{a+b+d}{(c-a)(b-c)(c-d)} - \frac{a+b+c}{(a-b)(b-d)(c-d)} \\ & = \frac{1}{4} \{ (b+c+d)(b-c)(b-d)(c-d) + a+c+d \} \\ & (c-a)(a-d)(c-d) + (a+b+d)(a-b)(a-d) \\ & (b-d) + (a+b+c)(a-b)(b-c)(c-a) \} \div \frac{1}{4} \{ a-b \} \\ & (b-c)(c-a)(a-d)(b-d)(c-d) \} = 0. \end{aligned}$$

3. Proved in key to Hand Book.

4. Prove that $x^4 + px^3 + qx^2 + rx + s$ is a perfect square if $p^2s = r^2$

$$\text{And } q = \frac{p^2}{4} \div 2rs$$

By extracting the square root of the given expression in the usual way we obtain

$$x^2 + \frac{px^2}{2} + \frac{4q-p^2}{8}$$

with a remainder

$$\left(r - \frac{4pq-p^2}{8} \right) x + \left\{ s - \left(\frac{4q-p^2}{8} \right)^2 \right\}$$

There the given expression is a perfect square if the remainder = 0 for all values of x ; i.e., if

$$(1.) s - \left(\frac{4q-p^2}{8} \right)^2 = 0$$

and

$$(2.) r - \frac{4pq-p^2}{8} = 0.$$

From (1.) we obtain

$$s = \left(\frac{4q-p^2}{8} \right)^2 \text{ and}$$

∴ $1/s = \frac{4q-p^2}{8}$ from which we obtain

$$q = \frac{p^2}{4} \div 2rs$$

From (2.) we obtain

$$r = \frac{4pq-p^2}{8}$$

$$\therefore r^2 = p^2 \left(\frac{4q-p^2}{8} \right)^2$$

$$= p^2s \text{ since } s = \left(\frac{4q-p^2}{8} \right)^2.$$

5. (a) Solved in Hand Book.

(b) Solved in Hand Book.

MILES FERGUSON.

(To be continued.)

[NOTE.—The exponent (2) was omitted in the expression occurring in the third line of the solution to Problem 1, (b), given last week. It should have read:

$$\begin{aligned} & a + \sqrt{a^2 - b^2} \left\{ \frac{2ac}{b(1+c^2)} \right\}^2 \\ & = \frac{a + \sqrt{a^2 - b^2} \left\{ \frac{2ac}{b(1+c^2)} \right\}^2}{a + \left\{ \frac{2ac}{b(1+c^2)} \right\}^2} \end{aligned}$$

Practical Art.

ELEMENTARY DRAWING.

IV.

TWO unfortunate typographical errors crept into my last paper. In the third line from the top, *plain* should read *plane*, and in the seventeenth line from the bottom of the last paragraph, *filled* should read *filled*.

The cube illustrated in my last paper, and marked *b* fig. 24, is represented as being below the eye and to the left, because its front, top, and right hand faces are visible. It would be useful at this stage to show by means of drawings how position affects the appearance of objects; a good way to do this, being, to draw on the blackboard nine cubes in different positions, as in fig. 25. The centre cube is supposed to be directly in front of the eye, and so only one face is seen; in the ones to the right and left of it, two faces are seen, and in all the others three faces. In those above the eye, the bottom face is seen, and in those below the eye the top is seen.

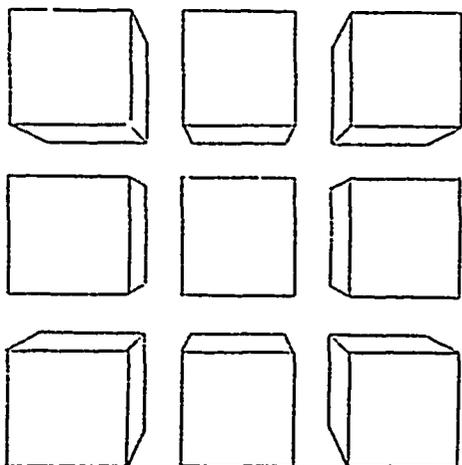


Fig. 25.

