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# The Educational Weekly.

TORONTO, JULY 23, 1885.

TIMES without number complaints have been made of the incompetency of examiners, of the carelessness with which the papers are drawn up, of the erratic principles on which the answers are valued, but above all and most frequently of all, of the lack of judgment displayed by the examiner in his attempts to test the knowledge of the candidates who have the misfortune to be placed in his hands. Sometimes doubtless these complaints have arisen from the dissatisfaction of those whose success was not equal to their anticipations, but too often there have been good reasons for the dissatisfaction which has existed. Some examiners, when a special author is assigned, seem desirous of avoiding any question the answer of which could be discovered by a careful study of that author, without a considerable amount of speculation and guessing. They seem afraid that they will have no claim to originality themselves unless the question relates to something not touched on in the books read. Any doubt as to whether originality in such circumstances is a virtue seems never for a moment to be entertained by them.

The smallness of the remuneration and the frequency of changes among its examiners seem to have left the examinations of the University of Toronto specially liable to the evils complained of. This year the junior matriculation examination is scarcely over before candidates and teachers are engaged in lamenting the lack of judgment exhibited in two of the papers. Fortunately the evil seems not to have extended so widely as on one or two former occasions, but it is, nevertheless, sufficiently serious to justify the Senate in adopting some device for preventing the recurrence of such misfortunes in the future. The papers complained of this time, and justly, are the pass History and Geography, and the honor English. The former of these papers is much too long and difficult for a pass paper. The historical part is perhaps better than the geographical, a large portion of which requires a mere memorizing of barren facts which it would be a virtue to forget as soon as the examination is over. There are thirteen questions on the paper, and several of these are of so speculative and general a character that the entire time would be needed for a full discussion of them. The honor English paper indicates considerable skill on the part of the examiner; unfortunately that skill is shown mainly in avoiding the work prescribed by the Senate for the examination. In that he has been thoroughly successful. We have heard of

the schoolboy who wrote beneath his drawing, "This is a goose." His example is worthy of imitation. Without an inscription, "This is a paper on Coriolanus," teachers and candidates are in danger of failing to make the discovery, unless, indeed, they infer it from the University curriculum, which prescribes that play. A teacher, in one of the daily papers, makes the following accusation:—"An analysis of the paper will show that not more than 25 per cent of the questions has any specific reference to the prescribed work—40 per cent bearing upon Shakespearian literature in general, and the remaining 35 per cent covering questions which, for junior matriculants, are simply absurd." This is a very fair description of the paper. Nothing can be more mortifying to pupil and teacher than to have spent months in the faithful preparation of work which has been assigned, only to find that the examiner, quite forgetful of the curriculum, has gone elsewhere for his questions.

THE Senate of the University of Toronto has chosen amongst its matriculation subjects Macaulay's essay on Warren Hastings. It is an excellent choice from many points of view—historical, literary, political, and other. It is one of this great writer's best productions; in his happiest style; typical of his modes of expression and of his method of treatment; showing clearly his peculiarities not only of form but also of matter, his prejudices, his political tendencies, his love of ambition, his brilliant coloring, his rhythmical and alliterative sentences, his point, terseness, and polished vigor. It treats, too, of an important phase of English history—of especial interest at the present moment when England's connection with India has been brought so prominently before our eyes. It is as an historian, however, that we must touch on Macaulay with caution, and it is, perhaps, here that the teacher will find his hardest task. He must accustom his pupils to receive their author's dogmatic utterances with, at all events, an abeyance of their own judgment; he must be prepared to set before his learners other views than those which Macaulay so specially argues for; he must point out to them that much was written for effect, and teach them to look beneath artistic embellishment for plain truth.

AN educational system, to meet the requirements of the people, must be a unit, complete in itself. From the rural school in the recently settled township to the university there must be progression, harmony and mutual helpfulness. On no other prin-

ciple can either the public school or the college realize all its possibilities in the way of usefulness. Each must support the other.

During the recent discussion on university affairs letters have frequently appeared in the newspapers from artisans and others asking what benefit the children of poor people derived from the universities. The opinion seems to prevail widely among people who have to work in order to live, that all money spent by the State on secondary and higher education is expended for the benefit of the wealthy only, and that it involves what is substantially an injustice to themselves. They contend that those people whose sons and daughters attend high schools and universities should be made to support these institutions. This line of argument, though perhaps natural, is very weak. The children of as poor people as any in the community are to be found in our high schools, preparing to qualify as teachers, or to fit themselves for entrance on some course of professional study. The class lists of our colleges and universities do not include the names of many of the sons of rich men, but they do contain the names of many who have no fortune but their energy and ability, and who have had to support themselves throughout their college course. Whatever is done by the State in aid of secondary or higher education gives the son of the poor man an advantage in the competition with his wealthier rivals, for then his outlay in all these institutions for fees is much smaller.

The entire educational work of the province is improved by the influence which the colleges and universities exert. Without high efficiency in these the men who do the work in our high schools possess inferior qualifications for their work. The high schools furnish the public schools with teachers. Anything which tends to quicken the intellectual life of the high schools is felt at once in the public schools through these teachers, and finally exerts its influence on every child in attendance. Thus popular education gains greatly by everything which tends to improve either secondary or higher education, and those people who look on higher education, and the means for it, with an unfriendly eye as the privilege of the rich, require only a little reflection to convince them that no advance can be made in the higher institutions of learning without corresponding progress in the primary schools. Our system is an articulated unit.

