

meaning of *Phthisic* would have been had you only known Greek before you learned to spell."

"Do all English people, then, learn Greek after they learn to spell so as to be struck with this great pleasure?"

"Of course not. But why do you ask?"

"Well—I was only thinking. But how many do learn Greek?"

"Perhaps 20,000, according to the Encyclopædia."

"And how many learn English?"

"About 100,000,000."

"And how many 20,000 are there in 100,000,000?"

"About 5,000, of course. But what of that?"

"Is not that the same as if every one in a town larger than Pictou should be compelled to spend his time in learning English words with Greek spelling, so that *one* boy should have the pleasure of seeing, when he comes to study Greek, that some of the English words he learned were spelled pretty much, though not exactly, like Greek?"

"You had better hold your tongue, Jim, you are a dangerous boy—to dare to question the proper way of spelling words, which I have by dint of careful labour for years become almost perfect in, in which I have attained more excellence than in any other subject. You conceited, radical little scamp!—keep num, and spell *Phthisic*."

Perhaps you will permit me also to ask why the movement, of which both Principal McKay and myself are promoters, should be spoken of as a "so-called spelling reform." You will not deny the possibility of a real reform of our English spelling. We contend that what we advocate would be a real reform, and we have on our side all the great English scholars of the present day on both sides of the Atlantic. Mr. McKay cites, in the paper above quoted from, the names of Prof. Sayce, Prof. Max Müller, W. E. Gladstone, Bishop Thirlwall, Dr. J. H. Gladstone, Jacob Grimm, Lord Lytton, Dr. Morris, Dr. Angus, Dr. Morell, Prof. March, Prof. Husley, Robert Lowe, Prof. Skeat, Sir John Lubbock, Thomas Hughes, Prof. Bain, Dr. Gilman, Dr. Crosby, David Dudley Field, Dr. Porter, Dr. Draper, Prof. Haldeman, Prof. Lounsbury, Prof. Whitney, Prof. Child, Prof. Corson, Oliver Wendell Holmes, Charles Sumner, Benjamin Franklin, Thomas Jefferson, Geo. P. Marsh, and Chief Justice Waite, with a host of others who are hardly less eminent as English scholars, statesmen, men of science, and men of letters. He cites also the "Philological Society of England," and the "American Philological Association," which after years of co-operation elaborated the scheme of spelling reform which we advocate. In France they have an academy which regulates authoritatively all matters relating to the French language and literature. We have no such authority vested in either Great Britain or the United States in any body of men, and I am glad of it, but in the absence of the voice of authority why should we decline to obey that of reason? And why should you call a scheme that has been carefully drawn up by the most eminent English scholars of the day a "so-called spelling reform?" Those who oppose this reform—which is by far the greatest educational movement of our day—will find that their *vis inertia* cannot long withstand the force which is at its back.

Toronto, July 24, 1886. WM. HUSTON.

THE GOVERNOR-GENERAL'S MEDAL.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—As many teachers and pupils appear to be ignorant as to whom and on what principles, the Governor-General's medal is awarded, I should be much obliged if you would publish in your valuable paper all the information concerning it that may be interesting to them and the public at large.

I am, Mr. Editor, yours truly,
PETERBOROUGH.

[The lateness of the date at which the foregoing communication reached us preclude the possibility of answering it in this issue.—ED.]

Regulations.

THE NEW DEPARTMENT OF ORIENTAL LANGUAGES IN THE UNIVERSITY OF TORONTO.

THE following is the full text of the recent statute of the Senate of the University of Toronto, creating a Department in Oriental Languages:—

By the Senate of the University of Toronto be it enacted that there be a Department of Oriental Languages, and the following shall be the requirements thereof:

PASS COURSE.

FIRST YEAR.

Essentials of Hebrew Grammar.

Genesis i., ii., iii., xxiv., xxxvii., xlii. Exodus xx., xxxii. Numbers xxiii. 1 Samuel xvii. 2 Samuel xiv.

Translation of easy sentences from English into Hebrew.

Gesenius' Grammar, (Mitchell).

SECOND YEAR.

Grammar continued. Word formation and Syntax more fully treated.