At the time of putting these drawings on the blackboard, some of the pupils might be questioned individually, as to the position of a cubical block held by the teacher in different positions, such questions as this being asked: Is this cube above, on a level with, or below, the eye? Is it directly in front, to the right, or to the left? How many faces are visible, and which one? Which of these appears to be the largest and which—the smallest? What proportion exists between the apparent size of the different faces, that is, how much smaller is one than the other? Which of the vertical edges appears to be the shortest? If these questions are correctly answered, no difficulty ought to be experienced in drawing the object in any position, provided of course that two of its faces are perpendicular to the direction in which the eye is looking. To carry out the idea before suggested of the analysis of the forms of objects, the cube can

be taken as a basis and converted by the addition of a few lines into an open box, a chair, table, or some such article. Below in fig. 26 is shown how a cube can be converted into a chair, and a parallel passed into a bureau.

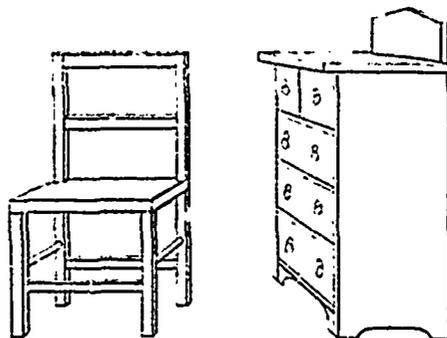


Fig. 26.

Both of these objects should be drawn in different positions; the chair with its back towards the spectator, or with its side towards the spectator, or lying on the ground, and the bureau with some of the drawers partially open. Other similar objects will suggest themselves to the teacher, all affording good practice to the children.

Care must be exercised to make the difference between the foreshortened faces and the near face of a cube, not too great, else the drawing will look like that of a square prism having its end towards the spectator.

It will be easily seen that, under certain circumstances, the foreshortened faces of a cube may appear to be of the same width as the foreshortened faces of a square prism twice, three times, or even four times as long. The only difference in their representations under these circumstances is, that the edges of the back face in the one will be shorter than the corresponding edges of the other, because they are at a greater distance from the eye, and so the retiring horizontal edges of the prism will appear to converge more abruptly than the retiring horizontal edges of the cube. If two drawings such as those in fig. 27 are made side by side on the blackboard this can be shown very clearly.

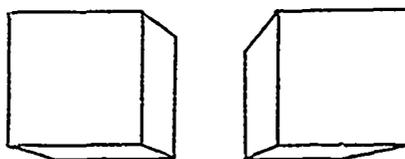


Fig. 27.

One of the most difficult parts of model drawing and object drawing, is the representation of lines which recede from the spectator at an angle other than one of 90°, for in this case they rise or fall towards the right or left, according as they are below or above the eye, and there is always a tendency on the part of the pupil to make the apparent, size of the angles formed by them with a horizontal line larger than they should be. It will be found difficult to introduce this

matter, and to teach the children to draw these lines as they appear, without speaking of things of which they know nothing, such as *vanishing points*, *picture plane*, *centre of vision*, *station point*, etc., but a good idea of this principle of vanishing lines may be had by supposing the object, whatever it may be, to be contained in a cylinder. The children should by this time be able to draw correctly a cylinder in almost any position; at all events, when the axis is either horizontal or vertical, and by means of it these other principles may be introduced. Take for instance a vertical plane, and suppose it to be hinged on the axis of a cylinder, its outer edge will trace the curved surface of the cylinder, and its upper and lower edges, the ends of the cylinder, so that it only remains to draw the cylinder. In the ellipse representing one of the ends, to select a point (*d* fig. 25), draw a perpendicular from it to meet the other ellipse in (*b*), and join these two points with the ends of the axis; the points marked *a' b'* and *a'' b''* indicate the position of this plane when placed at different angles. The lines to the right of the axis show it in three other positions. The square prism (*z* fig. 28) is shown as it would appear with its faces at an angle of 45° with the spectator's position, and below the eye.