## Contemporary Thought.

MARY HOWITT'S *Reminiscences of my Life* began in *Good Words* for June, and are continued regularly in the same magazine.

GET up an exhibition, an entertainment. Let six of your best pupils take part, and charge an admission of ten cents or twenty-five cents, as may seem best, and you can raise the money easily to put a dozen of our premium cyclopedias, or a good globe, or a set of maps, into the school. Our teachers should lead off, and thus show the patrons of the schools what is being done. The danger is that they will run the entertainment too long, and use up strength and patience. Run it short, and repeat it; or give another, and give the rest of the pupils a chance. One and a-half hours is long enough. Then give another, and then another. Interest the people in what is being done.—*American Journal of Education*.

THERE has been a far greater advance in sanitary science during the last fifty years than in any previous century. But the popular appreciation of this science, though steadily advancing, has not kept pace with its discoveries. The pressing demand now is the diffusion of the art of sanitation—the practical application of its methods by the people at large. The public press, the daily, weekly and monthly journals are doing much in this direction. Some of the most widely circulated religious journals have a column regularly devoted to this subject. Our schools are helping on this good work, and here the art of promoting health and prolonging life should be learned and then applied in the family. Such principles, though they seem truisms to the scientist, should be taught to our youth, who should early memorize mottoes like the following: "Health is the prime essential to success." "The first wealth is health." "The health of the people is the foundation upon which all their happiness and all their power depend." "The material precedes and conditions the intellectual." The school may do more to popularize sanitary science than any other one agency. When this work is once done here, it will not long be true that a large proportion of our people are still living in ignorance and violation of so many of the essential laws of health. The popular neglect of such laws should not be overlooked in our gratification at their discovery.—*Hon. B. G. Northrop, LL.D., in the Chautauquan*.

HUMAN character is the central point of the universe. No other work of God or monument of man carries in itself more prominent marks of life and power than the central point of God's design in creation—character. Any numerical symbol to mark character is entirely extraneous and unnecessary. Character marks itself. Think of the wife or husband carrying with them certain symbols in order to recall the character each of the other. The genuine teacher has but one motive, one aim, one purpose. All his energies, all his thoughts, all his power, all his skill are concentrated upon making each and all of his pupils better and better, hour by hour and year by year. That teaching and training which does not result directly and permanently in moral growth is infinitely worse than worthless. The true teacher leads and guides this growth with intense, never-wavering watchfulness.

The slightest bad result is quickly noticed, the faintest moral outgrowth is hailed with a thrill of joy. What need of marking! What per cent is there low enough to recall a vicious tendency, what per cent high enough to indicate a heart-throb in the right direction? Marks make children sordid, because they represent sordid things. That which the teacher should strive for without limitation or reservation is far too high for scales to weigh, or line and rule to measure. Throw aside your per cent books, your cards that note the utterance of meaningless words that fall from the child's lips, and strive with your whole heart for the development of moral power. "Seek ye first the kingdom of God and His righteousness, and all these things shall be added unto you."—*Practical Teacher*.

OCCASIONALLY we see statistics of crime used to show that education in itself has no tendency to check immorality. The number of criminals in the United States, for example, who can read and write; or the number who have even received a liberal education, is adduced as evidence of the immoral effect of secular education. Now the adage that "figures cannot lie" is true only when those figures are used in a perfectly logical manner; there is another maxim, equally true, namely, "there is nothing more untruthful than facts," when an improper use is made of them. This is the use which the opponents of secular education make of their figures. Does the fact that many who take physical exercise are still unhealthy, prove that exercise is not healthful? Or, because many who have received careful religious instruction and some who have even chosen the ministry as their calling, end their career in the prison or on the gibbet, are we to infer that religious training is no check to immorality? One-sixth of the population of the United States are said to be totally illiterate; quite as many more may be set down as practically so. If it were found that more than two-thirds of the criminals were fairly educated, our statisticians would have made a point in their favor; but this is very far from being the case. We are firmly convinced that the experience of all ages and of all countries, properly interpreted, will bear us out in the assertion that, leaving higher results out of consideration, the cultivation of either the moral or the intellectual faculties will act as a safety-valve for the whole nature of man.—*The Critic*.

