

course a strictly accurate division of syllables need not be at first insisted upon. It will also be serviceable to associate the spelling of words with their pronunciation.

PRESTIGE IN SCHOOLS, AND ESPRIT DE CORPS.

We often read in the lives of Englishmen of their love for the school of their boyhood, of their pride in its fame, and of their frequent and fond recollections of it when deep in the busy affairs of life, or of the pleasing thoughts of youth and freshness some chance view of the scenes of their boyhood suggests. One could easily verify this by trite quotations from Gray, Byron, Thackeray, Lamb, Coleridge and others. Schoolboy friendships often exist for life, and exert very great influence upon the characters of men educated at public schools. The equally trite instances of Walpole and Gray, Coleridge and Lamb, Hastings and Cowper, readily come to one's mind. These public schools in England have something inspiring in their history. The influence of the prestige of any one of them must be very powerful upon the susceptible character of boyhood, and this prestige is not confined to the large public schools alone. There is not a Grammar School in England but has its history of which to boast. The reputation of some of them comes out here. Sedbergh, in Yorkshire, has sent to Canada several of our best educators, and some students.

In Canada we have not many large schools—none, perhaps, corresponding to the English public schools. But those we have occupy the same relation to us that those in England do to English boys and men. The history of our schools is not very far-reaching, but that of some is honorable and inspiring. The traditions of Upper Canada College are among its most potent educating influences. The honor of being Head Boy of the Sixth is, perhaps, more prized in after life than that of being Medallist in the University; and what Upper Canada boy, past or present pupil, does not thrill with proud pleasure as he remembers that his name is written on the honor-boards of the College—if so fortunate as to have his name there? How often do we read in the, alas! too frequently occurring obituaries of our public men, "he received his education at Upper Canada," and think with gratitude of the great service this one training-school has done for us! And how has this prestige been secured for Upper Canada? Of course, pre-eminently, by its superior advantages, its central position, its long establishment. But not altogether on these accounts. To a very great extent by the careful cultivation and continuance of a spirit of brotherhood during the many years of its history. To maintain an *esprit de corps*, an animating feeling of reverence for the traditions of the school, belief in its pre-eminence, confidence in its future, regard for its obligations, and, hence, consideration for its every-day duties, has been the constant aim of its principals and conductors. This spirit is not confined to principal and pupils; it animates every master in the institution. And hence the results—a noble history, with a noble and worthy pride in it, possessed by every pupil and master in the college.

To single out one institution may seem partial; but we mean no partiality. We speak of what is known to all. Many other schools are animated by a similar spirit. Some have cultivated it so much that their success rivals that of Upper Canada, and their prestige, if not so ancient, is, at least, as honorable. We do not like to cite invidious instances. We speak now only of what we know; others may supply omissions if necessary. This *esprit de corps* is excellently maintained in Hamilton Collegiate Institute. The pupils there have a Literary Society, publish a paper in which school brotherhood is never lost sight of, and have a course of winter lectures; and in all this the masters are advisers and helpers. In

Collingwood High School much the same is done, and with the very best results. In Whitby, for many years the High School pupils held annual reunions to which old pupils came from all parts of the Province, and so renewed old acquaintanceships, and visited old haunts. At more frequent intervals lesser reunions were held, and we believe that these meetings are still kept up. No one can say that the purely educational interests have suffered from thus cultivating the amenities of fraternal intercourse, for Whitby school has always held a high place among our training institutions. In Toronto Collegiate Institute annual games have been held for some time back, and this year the meeting was unusually successful, and the prizes, which were very beautiful, were presented to the successful competitors by Miss Macdonald, who takes a deep interest in all our educational institutions. Much credit is due to that master of the school by whose labors these meetings have been made successful from year to year. Trinity College, in Port Hope, wins the admiration of its pupils by the success of its team in cricket. Old Hellmuth College boys have their annual dinners; and so on. In every instance we have taken, masters in the school are leaders. The boys rally round them, the principal aids them, and the school becomes a unit, a strongly united body, with a laudable pride in the past, and a laudable desire to do something in the present worthy of their good name and fame. Ought not this spirit of brotherhood, this *esprit de corps*, to be fostered by principals? If so, then the most cordial sympathy and co-operative spirit ought to exist between principals and assistants.

ENGLISH LITERATURE FOR THIRD-CLASS TEACHERS.

We clip from our enterprising contemporary the London *Advertiser* the following Examination questions on Third-class English Literature. They are prepared by Messrs. Dearness, Hands, and Houston, and will be found useful by intending candidates as guides in their reading. In publishing, from time to time, specimens of examination questions on English texts, we altogether disclaim any intention of either anticipating the precise line to be taken by the official Examiner or putting a premium on "cramming." The object in view is to afford useful aid to those candidates who are sincere in their desire to master the subject, and who will regard these questions as simply containing hints on the best methods of study. We propose to add to the series other questions prepared by competent teachers and examiners. The questions above referred to are as follows:

THE BATTLE OF WATERLOO—FIFTH BOOK, PAGE 276.

1. From what poem is this extract taken? To what class of poetry does it belong? Name any other of the same kind.
2. Name, giving also his chief work, any literary contemporary of the author.
3. In what respects does the poetry in this extract differ from ordinary prose composition?
4. Describe the Spenserian stanza.
5. What figures occur in lines 9, 18, 22, 56?
6. The Battle of Waterloo was fought on Sunday, the 18th of June. Give exact date and place of the battle, and of the death of "Brunswick's fated chieftain."—[NOTE.—The Duke of Brunswick did not fall at Waterloo.]
7. Explain the historical reference in line 25.
8. Explain the allusions in "Cameron's gathering," "Albyn's Hills," "Evans," "Donald's fame," "Ardennes."
9. Explain and derive "State," "Prophetic," "Squadron," "sought," and "noon."
10. Paraphrase the last stanza.

LETTER OF JUNIUS TO THE DUKE OF BEDFORD.

1. For what purpose were the Letters of Junius written?
2. Who is supposed to have been their author?
3. "Irony consists in laughing at a man under disguise of ap-