It must be remembered in drawing the cylinder, that the centre of the ellipse is nearer to the eye than the centre of the circle it represents, and so the axis of the cylinder must be placed slightly beyond the long diameter of the ellipse. In the cut marked *r* fig. 28, the eye is supposed to be a little below the centre of the cylinder containing the planes.

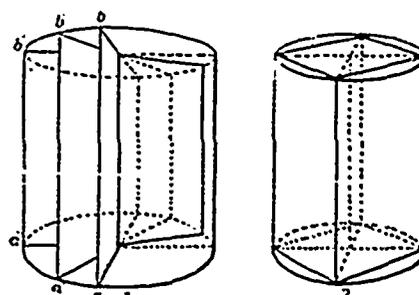


Fig. 28.

It will be seen that when in this position one of the diagonals of each end of the prism will be parallel to, and the other will be perpendicular to, the direction in which the eye is looking; the one will be represented by a horizontal line, and the other by a line directed towards the point on the horizon opposite to the eye.

ARTHUR J. READING.

At the last meeting of the Berlin Council, the application of the model school board for the necessary funds to build a new school in the west ward, was granted, and a by-law was introduced to issue debentures to the amount of \$12,000 bearing 5 per cent. interest.

Methods and Illustrations

"EDUCATION BY DOING."

[THE following article is by Wm. M. Giffin, A.M., of Newark, N. J., and is taken from the *New York School Journal*. Apart from the looseness of the language, it contains a valuable lesson. We give it intact.]

A well known novelist begins one of his chapters as follows: "We do not disdain to borrow wit or wisdom from any man who is capable of lending us either."

So say I; hence, if at any time I repeat anything you have before read or heard, please do not call me a plagiarist. A teacher, however, when adopting a new method learned from others, should change it enough to make it his own. Such adaptation of a method enables the teacher to understand it better, and, therefore, to use it more successfully. No teacher can secure the best result who strives to teach just as some other teacher does.

I am in full sympathy with the ideas of Prof. Maclure, advanced by him in his article on "Language in the Primary Grades." When reading it, I thought: "Yes, that is the true principle, and now for some methods to put the principle into practice." Shortly after this I had the good fortune to have placed in my hands a book called "Education by Doing."

In this little book I found many valuable hints, and among them an exercise for teaching a language lesson that I liked very much. The old hum-drum method of having a pupil stand and give the parts of the verbs as:

am	being	been
do	did	done
go	went	gone
sit	sat	sitting

which in itself meant nothing to the child, is very cleverly put as follows: The teacher writes questions on the blackboard, and the children copy them and write the answer in the affirmative, using the correct verb, viz.:

Did you see the boy?

Ans.—Yes, I saw the boy.

Did you go home?

Ans.—Yes, I went home.

Did Henry ring the bell?

Ans.—Yes, Henry rang the bell.

Did Mary wring the cloth?

Ans.—Yes, Mary wrung the cloth.

Did William throw the ball?

Ans.—Yes, William threw the ball.

Thought I, that is a grand good exercise. How shall I use it? I do not mean better it any, but change it just a little so as to make it more my own. At last, I wrote three or four of the questions on some forty blank cards, so as to give each pupil in a class one card. Then I had each pupil write the questions on his card and follow each question with the answer as above. When all

were finished the slates were passed, and each was read by the pupil to whom it had been passed. There had been no chance for copying, as no two had been doing the same sentences.

I also gave the exercise to one of the first-year classes.

One little six-year-old had this (it was an oral exercise): "Did you teach the lesson?" "Yes, I *taught* the lesson." "Wait a moment," said I, "I want to tell you a story. Once upon a time a little boy went to school, and he learned to read. When he went home he told his father that the teacher *taught* him to read." "The teacher *taught* you to read," said his father. "I am very glad she *taught* you. If you were *taught*, you can read some now." "I was *taught*," said the little boy, and I can read." So his father gave him a little story-book."