SINCE the general acceptance of the present scheme of musical notation, there has been a general feeling that it is unnecessarily difficult to learn. The addition of the bass clef and staff has only intensified the original trouble. Millions of intelligent people who can sing "Do, re, mi," etc., and "place" those syllables, never learn to "read music." Among the efforts of reformers in this matter may properly be noticed the plan of Professor Colbert, of the Chicago *Trahane*. It is the opinion of the originator, as stated in the pamphlet published by him for private circulation, that the five lines of a staff should be written in two groups, reproducing the impression created by the black keys of a piano keyboard. By this device each note would be reproduced in relatively the same place high or low, and the "sharp" of a note would always be in a position slightly removed from that of its "natural." If the reader will draw a group of lines in twos and threes, consist-

ing of three twos and two threes, and letter the top space and bottom space D, with two letters to each of the wide spaces, he will have two complete octaves and over, giving a position to each semi-tone or note in the two octaves. The position of each D, or B, or B flat, will always be in a characteristic place. As on a keyboard, the "sharps" will be on the lines, and the "white notes" will be in the open spaces, with two notes to each wide space, one above and one below, as in shorthand. The tonic space or line may be easily marked, and while modulating, in great choral works, the changed tonic could also be marked, so that the inexperienced singer, lost in the modulation, could always keep the *terra firma* of his temporary keynote in sight. It is certain that the present system of writing music is not ingenious, or even worthy of the labor-saving epoch in which we live. Professor Colbert's idea would be indeed useful if it merely stimulated the war against the antiquated methods now hindering the progress of music. The "tonic sol-fa" system of singing has already done much good.—*The Current*.

I AM of opinion, says Prof. Blackie, altogether apart from the specialties of Greek and Latin, that the acquisition of languages ought not to occupy so prominent a place as it does in the programme of our educational establishments. Our native stores of literature and science are so rich and various that it seems plainly a waste of time to be acquiring a double vocabulary for things which, with the nomenclature of the mother tongue, are so numerous as to overmaster the normal power of acquisition. Besides, I do not consider that education ought to consist mainly in any sort of bookish indoctrination, but rather in the exercise of living functions, such as are implied in the dexterous exercise of the senses; that is to say, the faculties through the senses should be trained to act on objects rather than on words, and to rejoice more in what they are able to perform than in what they are taught to know. I am of opinion, therefore, that if the acquisition of any language other than the mother tongue is to form a part of the common school curriculum, no more than one such language should be taught, and taught thoroughly, and that the choice of the language, whether ancient or modern, Greek or Latin, German or French, should depend on local circumstances or personal distinction. Of course nothing in the above remark is intended in any way to depreciate the high value of a complete classical culture to those who have leisure and capacity to overtake it. Taking the pure Greek literature and the literature of the Christian religion and the Christian Church together, I know no literature, ancient or modern, which can be placed, in view of the highest culture, on a platform equal to Greek. Even English, with Shakespeare and Bacon and Walter Scott, cannot in all its bearings be considered as outweighing Greek. What I mean simply is that, as an engine of high culture for the generality of well-educated gentlemen, Greek can no longer claim the same place that it did in the time of Queen Elizabeth; partly because what Greek gave to the great mass of cultivated minds in those days can now be had from more accessible quarters; partly because new quarries of culture have since been opened up which have a preferable claim on the advanced intelligence of the Nineteenth Century.

## Notes and Comments.

A NEW book on the ornithology of Ontario will soon appear. It is from the pen of Thomas McIlwraith, superintendent of the Ontario district for the migration committee of the American Ornithologists' Union, and it is published by the Hamilton Association. Mr. McIlwraith has made the habits of birds a study for twenty-five years.

THE *New York School Journal* comes out on June 27th with its last issue for the half year, as a special number, containing forty pages. This is the most extensive spread yet made by any of our educational exchanges. The usual size of the *Journal* is 16 pages, 5 of which are advertisements. The publishers claim that this special number is the largest educational weekly ever published in the United States.

THE annual announcement of the Toronto School of Medicine for the forty-third session, 1885-6, is now published. This announcement points out several changes in the medical curriculum of Toronto University. One of the most important of these is the decision to recognize the certificates of matriculation in the College of Physicians and Surgeons of Ontario. Alterations are to be made in the building, and a large addition erected, in time for the opening of the session.

A PROMINENT feature of several of our American exchanges is reports of lessons as they have actually been taught. These are contributed by teachers in various parts of the country, and serve as model lessons. They are, we need not say, specially adapted to the wants of American schools. Canadian teachers who have been successful in some special line of school work would benefit their fellow-teachers by exhibiting their methods in a similar way in our columns. We shall always be glad to receive contributions of a practical character.

DR. HODGINS, chairman of the committee in charge of the Ryerson Memorial Fund, informs us that the \$55 58 kindly contributed to that fund, (through D. J. McKinnon, Esq., P. S. Inspector,) by the schools in the County of Peel, though duly entered in the treasurer's books, by an oversight not observed at the time, as no list accompanied the remittance, was not acknowledged in the printed statement recently published. This omission is now supplied. The amount was received and is invested with the other sums contributed to the fund.

WE congratulate Principal Hæe and Faculty of the Ontario Ladies' College, Whitby upon the honorable position which their pupils have taken at the recent local examinations for women, in connection with Toronto University, having successfully passed in groups II., III. and IV., taking honors in French, German, History and

Geography. One of the pupils of this institution also won the bronze medal given by the Education Department at the recent art examination for highest standing in grade B, art course. Such results indicate careful and thorough tuition.