Psalms i., ii., viii., xix., xxiii. 1 Kings v.-viii. 2 Kings xviii., xix. Hosea iv., v. Amos v., vi. Isaiah i.-vi., xiii., xiv.

Translation of easy passages at sight.

Exercises in Hebrew composition.

THIRD YEAR.

Isaiah xl., lii.-lv., lx., lxiii. Jeremiah xxi., xxv. Ezekiel i., ii. Micah v. Nahum iii.

Translation at sight and composition continued.

Hirschfelder's Hebrew Poetry.

Chaldee Grammar: Paradigms in Baer's Text of Daniel and Ezra. Daniel ii., iii.

FOURTH YEAR.

Psalms xlii., xlv., xc., cxxi.-cxxxvii., cxxxix. Proverbs i.-viii., xvi., xxv. Job iii., iv., xix., xxviii. Ecclesiastes xii. Lamentations iii. Nehemiah i., viii.

Exercises continued.

Clause 4 on page 3 of the Arts Curriculum is erased, and Clause 5 on page 4, commencing "In French or German," reads as follows:—

In French, German or Hebrew.—Each Undergraduate must take the Pass French, or the Pass German, or the Pass Hebrew in the First and Second Years respectively.

HONOUR COURSE.

SECOND YEAR.

General introduction to Semitic languages, literature, and history.

Hebrew: Outlines of Hebrew literature. Historical prose:—Exodus xxi.-xxiii. Leviticus xxvi.-Numbers xxi., xxii. Deuteronomy viii. Joshua ix. Judges xiv.-xvi. 1 Samuel xix., xx. 2 Samuel xviii., xix. 1 Kings xvii., xix. 2 Kings iv.-vi., xvii., xviii. 2 Chronicles, xxix., xxx. Ezra i., ii. Nehemiah iv. Esther i. Ruth.

Exercises to illustrate the vocabulary and syntax. Translation at sight.

Aramaic: Introduction to the Aramaic dialects. Targumic: Winer's Grammar by Riggs with Chrestomathy. Syriac: Essentials of the Grammar (Uhlemann translated by Hutchinson, or Phillips). Texts in Roediger's Chrestomathia Syriaca.

THIRD YEAR.

Hebrew: Prophetic literature. Isaiah xxv., xxviii., xxxii., xxxv.: xli.-xlix. Jeremiah xiv.-xvii. Ezekiel xxvi., xxvii., xxxi. Joel ii. Micah vi. Zephaniah iii. Haggai ii. Zechariah iii., iv. Malachi iii., iv.

Exercises in composition especially for the use of the tenses. Translation at sight.

Arabic: Socin's Arabic Grammar with Reading Book and Exercises.

Or, Assyrian: Lyon's Assyrian Manual. DeLitzsch's Assyrische Lesestuecke.

FOURTH YEAR.

Hebrew: Poetical literature: Psalms xviii., xxii., xxxiv., xlii., li., lv., lxxviii., lxxii., lxxviii., lxxii., lxxxvii., xci., ciii., civ., cx., cxxx., cxxxvii., cxlv., cl. Proverbs x., xi., xiv., xv., xxviii.-xxxi. Job xiv., xxiii., xxix., xxx., xxxviii.-xli. Canticles ii., iii. Genesis xlix. Deut. xxxii. Eccles. iii. xi.

Exercises in composition. Translation at sight.

Arabic: Koran Suras i., ii. Texts in Beyrut Chrestomathic, with use of the Beyrut Vocabulaire Arabe-Français.

Or, Assyrian: Cuneiform Inscriptions of Western Asia, selections from vols. i. and v. Haupt's Akkadische and Sumerische Keilschrifttexte, selections from parts ii. and iii.

ADDITIONAL STUDIES.

FIRST YEAR: { Pass Latin and Greek.
—French or German (German recommended).
—Mathematics.
—English.
—Hebrew.

SECOND YEAR: { Pass Latin or Greek.
—Physics.
—History.
—French or German.
—Mental Science and Logic.

THIRD YEAR: { Pass Latin, or Greek, or French, or German.
—English or History.
—Mental Science.

FOURTH YEAR: { Pass Latin, or Greek, or French, or German.