Without any other hint, I again said to the little six-year-old, "Did you teach the lesson?" when, with a knowing look, he answered, "Yes, I *taught* the lesson."

"How can we more essentially benefit our country than by instructing and giving a proper direction to the minds of our youth?"

VALUABLE SUGGESTIONS.

PROF. CHAS. F. KIRCHNER read an able and valuable paper before the St. Louis Society of Pedagogy, on "The Use of Reference Books," from which we make the following extracts. They will be found to be of special and practical value to our younger teachers. Prof. Kirchner says:—

"Our course of study asks us to explain scientific, historic and biographical allusions, as they occur in the reading lessons. To do this, and to do it properly, we must make it our duty to see that the child understands, and thoroughly understands the language of its book—the English language. As for time, let us begin with this work at the beginning, and we shall have more than time enough to accomplish the greater part. Break the monotony of the primary room by anecdotes of a biographical nature; draw the attention of these, the youngest children, to physical phenomena, plan your work in such a manner as to require them to seek for the causes upon which these phenomena depend.

Line your school-room wall with portraits of eminent men, the more the better. Let the children know that this is Humboldt, that Harvey, that Schiller, etc. Do this in your primary rooms. Ask your children to help you in this, let them bring illustrations of all kinds; heads, designs, battle places, etc.; select from these what you can use for your work, put it before their eyes and endeavor your utmost to use it in your work.

Continue this through all grades. In the higher grades give free use to dictionary, encyclopædia and gazetteer. But before doing so, direct the child how to use these.

It will surprise us to find how easily we can determine the bent of mind of each and every child in this work.

Some will adhere firmly to all that is conventional, others will feast themselves on mythology, some take to scientific, others to mechanical subjects. Complete this work in the high and normal schools, and our coming teachers will be fully prepared to do what may now seem to some the night-mare of a visionary. In the district school, the child, accustomed to its surroundings, naturally feels at home. He knows his teacher, his class-mates, his book.

Let him pass from this to the high school. Do his studies interest him any further than to go through them the easiest possible way?

Does he meet any of his old friends here? No, everything is strange—Cæsar to him is nothing but a disagreeable entanglement of ugly syntax; Natural Philosophy, History, Algebra, nothing but cold forms; but pave his way in the grammar school.

Introduce him to these in the mild sunlight of the sixth, seventh and eighth grades, and he feels that his school life has been one continued link; his acquaintances of the grammar school become friends at the High—and staunch friends, with whom he will often times commune in the later walks of life.—*American Journal of Education*.

In answer to the question: Will you please state your best objections to parsing; also please tell me what you mean by a study of the English language? The *New York School Journal* says: "Mechanical parsing is a waste of time. It does not help in forming correct habits of speech, which is the strongest argument used in its favor. Neither is it a good mental discipline for any pupil below the high school, for it requires powers of judgment and generalization, which are not developed until maturity. It does not give healthful training for a single mental power, for it is neither an interesting, invigorating, nor inspiring exercise, all of which are necessary factors in such training. The proper study of the English language is the study of the *art* rather than the *science* of expression. There are a few arbitrary rules—those of capitalization and punctuation more especially, that must be learned; but these are *impressed* more by the repeated *use* than the repeated *recitation* of them. Even the argument of preparing for future emergencies is not an unanswerable one in favor of technical grammar, for if it ever becomes necessary to settle a disputed point as to the correctness of a certain expression, there is the standard grammar for *reference*, the same as a dictionary. But a person may live a highly cultivated and enlightened citizen, and die happy without ever knowing that 'A verb *must* agree with its subject in number and person'—for it isn't true."

Educational Intelligence.

EAST MIDDLESEX TEACHERS' ASSOCIATION.