GEORGE ROUTLEDGE & SONS are preparing for early fall publication several books of a better than ordinary grade of juvenile literature. The *Great Cities of the Modern World* takes cognizance of Paris, London, Berlin, Vienna, Madrid, Moscow, and St. Petersburg, and other European cities; New York to San Francisco, Peking and Canton, Japan; Rio Janeiro and the South American cities, Mexico and Canada. These are not "Walks" or "Journeys," but accurate descriptions of the several cities, with finished pictures of their collective national life and character, their social institutions, and their industrial progress and position. The *Great Cities of the Ancient World* comprehends the ancient monarchies, ending with the great empires of Greece and Rome, and delineates the people, polity and pursuits of these by-gone ages. Both books are abundantly and excellently illustrated.

CONSIDERABLE surprise has been excited amongst those interested in higher education, by the remarkable success of Mr. H. J. Cody at the last matriculation examination of Toronto University. It is very seldom, indeed, that four scholarships are won on the same examination in the Provincial University by one person. This feat was accomplished before, some years ago, but when we consider the severity of the present competition, the higher standard required now for honors, the thoroughness of the teaching done in the vast majority of the schools, and the amount of work to be done in each honor department, we may safely say that the achievement is unprecedented. Mr. Cody is ranked first in classics, first in modern languages, and third in mathematics in one of the largest classes in honors in that department which has yet matriculated. This is the more remarkable when his youth is taken into consideration, he being only seventeen years of age.

It is interesting to compare the results in the various subjects of the matriculation examination. Of the 55 who wrote for honors in mathematics, 23 obtained first-class honors and 16 second class. Of 32 candidates for classical honors, 12 obtained first class and 10 second class. Of the 8 who took Latin only, 4 obtained first class and 1 second class. Nineteen obtained first class honors and 14 second class in German, out of 44 who wrote. In French the results were similar to those in German. Out of 45 candidates, 21 obtained first class and 14 second class. But when we come to English, and History and Geography, the results are surprising. One hundred tried for honors in

English, but only 11 got first class honors and 37 second class; and of 106 candidates for honors in History and Geography, only 7 are marked in first class and 45 in second class. We must come to one of two conclusions; either the teaching in these subjects in our high schools is defective, or the examination is not what it should have been. Those who have seen the papers will have no hesitation in coming to the latter conclusion. When only 11 per cent of the candidates in English and less than 7 per cent in History and Geography are ranked in first class, though pupils are trained in these subjects almost from the beginning of their public school studies, there is certainly something wrong.

JOHN MILNE BUCHAN, M.A., Principal of Upper Canada College, died on Sunday last after an illness lasting but two weeks. Mr. Buchan was the eldest son of Mr. John Buchan, of Swatford. He was born in 1841 at Lockport, New York State, but when he was less than a year old his parents removed to Hamilton, where he passed his boyhood. He was educated in the Hamilton schools and at University College, graduating in 1862 at the early age of twenty as silver medallist in modern languages. Shortly afterwards he was appointed to the post of head master of the Hamilton Grammar School. In 1873 he received the appointment of High School Inspector for Ontario, and about four years ago, on the resignation of Mr. G. R. R. Cockburn, was appointed to the principalship of Upper Canada College. It is scarcely necessary to dwell at any length upon the late Mr. Buchan's high intellectual attainments or moral character. To the majority of the teachers of Ontario his name was a familiar word. The influence which he exerted in promoting the critical and systematic study of English will long be felt in our schools. As High School Inspector his work was in all subjects conscientious and thorough, but to English his fostering care was specially extended. The papers which he set for the various departmental examinations, during his tenure of office as a member of the central committee, were models of what such papers should be; and they did much to stimulate the thorough study of that formerly neglected branch. Amongst literary men generally, also, he held a high reputation, a proof of which is seen in the conferring upon him of the presidency of the Canadian Institute. In the death of the late principal of Upper Canada College education in Canada suffers a severe loss. We can ill afford to lose those who, by their thorough and intimate acquaintance with our school system added to their own intellectual abilities, are fitted by nature, education, and experience, to recognize our shortcomings, and devise means for their correction. Amongst such men, of whom, alas! we have but few, Mr. Buchan ranked high.

## Literature and Science.

### DOMINION DAY, 1867.

LINES WRITTEN ON DOMINION DAY, 1867, BY  
THE LATE JUDGE GEORGE DRAPER, ELDER  
SON OF CHIEF JUSTICE DRAPER, DECEASED.

HAIL! young earth king,  
England's nursling,  
Budding into power and might.  
Hail! young Dominion,  
On Fame's pinion  
Soaring into history's light.

Bells, bells, peal forth  
Your joy on earth,  
At England's child's maturity.  
Flaunt flags in air,  
Whilst breezes fair  
Waft it to Futurity.

Niagara roar,  
St. Lawrence pour,  
Your waters swift and cheerie.  
Ye inland seas  
Laugh at the breeze—  
Ontario, Huron, Erie.

The child's of age,  
And history's page  
Shall blazon to the world,  
The fact to all,  
Both great and small,  
The day our flag's unfurled.

July 1, 1867.

### THE THREE GOLDEN APPLES.

(From Nathaniel Hawthorne's "Tanglewood Tales.")  
(Continued from previous issue.)

