

sage from Morris' translation of the story of Gungl the Worm-tongue. (Read pp. 28-9.) The earliest monument of our language shows the Norse influence very strongly. I thought this afternoon that our President was going to tell again the story which he has made so interesting in the Pre-historic Annals of Scotland. But as he only alluded to that romantic narrative I may be allowed to give it in brief. The Ruthwell Cross it is well-known is inscribed with Scandinavian runes. This led the earlier scholars astray. An Icelander stopping in Edinburgh, a Mr. Repp, was bold enough to read the inscription as if it were Norse and even translate it as a reference to one of the Danish incursions. After this Prof. Thorkelin, of Copenhagen, showed even greater rashness, and made a new translation altering some of the words, referring the inscription to a marriage, and introducing several names of historical persons. In 1838, Kemble, the English scholar, offered a new explanation. The inscription, he declared, was in Anglo Saxon and had reference to the Cross of Christ. The strangest part of the story is the confirmation of this last view by the discovery in the Vercelli book of the original poem "The Dream of the Rood" from which the lines on the Ruthwell Cross are taken.

When we take up the oldest English poem, the Beowulf, we find a remarkable similarity between the myth of Beowulf's fight with the water-demons and the fight between Grettir and the water-spirits in the Grettir saga which Morris has also translated for us. This resemblance has formed the subject of a special paper by H. Gering, in *Anglia* III. The Germans have devoted more than one essay to the special subject of the Norse element in Beowulf, Sarasin, Sievers and Bugge, taking it up in Paul and Braune's *Beiträge* alone to which I would refer those who are interested in our older literature. The Germans, with their usual preference for the older periods, have devoted themselves specially to the determination of the Scandinavian element not only in the Old English Beowulf but in the Middle English *Ormulum*. The Middle English period is, indeed, very fruitful in evidence of the Danish influence, as we should expect it to be considering the large Danish infusion in the North and East of England. To this may be traced directly the sagas of King Horn and Havelok belonging to the latter half of the thirteenth century. Thoroughly Danish in character they tell the story of two heroes with many additions in the romantic style that had been introduced by the Norman conquest. Nothing so strikingly illustrates the effect of the Danish inroads upon our literature as do these two poems. With them our survey of the older period ends, and in leaving it, the remark may be made that hitherto the Icelandic or Old Norse has been the sole representative of the Scandinavian tongues, the others having not yet produced a literature.

(To be continued.)

### Question Drawer.

WHAT country gives most attention to "Technical Education?"—R.

[Probably Germany. Sweden and France also pay a good deal of attention to it, and in the United States great progress is being made in this direction.]

PLEASE let me know what is required for matriculation in the Law Course.—M. J.

[Write to the Secretary of the Law Society of Upper Canada, Toronto.]

(a) HAS the Department yet authorized a text-book for teaching Agriculture in the Public Schools?

(b) What is the best work to read in Hygiene?—MAC.

[(a) No. See Question Drawer in *JOURNAL* of Jan. 15. (b) Presumably the "Manual of Hygiene," authorized for Training Schools.]

PLEASE give, through your paper, the recipe for making a composition for making a printograph, to print a number of copies from one manuscript; or inform me where I can get such an article, and oblige.—TEACHER.

[We cannot send you a recipe which we can recommend. Perhaps some reader will kindly do so. The printograph, or lithogram, can be had from city dealers for about \$3.00. See advt. of "Cyclostyle" in this number. This is much more satisfactory, no doubt, though more expensive. Schools should be supplied with something of the kind by trustees.]

1. Do you consider it advisable to pass from the "Kindergarten Course No. 2" to the "Public School Course No. 3" in drawing; or would it be better to use "Nos. 1 and 2 of Public School Course" first, after leaving the Kindergarten?

2. What "Speller" would you recommend for use in a Public School?

3. Where could I get a good, reliable dictionary with the pronunciation of proper names in full, and what would it cost?

4. What rule, if any, governs the spelling of geographical names? Notice, for instance, various spellings for Watchish Mts., north of Quebec.

5. After July 1st., 1889, will teachers be allowed to introduce or use in schools other than the P. S. History? If so, what kind?—SUBSCRIBER.

[1. We should suppose Nos. 1 and 2 would be necessary. Will some teacher of experience give his opinion? 2. As none is authorized none may, we suppose, be used. Were it otherwise, we would not recommend any "speller" other than the Readers. Spelling is, in our opinion, best learned through language and dictation lessons. 3. We know none better than the "Concise Imperial Dictionary," which can be had at this office. See advt., also "Notice" at top of Editorial page. 4. No rule but usage. 5. No; unless the use of Jeffer's Primer is continued by resolution of trustees.]