At the thirty-fourth regular meeting of this Association, which was one of the most successful yet held, Mr. Dearness offered some remarks on the teachers' reading course. We take the following report from the *Western Advertiser* :—

This institution is an offshoot of the Chautauquan idea. It was first proposed and agitated in Wisconsin, although Ohio was the first State to organize a teachers' reading circle. Indiana, Illinois, New York and several other States established circles, and last fall the Hon. G. W. Russ issued a circular to teachers and Inspectors recommending a post-graduate course of reading for the teachers of Ontario. The course comprises sixty books, eighteen each in pedagogics and science and twenty-four in literature and history. The course is supposed to engage a teacher for three years, devoting to it an hour a day. The course seems rather too large. An ordinary reader cannot read per hour twenty-five to thirty pages of matter that needs reflection and reviewing to be profitable. I fear the cost of the books, which I estimate at \$104, will prove an obstacle. The course is voluntary; no examination is attached; but a special certificate may be granted by the County Board of Examiners to any teacher who can satisfy that body that he has honestly read the course. In looking over the courses of reading prescribed in different States one cannot fail to be struck with the difference of the ideas the compilers had in view. In one set of courses professional reading largely predominates, in another literary, in a third scientific. The chief advantages to be gained from the movement are that it will form in teachers the reading habit, that it will keep them out of ruts by affording culture, and that it will take away the reproach sometimes heard that they can converse on no serious subject outside of the school books. The Ontario course includes, as it should, professional, literary and scientific reading. Of the books on pedagogy for third-class teachers, too high praise cannot be bestowed on Fitch's Lectures, Spencer's Education, and Quick's Reformers. Hopkins' Outline Study of Man, the first book on the list, is a popular introduction to metaphysics, including psychology. Anyone who cannot read and be interested in the discussion of mental questions as treated in this book may abandon the study of metaphysics. Its chapters are a series of popular lectures given by the late Dr. Mark Hopkins at the Lowell Institute in 1872. Mr. Dearness then proceeded to show how this work should be read. By the aid of charts drawn in colored crayons he gave a "bird's-eye view" of Hopkins' system of mental philosophy. The mineral world is necessary to the vegetable, the vegetable to the animal, and so from the lowest force—gravitation—to the highest—conscience—there is a constant principle of conditioning. In this sense condition must be clearly distinguished from cause. Of the mental furniture the faculties of the intellect are at the base of the pyramid. Among these are memory, imagination, judgment, classification. Above the merely intellectual faculties come those that require sensibility as well as intellect, the rec-

ognition of the true, the beautiful and the good. Highest of all comes the class of faculties lying in the domain of the will. Here we find among others personality, responsibility, benevolence and the moral and religious emotions.

The same paper gives a good report of Dr. McLellan's lecture, which we reproduce :—

Dr. McLellan lectured Thursday night in Victoria Hall before a fair-sized audience, composed principally of teachers, on the respective duties of parents and teachers. Mr. Alex. McQueen occupied the chair, and on the platform were seated Messrs. Dearness, Carson, F. Love, and E. Houghton. The Doctor in commencing his lecture said that it was a matter of congratulation that the interest in the work of education was growing broader and deeper every day. In speaking of the relations that parents bore to teachers, he said that the former were equally co-workers with the teacher, and that it was impossible for the parent to throw aside the responsibility that heaven had imposed upon him. He said that a teacher should have a high scholarship. There was a very erroneous impression abroad that because a teacher had to impart the bare rudiments of knowledge that it was sufficient for him to know nothing beyond these rudiments. The knowledge of the three r's—"Reading, 'Riting and 'Rithmetic"—was not enough. As Christian, intelligent people they must recognize that a child's nature should be educated and developed to its fullest extent. If it had imagination that should be trained; reverence should be cultivated, and it should be taught to worship the true, the beautiful and the æsthetic. The talents and genius given by heaven in whatever direction should be cultivated to the utmost. Take a low view that only the bare elements of knowledge are necessary for a teacher. A man who has only those bare elements cannot teach them because he cannot impart all he knows. Therefore even a common school teacher should have high attainments. A teacher ought always to be a student. A great number of teachers thought that when they got a second-class certificate they had reached the acme of knowledge. This he told them in strict confidence as a secret. All teachers were not like that, however. The teacher who is not a student cannot make students. No man can be a teacher unless he is a learner. The object of a teacher was not to teach but to awaken the self-acting faculties of the child. If a teacher reaches a standstill it was not possible for him to awaken the creative faculties of others. The lecturer characterized a little learning as a dangerous thing. It made some people think that the world almost revolved around them. They got too nice to carry a paper parcel on the street even, and this, he said, was the most miserable and contemptible of all that was miserable and contemptible. Doctor McLellan said he believed that a teacher should be capable of teaching a little drawing and a little music, and a little singing, so that any germs that were in the soul tending in the direction of a love for the beautiful, and the good, and a true admiration of the works of nature, might be properly brought out. He believed a teacher should be trained to teach. Very few would take the ground that because a man knew a thing he could teach it, and yet some professed to teach what they did