BUT was it really and truly an old man. Certainly, at first sight, it looked very like one; but, on looking closer, it seemed rather to be some kind of a creature that lived in the sea. For on his legs and arms there were scales, such as fishes have; he was web-footed and web-fingered, after the fashion of a duck; and his long beard, being of a greenish tinge, had more the appearance of a tuft of sea-weed than of an ordinary beard. Have you never seen a stick of timber, that has been long tossed about by the waves, and has got all overgrown with barnacles, and at last, drifting ashore, seems to have been thrown up from the very deepest bottom of the sea? Well, the old man would have put you in mind of just such a wave-tossed spar! But Hercules, the instant he set his eyes on this strange figure, was convinced that it could be no other than the Old One, who was to direct him on his way.

Yes, it was the self-same Old Man of the Sea, whom the hospitable maidens had talked to him about. Rejoicing in the lucky accident of finding the old man asleep, Hercules stole on tiptoe towards him, and caught him by the arm and leg.

"Tell me," cried he, before the Old One was well awake, "which is the way to the garden of the Hesperides?"

As you may easily imagine, the Old Man

of the Sea awoke in a fright. But his astonishment could hardly have been greater than was that of Hercules the next moment. For, all of a sudden, the Old One seemed to disappear out of his grasp, and he found himself holding a stag by the fore and hind legs! But still he kept fast hold. Then the stag disappeared, and in its stead there was a sea-bird, fluttering and screaming, while Hercules clutched it by the wing and claw! But the bird could not get away. Immediately afterwards, there was an ugly three-headed dog, which growled and barked at Hercules, and snapped fiercely at the hands by which he held him! But Hercules would not let him go. In another minute, instead of the three-headed dog, what should appear but Geryon, the six-legged man-monster, kicking at Hercules with five of his legs, in order to get the remaining one at liberty! But Hercules held on. By-and-by no Geryon was there, but a huge snake, like one of those which Hercules had strangled in his babyhood, only a hundred times as big. And it twisted and twined about the hero's neck and body, and threw its tail high into the air, and opened its deadly jaws as if to devour him outright; so that it was really a very terrible spectacle! But Hercules was no whit disheartened, and squeezed the great snake so tightly that he soon began to hiss with pain.

You must understand that the Old Man of the Sea, though he generally looked so much like the wave-beaten figurehead of a vessel, had the power of taking any shape he pleased. When he found himself so roughly seized by Hercules, he had been in hopes of putting him into such surprise and terror by these magical transformations, that the hero would be glad to let him go. If Hercules had relaxed his grasp, the Old One would certainly have plunged down to the very bottom of the sea, whence he would not soon have given himself the trouble of coming up in order to answer any questions. Ninety-nine people out of a hundred, I suppose, would have been frightened out of their wits by the very first of his ugly shapes, and would have taken to their heels at once.

But, as Hercules held on so stubbornly, and only squeezed the Old One so much the tighter at every change of shape, and really put him to no small torture, he finally thought it best to reappear in his own figure. So there he was again, a fishy, scaly, web-footed sort of personage, with something like a tuft of sea-weed at his chin.

"Pray, what do you want with me?" cried the Old One, as soon as he could take breath; for it was quite a tiresome affair to go through so many false shapes. "Why do you squeeze me so hard? Let me go this moment, or I shall begin to consider you an extremely uncivil person!"

"My name is Hercules!" roared the mighty stranger; "and you will never go out of my clutch until you tell me the nearest way to the garden of the Hesperides!"

When the Old One heard who it was that had caught him, he saw that it would be necessary to tell him everything that he wanted to know. The Old One was an inhabitant of the sea, you must recollect, and roamed about everywhere, like other seafaring people. Of course he had often heard of the fame of Hercules, and of the wonderful things that he was constantly performing in various parts of the earth, and how determined he always was to accomplish whatever he undertook. He therefore made no more attempts to escape, but told the hero how to find the garden of the Hesperides, and likewise warned him of many difficulties which must be overcome before he could arrive thither.

"You must go on, thus and thus," said the Old Man of the Sea, "till you come in sight of a very tall giant, who holds the sky on his shoulders. And the giant, if he happens to be in a pleasant humor, will tell you exactly where the garden of the Hesperides lies."

"And if the giant happens not to be in a pleasant humor," remarked Hercules, balancing his club on the tip of his finger, "perhaps I shall find means to persuade him!"

Thanking the Old Man of the Sea, and begging his pardon for having squeezed him so roughly, the hero resumed his journey. He met with a great many strange adventures, which would be well worth your hearing, if I had leisure to narrate them as minutely as they deserve.

Passing through the deserts of Africa, and going as fast as he could, he arrived at last on the shore of the great ocean. And here, unless he could walk on the crests of the billows, it seemed as if his journey must needs be at an end.

Nothing was before him save the foaming, dashing, measureless ocean. But suddenly, as he looked towards the horizon, he saw something a great way off which he had not seen the moment before. It gleamed very brightly, almost as you may have beheld the round golden disc of the sun when it rises or sets over the edge of the world. It evidently drew nearer, for at every instant this wonderful object became larger and more lustrous. At length it had come so near that Hercules discovered it to be an immense cup or bowl, made either of gold or burnished brass. How it had got afloat upon the sea is more than I can tell you. There it was, at all events, rolling on the foaming billows, which tossed it up and down, and heaved their great tops against its sides, but without ever throwing their spray over its brim.

