

All hideously grotesque and wild varieties of crime utter, in horrible dumb motion, accusation against our neglect of human faculties. They are, in fact, perverted human faculties once tractable, now telling in savage act, unmistakable, what once they had heart and will to do. They say, we would have gone to the south pole and the north, have battled with hurricanes and icebergs; have helped our curious brains to more knowledge of your planet; we would have marched, sailed, delved, burrowed and dived; but you found us no work, and we have found it ourselves. This much for brute crime, the ugliest result of neglected faculties, or one-sided culture. But look at the unbrotherly discord, and jar, and jealousy amongst leaders of education, each disparaging the other's work, from a sheer inability to apprehend it. "Classicists" and "naturalists," ignore one another's claims to educational priority, because each is barren on that side where the other is cultivated, and cultivated where the other is barren. Would we have each person a master of all subjects? By no means; yet we agree with Vitruvius in demanding a knowledge of the principles of all, and affirm with him that an adequate mastery of one subject presupposes this elementary knowledge of all others. It is not so much the variety of facts and experiences thus attained, as the variety of thinking power and feeling power that confers this transcendent mastery which results from many sided development. Just here we are wont to rest contented. Cultivate, we say, every human faculty, intellectual and emotional, none missed; find studies and occupations that work and exercise these, and our catholic education is accomplished. But it is not so. Take any familiar example, say that of architectural construction, if the architect's knowledge of beauty and construction be separately acquired, such knowledge will not aid him in combining beauty and structure in one design. These will ever be two alien categories of conception with him, and what he modifies to satisfy his sense of the beautiful, he will presently find has damaged his construction.

The associated development of the faculties and coordination of their functions is then the full statement of the theory of integral education. Although the practical and obvious relation and interdependence of all the sciences facilitate coordination of the intellectual faculties, a practical fusion and, consequently, coordination of these with the emotional faculties is by no means so easy an achievement.

The solution is to be sought in the direction of a sufficiently attractive educational agent capable of evoking into simultaneous exercise both intellect and emotion. It is not our purpose to do more than direct attention to this matter. Right reason, that is wisdom, takes account of both intellect and emotion—of the whole man; and instead of suppressing any human faculty, duly and consistently develops each, and represses the exuberant in both; for intellect also, as we have said, may run riot. If our practice fails to recognize the importance of the culture here insisted on, we shall find even more than at present an insurgency on the part of the passions imperatively calling for an arbitrary exertion of intellect to suppress them,—of the brain to suppress the heart!—and then a grievous groaning under this intellectual despotism till nature rises in revolt, and the head and the heart are at perpetual war. The uncultivated emotions, undisciplined to take delight in truth, run riot and feed on monstrous fiction. There is a morbid desire for the unnatural and pseudo-miraculous, science seeing nature from one side, the intellectual, finds her a circle of inexorable and self-sufficient causes, or, succumbing to insurgent emotions, prevalently disregarded or disowned, turns credulous, making gases or electric forces into gods; while literature purveys to the appetites of insatiate emotions, keen upon bloodshed and the savor of crime. Do we ask what these results have to do with the emotions? Will

cultivated emotions, chastened, coordinated and reconciled with reason, evince these appetites or admit of these results? Are the emotions fundamentally evil and unworthy and incapable of culture? Are they unholy and unchristian? To all these questions we must answer "nay." And is there no danger lest our modes of thought become antichrist—the emotions dead, where Christ assumes them living, demands this, in fact, as a basis of teaching!

Examination Papers.

EDUCATION DEPARTMENT ONTARIO.—DECEMBER EXAMINATIONS, 1885.

HIGH SCHOOL ENTRANCE.

HISTORY

Examiner,—John Seath, B. A.

NOTE.—A maximum of 5 marks may be allowed for neatness.

1. How did William the Norman come to be king of the English? What changes did he and his sons make in England?
2. State the chief provisions of the Magna Charta. What led to its being signed? Why is it valued so highly?
3. Give an account of the great changes that took place in England during the reign of Queen Elizabeth.
4. State briefly the causes and the results of the American War of Independence, and the Revolution of 1688.
5. Why is each of the following important in the history of the English people:—
The Battle of Bosworth, The Seven Years' War, The British North America Act, Sir Robert Peel?
6. What should we admire and what should we condemn in the character and conduct of King John, Cardinal Wolsey, Hampden, and Charles I.?
7. Explain the meaning of the following statement:—"In Canada all questions of government are settled in Parliament, in which both sovereign and people have a voice."

GEOGRAPHY.

Examiner,—J. E. Hodgson, M. A.

1. Define:—latitude, longitude, oasis, delta.
2. Name the provinces and territories of Canada.
3. What counties of Ontario border on Lake Ontario?
4. Name the principal sea-ports of Canada.
5. Trace the following rivers:—Mississippi, Danube, Nile.
6. Draw an outline map of Africa and indicate thereon the position of:—Algiers, Cairo, Natal, Cape Bun, Victoria Nyanza, Orange River.
7. What and where are the following:—Labrador, Three Rivers, Portland, Selkirk, Cuba, Panama, Heligoland, Maelstrom, Vesuvius, Cyprus, Malta, Ceylon, Formosa, Transvaal, Fezzan, Niger.
8. (a) What portions of Canada are noted for any of the following products:—wheat, apples, peaches, pine, coal, iron, salt, gold, copper?
(b) What commodities do we obtain from the following countries:—Japan, Barbadoes, Spain, Brazil?

ARITHMETIC.

Examiner,—J. E. Hodgson, M. A.

NOTE.—A maximum of 5 marks may be added for neatness.

1. Define the following terms:—Factor, Prime Number, Multiplication. Write down all the Prime Factors of 2,310.