not know. Teachers in order to do their work well should be trained specially for it. But how, he asked, were common school teachers on salaries of \$350 per year to get any such training? Further advance in the school system he believed would be necessary in that direction. The greatest work and the hardest work in teaching was with the infant class. The teacher took the child where the mother left it, and continued to carry on the moulding. The work of a teacher was different from that of a professor or a lecturer. Now, he did not despise professors one bit. He had been elected professor of a college himself. But bring a professor down to teach an infant class, and how would he get along with it? The teaching of an infant class was the process of moulding and getting the child to think for itself. The lecturer said that of late years many improvements had taken place in the public school system, although it was still very defective. He then described in a very humorous manner how he was taught in his younger days. The idea then was to "cram" a child or make it learn a book by memory without gaining the least idea of how the rules which it learned were to be applied. He showed very forcibly the folly of making a child get off by memory a lesson that it did not understand.

PRINCE EDWARD COUNTY PUBLIC SCHOOLS.

MR. G. D. PLATT's annual report on the public schools of Prince Edward County contains some interesting items. We reproduce the following paragraphs :—

The character of the work done in our schools is in general quite satisfactory, and the teaching thorough and practical. The large proportion of the school-time heretofore given to mathematical subjects is being somewhat modified, and increased attention given to English subjects, including grammar, composition and literature. This is mainly in obedience to the requirements of the programme for entrance to high schools, and is a change which is greatly to be commended. As most of the children in attendance at schools are not destined for the learned professions, including that of teaching, it is of more consequence that they shall know how to express their thoughts in good English in speaking and writing and to appreciate the great masters of English literature, rather than to unravel intricate problems in arithmetic and algebra.

The first experience of Arbot Day—a day set apart for the planting of shade trees and the improvement and beautifying of school grounds generally—was fairly satisfactory. The reports show that 353 shade trees were planted in school yards, as follows :—In Ameliasburgh, 167; Athol, 18; Hallowell, 44; Hillier, 17; North Marysburgh, 40; South Marysburgh, 55; and Sophiasburgh, 42. Besides this there was considerable work done in clearing up yards, making walks, arranging flower beds, etc. But for the unfavorable character of the day appointed there would doubtless have been much more work done. I would recommend for the future that if the day appointed (the first Friday of May) be unfavorable, the regular school work be done on that day, and the tree planting, etc., left for a fair day. I hope the trustees and

people generally will take an interest in this work, until the school premises throughout Prince Edward become a cause of pride rather than the reverse.

The pupils enrolled numbered 4,098—2,213 boys and 1,885 girls. A little more than half of these, 2,189, attended school for less than 100 days during the year, and only 154 attended 200 days and over. Whatever other progress we may make, it does not appear that we are succeeding in securing a more regular attendance of pupils at our public schools. The number amenable to the compulsory clauses of the school law was 845. The percentage of average attendance for the whole county is a little less than 45 for the year. This is lower than some former years, and may be the result of the extreme severity of last winter.

REV. DR. ROSS, formerly president of Dalhousie College, died recently at Dartmouth, N.S.