"I have seen many giants in my time," thought Hercules, "but never one that would need to drink his wine out of a cup like this!"

And, true enough, what a cup it must have been! It was as large—as large—but, in short, I am afraid to say how immeasurably large it was. To speak within bounds, it was ten times larger than a great mill-wheel; and, all of metal as it was, it floated over the heaving surges more lightly than an acorn-cup adown a brook. The waves tumbled it onward, until it grazed against the shore within a short distance of the spot where Hercules was standing.

Without a moment's delay he clambered over the brim, and slid down on the inside, where, spreading out his lion's skin, he proceeded to take a little rest. He had scarcely rested until now, since he bade farewell to the damsels on the margin of the river. The waves dashed with a pleasant and ringing sound against the outside of the hollow cup; it rocked lightly to and fro, and the motion was so soothing that it speedily rocked Hercules into an agreeable slumber.

His nap had probably lasted a good while, when the cup chanced to graze against a rock, and in consequence immediately resounded through its golden or brazen substance a hundred times as loudly as ever you heard a church bell. The noise awoke Hercules, who instantly started up and gazed around him, wondering whereabouts he was. He was not long in discovering that the cup had floated across a great part of the sea, and was approaching the shore of what appeared to be an island. And on that island he saw the most marvellous spectacle that had ever been seen by him in the whole course of his wonderful travels and adventures. It was a greater marvel than the hydra with nine heads, which kept growing twice as fast as they were cut off! greater than the six-legged man-monster; greater than anything that was ever beheld by anybody before or since the days of Hercules, or anything that remains to be beheld by travellers in all time to come. It was a giant.

But such a giant! A giant as tall as a mountain; so vast a giant that the clouds rested about his midst like a girdle, and hung like a hoary beard from his chin, and flitted before his huge eyes, so that he could neither see Hercules nor the golden cup in which he was voyaging. And, most wonderful of all, the giant held up his great hands and appeared to support the sky, which, so far as Hercules could discern through the clouds, was resting upon his head!

Meanwhile the bright cup continued to float onward, and at last touched the strand. Just then a breeze wafted away the clouds from before the giant's visage, and Hercules

beheld it with all its enormous features: eyes each of them as big as a lake; a nose a mile long, and a mouth of the same width. It was a countenance terrible from its great size, but sad and weary, even as you may see the faces of many people who are compelled to sustain burdens above their strength.

Poor fellow! He had evidently stood there a long while. An ancient forest had been growing and decaying around his feet; and oak-trees of six or seven centuries old had sprung from the acorn, and forced themselves up between his toes.

The giant now looked down from the far height of his great eyes, and perceiving Hercules, roared out in a voice that sounded like thunder coming out of the cloud that had just flitted away from his face—

"Who are you down at my feet there? And whence do you come, in that little cup?"

"I am Hercules!" thundered back the hero, in a voice nearly as loud as the giant's own; "and I am seeking for the garden of the Hesperides!"

"Ho! ho! ho!" roared the giant, in a fit of laughter; "that is a wise adventure, truly!"

"And why not?" cried Hercules, getting a little angry at the giant's mirth. "Do you think I am afraid of the dragon with a hundred heads?"

Just at this time, while they were talking together, some black clouds gathered about the giant's middle, and burst into a tremendous storm of thunder and lightning, causing such a noise that Hercules found it impossible to distinguish a word. Only the giant's immeasurable legs were to be seen, standing up into the darkness of the tempest, and now and then a momentary glimpse of his whole figure, mantled in a volume of mist. He seemed to be speaking most of the time; but his big, deep, rough voice chimed in with the echoes of the thunder-claps, and rolled away over the hills, like them.

At last the storm swept over as suddenly as it had come. And there again was the clear sky, and the weary giant holding it up, and the pleasant sunshine beaming over his vast height, and illuminating it against the background of the sullen thunder-clouds. So far above the shower had been his head, that not a hair of it was moistened by the rain-drops!

When the giant could see Hercules still standing on the sea-shore, he roared out to him anew—

"I am Atlas, the mightiest giant in the world! And I hold the sky upon my head!"

"So I see," answered Hercules. "But can you show me the way to the garden of the Hesperides?"

"What do you want there?" asked the giant.

"I want three of the golden apples," shouted Hercules, "for my cousin the king."

"There is nobody but myself," quoth the giant, "that can go to the garden of the Hesperides and gather the golden apples. If it were not for this work of holding up the sky, I would make half-a-dozen steps across the sea, and get them for you."

"You are very kind," replied Hercules "And cannot you rest the sky upon a mountain?"

"None of them are quite high enough," said Atlas, shaking his head. "But if you were to take your stand on the summit of that nearest one, your head would be pretty nearly on a level with mine. You seem to be a fellow of some strength. What if you should take my burden on your shoulders, while I do your errand for you?"

Now Hercules was a remarkably strong man; and though it certainly requires a great deal of strength to uphold the sky, yet, if any mortal could be supposed capable of such an exploit, he was that one. Nevertheless, it seemed so difficult an undertaking, that, for the first time in his life, he hesitated.