1. SHOULD talking be prohibited during school hours?

2. Should class-mates sit together?

3. Is the new Grammar all the text-book required for composition?

4. Will there be an Entrance Examination held in Dec., '89?

5. Can there be anything done to prevent stutering?—A YOUNG TEACHER.

[1. Our answer would depend upon what is meant by "talking." Talking, in the ordinary sense of the word, cannot certainly be permitted without serious detriment to both work and order. At the same time the fewer arbitrary prohibitions, of what can hardly be absolutely prevented, the better. Aim at having the children so fully occupied with their work and so deeply interested in it that they will have neither time nor inclination to talk. 2. We see no reason why they should not. But that is a question upon which we should like to have the verdict of experience. 3. No other is prescribed. What is not contained in the Grammar can be best had by reproduction and other exercises. 4. We suppose so. The law provides for semi-annual examinations. We are not aware that it is to be changed. 5. Regular exercises in the articulation of the difficult sounds and syllables will generally do much to remedy the defect.]

1. A YOUNG teacher in Algoma has to take the duty of sweeping the school room, the trustees neglecting to hire some one to do it. Is he entitled to compensation?

2. Is a special school meeting, held at night, lawful?—BETA.

[1. THE "Regulations" make it the duty of the teacher to see that the school-house is in order for the reception of the pupils, and "to employ (unless otherwise provided for), at such compensation as may be fixed by the Board of Trustees, a suitable person to make fires, sweep the rooms, etc." No teacher or pupil can be required to do the work unless regularly employed for the purpose. 2. Yes, if due notice has been given.]

To whom should I apply for information regarding the Civil Service Examination?—H. W. H.

[Address the Secretary of the Board of Civil Service Examiners, Ottawa.]

WHAT are the texts in Latin prescribed for Second Class certificates in July, 1889?

[Homer, *Odes* iii.; Livy, xxiii.]

I. PLEASE suggest a good book containing suitable selections of short stories for use in school.

II. Can a person who passes the Junior Matriculation Examination exchange his certificate for a Second Class Non-Professional?

III. Is Greek required for Junior Matriculation?

IV. Can a candidate write on the Second Class Non-Professional, and also on the Junior Matriculation Examinations in the same year?—S. L.

[I. WRITE to one of the educational booksellers advertising in our columns, describing what you want. II. No. III. French and German may be substituted for Greek, except in certain of the Honor courses. IV. The questions are the same, and the examinations, of course, simultaneous.]

THE Drawing paper in the recent examination for entrance to High Schools, was, I consider, a rather unfair paper both for pupil and teacher. Please state on what the examiners base their questions on this subject. I always understood that it was the drawing of objects, designs, etc., but the recent paper did not deal much in that line. Is there any text-book on this subject for the guidance of teachers in preparing pupils for entrance; if so, what?—E. E. G.

[The Regulation respecting *Drawing* is as follows: "Drawing Book No. 5, of the Drawing Course for Public Schools. Pupils may present their school work in drawing in any blank exercise book, so long as it covers the prescribed course, and no discrimination will be made in favor of work contained in the authorized drawing book." On looking over the questions referred to, which were published in the *JOURNAL* of Jan. 15th, we do not see how the drawing of objects and designs could be made much more prominent.]

### Music Department.

All communications for this department may, until further notice, be addressed to A. T. Cringan, 23 Avenue St., Toronto.

IN last number the end of the second step was reached, and, if pupils have been thoroughly drilled, there will be no difficulty experienced in dealing with the third step. Before proceeding, however, it will be well to review the work of the preceding steps, by oral and written examinations similar to those prescribed in a former paper for review of the work of the first step. The subjects of the third step are necessarily more complicated than the preceding steps, and the teacher with no previous experience in teaching singing will find it necessary to study the various points thoroughly before attempting to teach the lesson.

In *tune*, two new tones are added, viz., *fah* and *lah*, which, with the five tones previously taught, will complete the major scale. In comparing the tones of the first and second steps we found that the intervals of the *DOH* and *SOH* chords are exactly alike. A reference to the diagram at the side will show that the *FAH* chord is also similar in construction. The new tone (*fah*) will be the first in order of introduction, and must be approached from the *doh* below. This will give exactly the same interval as from *s* to *d*, with which pupils are already familiar. Great care must be taken to impress the difference in the mental effect of the tones *fah* and *lah*, as they resemble each other to a certain extent.

#### LESSON ON THIRD STEP.

Prepare black-board by writing diagram of second step modulator, leaving space between *m* and *s*, and *s* and *t*. Drill class in singing from modulator. Give ear exercises in which pupils anticipate a new tone. Which tone is sung on No. 4. Teacher singing to *laa* || *d m d s* || *d m d r*, || *d s d m* || *d m d f\** | The three first exercises will prepare for the fourth, in which the new tone will be discovered at once. T.—Which tone did you hear on No. 4? m C.—A new tone. T.—I will sing the same phrase again, and you will sing it after me. d (Repeats phrase.) At what place in the scale shall we place the new tone? C.—Between *m* and *s*. T.—Quite correct. The name of the new