OVER 1,000 school children at Canton, O., are suffering from an unknown influenza resembling epizootic.

NUMEROUS petitions have been presented to the American Senate favoring temperance instructions in the public schools.

DETROIT, having sold an old High School building for \$115,000, will apply \$80,000 to the purchase of a new structure and place \$35,000 as a reserve fund.

IT is proposed to place a portrait of Charles Kingsley in the hall of Magdalene College, Cambridge, of which he was a member. The picture will be painted by Lowes Dickinson.

MR. JOHN MCBRIDE, M.A., B.Sc., formerly headmaster of Newcastle and Richmond Hill High Schools, has been engaged as mathematical master of Stratford Collegiate Institute till midsummer.

A BILL has been introduced into the Senate of Iowa, prohibiting teachers, members of college faculties, state and county superintendents, and members of the State Board of Examiners from using alcoholic and narcotic stimulants.

THERE are 3,279 public schools in Dakota taught by 4,145 teachers, and having 79,075 enrolled pupils. The permanent school property is valued at \$2,187,850. The total receipts last year were \$2,141,756.79; total expenditures, \$1,814,212.40.

THE Society for Political Education will fill out the arrears of its Economic Tracts for last year by issuing as No. 19 a revision of "The Railroads, the Farmers, and the Public," by Edward Atkinson, and as No. 20, a new and important monograph on "Labor Differences and their Settlement," a plea for arbitration, by the authority on the subject, Mr. Joseph D. Weeks, of Pittsburgh. It has in press also, for this year's series, No. 21, "A Primer for Political Education," by R. R. Bowker, and No. 22, on "Civil Service Examinations," giving examples of actual questions and answers in recent competitions.

THE following is the result of the art examinations for the Province of Ontario held during the present month:—One grade A full certificate, 30 grade B full certificates, 1 special gold medal certificate, 1 special certificate wood carving, 6 pro-

ficiency certificates wood carving, also other proficiency certificates as follows:—11 oil painting, 7 water colors, 11 modelling, 584 freehand, 619 geometry, 112 perspective, 683 model drawing, 310 blackboard, 37 shading from flat, 25 outline from round, 16 shading from the round, 44 drawing flowers, 12 advanced perspective, 15 descriptive geometry, 26 drawing from dictation, 4 building construction, 14 machine drawing, 30 industrial designs. Total grade A proficiency certificates, 223; total grade B do., 2,308.

THE Johns Hopkins University, through its publication agency, will issue, under the editorial supervision of Prof. Isaac H. Hall, a reproduction in phototype of seventeen pages selected from a Syriac MS. containing the Epistles known as "Antilegomena." These embrace the doubtful books of Epistles 2 Peter, 2 and 3 John, and Jude. The price has been fixed at \$3. The same agency has also nearly ready a photographic map, in seven plates, of the normal solar spectrum, made by Prof. H. A. Rowland, which extends to wave-length 5790. The set unmounted will be published at \$10. The fourth series of the "Johns Hopkins University Studies" (begun in January, 1886) will be chiefly devoted to American City Government, State Constitutional History, and Agrarian topics.

"ABOVE all the site should be large enough so that the High School building will never have to be one inch over two stories in height. Let other public buildings be put up for show, if that is regarded as essential in a public building, but let our public schools be built with a decent regard to sanitary and humane rules—pertinent both because of the physical conditions controlling a vast number of persons of the High School age, and because of danger in case of fire or other cause for panics. The school board cannot afford to ignore these things and, especially, the physical welfare of the girls attending the High School, when over half American womanhood to-day suffers from just such ills as are brought about through the stair-climbing that is now an unavoidable necessity of a girl's school days."—*Detroit Evening Journal*.

Correspondence.