"Is the sky very heavy?" he inquired.

"Why, not particularly so at first," answered the giant, shrugging his shoulders. "But it gets to be a little burthensome after a thousand years!"

"And how long a time," asked the hero; "will it take you to get the golden apples?"

"Oh, that will be done in a few moments," cried Atlas. "I shall take ten or fifteen miles at a stride, and be at the garden and back again before your shoulders begin to ache."

"Well, then," answered Hercules, "I will climb the mountain behind you there, and relieve you of your burden."

Accordingly, without more words, the sky was shifted from the shoulders of Atlas and placed upon those of Hercules.

When this was safely accomplished, the first thing that the giant did was to stretch himself; and you may imagine what a prodigious spectacle he was then. Next, he slowly lifted one of his feet out of the forest that had grown up around it; then the other. Then all at once he began to caper, and leap, and dance for joy at his freedom—flinging himself nobody knows how high into the air, and floundering down again with a shock that made the earth tremble. Then he laughed—ho! ho! ho!—with a thunderous roar that was echoed from the mountains far and near, as if they and the giant had been so many rejoicing brothers. When his joy had a little subsided, he stepped into the sea; ten miles at the first stride, which brought him mid-leg deep; and ten miles at the second, when the water came just above his knees; and ten miles more at the third, by which he was immersed nearly to the waist. This was the greatest depth of the sea.

(To be continued.)



## Educational Opinion.

### SHORTHAND AS A SCHOOL STUDY.

SIXTH PAPER.

FOLLOWING up the arguments already adduced and the illustration given in support of the claims of shorthand as a school study, I think it would be appropriate to quote from a paper read at the International Congress of shorthand writers held at Harrisburgh, Pennsylvania, in August of last year. The reader of the paper was Mr. Joseph F. Cummings, Sunbury, Pa., official reporter of the County Court:—

"The subject of shorthand in the public schools has received but little attention on the part of public educators, and as a start should be made somewhere, there is no better medium through which the experiment may be tested than in the normal, or higher grade schools, to demonstrate wherein it will be of incalculable value to both the instructor and pupil in the various uses to which it may be adapted, utilizing the knowledge thus derived in every rank of life, after text books of the school-room have been cast aside.

"It is not necessary that those who commence the study of this beautiful art should do so from a desire to become practical reporters, as it may be used simply as a labor and time-saving instrument. It is contended that, on account of its brevity, it lengthens life in the ability to commit thoughts to paper in much less time than is required by the ordinary method of longhand writing. Mental culture and discipline is one of the primary objects aimed at in teaching many of the branches in the curriculum of various schools, and not that its pupils should be specialists in any one branch. Does the pupil study mathematics because he wishes to follow it as a business? Does he study grammar with such an object in view? Does he study the various other branches because he wishes to follow any one of them exclusively as a business? These are but the tools with which the powers of the mind are sharpened and strengthened; and for the same reason shorthand should be made a part of our education, as inuring to the cultivation of all the faculties of the mind.

"It is useless to go into details, and point out the various ways in which shorthand may be successfully applied. In the business world, namely, the courts of law, law offices, railroad offices, mercantile establishments, as amanuenses for individuals in official positions, it has been largely and advantageously used during the last decade. That which concerns us most, that which the country most urgently needs, is that her future men and women,

now being educated in the public schools, and who are to constitute its average intelligence, shall there receive the training and culture that will best fit them for the practical walks of life. Pupils in the grammar schools would have no difficulty in mastering the study, and they would be good shorthand writers long before they were good arithmeticians or geographers, and we have the fullest confidence that children who have the ability to learn to read, write and cipher, could, at the same time, become skilful writers of the art, and thus no interference with their regular studies would be occasioned. At the age of the average pupil will the advancement in the art be more rapid and easy, as it is in childhood that the ability is greatest to learn to draw, read and write. The fact that the study can be pursued without hindrance to any other studies should, of itself, make its introduction possible, as every student could make it practically useful, not only in the school-room but in whatever path of life is chosen; besides having at hand a sure means of support, should there be failure in any of the different occupations for a livelihood. If this be true, it is justly entitled to a place in our schools as one of the indispensable branches of study.

"There is nothing of the kind that children of seven to twelve learn with more facility, or practise with more pleasure, than simple and specially prepared exercises in shorthand. Nothing is easier than to employ it as a collateral means in teaching reading, writing and drawing. It does not take the place of any of them; it belongs to them. Its practice necessitates, in the first place, correct enunciation; secondly, tracing of a simple, definite mark of one exact figure for each sound enunciated; and thirdly, the combination of those in forms, which are just such as are usually given in the first lessons in drawing. So that shorthand, while aiding the pupil to acquire these three fundamental branches, makes, as it were, a gratis premium or gift of itself and of all its useful powers to the learner who has taken advantage of the simplicity of its principles, and used them as a stepping stone to other requirements.

"As to the cultivation of the senses of hearing and seeing by the use of this art, there need be no argument advanced where there is a desire to be brief. But I might add that it not only cultivates power to hear and see, but has much to do with drawing out and perfecting all the faculties of the mind, being especially beneficial to the memory, a faculty capable, like all other powers, of being cultivated to a wonderful degree, gaining strength by use and exercise."