THE EDUCATIONAL NATURE OF THE TONIC SOL-FA SYSTEM.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—It is with the utmost pleasure that I respond to Mr. Holt's challenge to "give the basis of their (Tonic Sol-faist's) work from the educational and pedagogical standpoint." He asks, "What are the units or objects of thought in the Tonic Sol-fa system upon which the two fundamental ideas of tune and time are based?" In Mr. Holt's "system" the scale of eight tones is claimed to be the "unit of thought," which is equivalent to saying that the whole alphabet should be presented as the unit of thought in teaching children to read.

In the Tonic Sol-fa system the laws of nature are followed throughout. The scale is not found in nature, but the *chord* is there, and it is through the development of chords that the scale is scien-

tifically solved. The Tonic Sol-faist leads his pupils through the same natural paths. He first gives them the Tonic chord (which is the same thing, relatively, in all the keys), then, after they have gained a good degree of familiarity with the constituent tones of this chord in their various relations and combinations, he introduces the chord of the fifth (dominant), and afterwards that of the fourth (subdominant), which completes the scale. This is not only the "educational and pedagogical standpoint" from which the tones should be studied, but it has the immense incidental advantage of giving even the youngest learner a practical knowledge of harmony, a subject with regard to which there is usually a complete ignorance on the part of singers.

So much for the department of tune. In "time" the *pulse* is regarded as the unit, as that is the initial point from which various lengths and accents must grow.

Mr. Holt's constant parading of the words "educational" and "pedagogical" appeals to every Tonic Sol-faist's sense of humor. Judging from our *natural* view of the world of tones, the staff system is the most *uneducational* and *unpedagogical* of any method that is now used in the study of any subject in the civilized world. For an adequate comparison we are obliged to go back to the time when numbers were represented by the complex and bungling Roman numerals. In the staff system there is not a single representation of any tone that is simple in its character. Every sign depends for its meaning upon one or more (generally several) signs that precede it. The location of the note in the different keys must be the subject of a constant series of calculations. Three-fourths of the learner's attention must be given to the complicated signs, and only one-fourth to the *thing* that is behind the signs, *i. e.*, the musical thought. Mr. Holt claims that the study of tones should be independent of *any* signs, but he does not pretend to carry out the theory in his own system, for he introduces the staff and notes at the very beginning.

The Tonic Sol-fa system is to music what the Arabic figures are to mathematics. This puts the whole case in a nutshell. For the readers of an educational journal not a word need be added to that statement, except to say that every teacher who has used the system enough to fully understand it will emphatically corroborate this claim.

THEO. F. SEWARD.

76, East Ninth Street, New York.

THE Blair educational bill has been fought with great persistence by the *Evening Post*, which urges against it the example of Connecticut. In that state the product of the Western Reserve lands was converted into a school fund, furnishing an income early in the century of from \$70,000 to \$100,000 a year. Previously the people had maintained fair schools by taxation, but now the tendency was to confine the expenses of the schools to the amount received from this fund, and the school-year shortened from six months to three. "The sums which came as gratuities relieved the people of responsibility and deadened their interest." This, the *Post* argues, would be the effect at the South.

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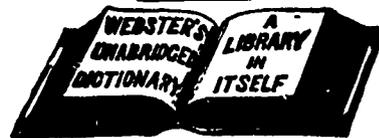
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TO THE

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At the request of several School Inspectors and Teachers, DR. MAY, the representative of the EDUCATION DEPARTMENT at the Colonial Exhibition, has applied for Excursion Rates from the principal Ocean Steamship Companies.

The lowest rates offered are from Niagara Falls to London, via New York and Glasgow, for \$100, including first-class to New York and return, first-class Ocean Steamship passage from New York to Glasgow and return, and third-class from Glasgow to London and return.

MR. C. F. BELDON, TICKET AGENT, NEW YORK CENTRAL R. R., NIAGARA FALLS, N.Y., will give further particulars as to Tickets, etc.

DR. S. P. MAY, COMMISSIONER of the EDUCATION DEPARTMENT for Ontario, at the Colonial and Indian Exhibition, London, England, will make arrangements on due notice, for Teachers to visit Educational Institutions and other places of interest in London.

Horton Chas I May, 86
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