*John Benford*

### "WARREN HASTINGS."

BRITISH Empire in India being one of the topics of the hour, Macaulay's Essay on Warren Hastings has been appropriately chosen by the University Senate as a subject for the matriculation examinations; and Mr. Mercer Adam has edited it with useful introductions, historical and biographical, for high school uses. The Indian Empire was not a work of the British Government: Chatham had nothing to do with its formation, otherwise than by breaking the rival power of France on a distant field. It was the work of two great adventurers, Clive and Hastings, the first of whom was the conqueror while the second organized the conquest, and both of whom have enjoyed the not unmixed advantage of being historically varnished by Macaulay. The genius of Hastings was recognized by Clive and was admirably adapted to his part. To the highest cultivation and the most statesman-like breadth of mind he added the coolest courage and the most invincible resolution. Surrounded at Benares by a furious swarm of insurgent natives, and in the extremity of personal peril, he contrived secretly to send out two despatches, one of which was an order to the commander of the nearest British force to hasten to his assistance, the other was a set of instructions for an agent negotiating a treaty on a distant field. There can be no doubt that he saved the infant Empire. It is equally certain that he won the hearts of the natives and left at his departure a name of which they long spoke with reverence, notwithstanding the arbitrary character of his government, which indeed was no fault in Oriental eyes. To raise forces for the defence of the Empire in its extremity of peril he extorted money from its feudatories in the same way in which Indian sovereigns extorted it and certainly not to a larger amount. His worst act was the Rohilla war; and it remains a mystery how Pitt having defended him on that charge could turn round and vote for his impeachment on the charge of exacting from Cheyte Singh a sum which is now, we believe, admitted to have been less than that feudatory was bound to furnish. That Hastings had not been guilty of the enormous peculations of which Burke accused him seems to be proved by the fact that he was totally ruined by the expenses of the trial, and that his illustrious old age was rescued from indigence only by the liberality of the Company. He had a soul above theft, and if he broke the rules of right it was in the interest of the power which he served. Conquest is conquest; this is the true answer to Burke's invectives, and the one in effect given by Erskine in his famous defence of Stockdale. Burke did not propose to renounce dominion in India, while he persecuted the man who had preserved it in what was probably the only, though a most equivocal way. Burke's impulses were often more personal

than his devout biographers suppose; he had been stung by the fall of his party upon an Indian Bill of which he no doubt was in part the framer, and he had argued himself with Hastings' venomous enemy, Philip Francis. That he had a generous sympathy for Hindoo wrongs and sufferings no one will question; but he had also a feeling against the adventurer who had trampled on those idols of the orator's imagination, ancient dynasties and consecrated customs. Burke seems always to have forgotten that he was himself an adventurer, and an adventurer who had not been too proud to receive a large sum of money from a political patron. The frenzied violence of his speeches was in itself almost enough to assure the acquittal of Hastings. Macaulay is in this Essay as everywhere brilliant, but untrustworthy; he writes from secondary authorities; overpaints everything for effect; trusts in rhetorical contrast and antithesis, and if he does not actually pervert facts, fills in most freely from his own imagination. His account of Sir Elijah Impey, whose character furnishes the shadow of his glaring picture, is we are persuaded grossly overcharged, though the case has never been thoroughly subjected to critical investigation. The portrait in truth is that of an almost impossible monster. That Hastings was the real mover in the indictment and execution of Nuncomar, Macaulay tells us in his dictatorial way, can be doubted only by a biographer or an idiot. It is doubted, nevertheless, by the most recent writers on Indian history, who deny that there is any trace of connection other than coincidence in time, and call attention to the fact, certainly a significant one, that the case was never referred home by Francis Clavering and Monson, two mortal enemies of Hastings in the Council. Burke in his transports of wrath charged Hastings with the murder of Nuncomar; but the House of Commons repudiated the charge, and censured Burke for having made it. A searching inquiry into these matters is still desired by history.—*The Week*.

#### MODERN EXAMINATIONS.

THE London (Eng) *Daily Telegraph* in an article upon the recent statistics recently obtained in regard to the comparative mental acquirements of young children in Boston, sums up their lessons thus:—

"The whole result, however, teaches the enormous value of the kindergarten system over all others. Ordinary education means book-learning; the disciples of Froebel begin with things, and do not force on books until the little eyes have learned to observe, the little feet to dance and march, the little tongues to sing, and the little hands to cut and carve, to weave and build. That is the true beginning of true education. Before a child is taught

even its letters it ought to know its own body, the uses of its members, and the way to observe. If we could secure the highest ideal of education, no child should be taught in a city. He should be trained in the country, where the teacher would take for his kindergartens the fields and woods, the streams and hills around, until every living thing and every kind of dead life were as familiar to the pupils as 'the three R's' to their elders in town. Short of that millennium for the young, however—education in the country—much might be done for the poor little things doomed by destiny to be pent up in foul lanes and find their kindergarten in the gutter. Their training ought to be at first all practical, and not at all literary. To educate the eye, ear and hand does not overtask the young brain, but to force arithmetic and history on immature intellects is to risk ill-health and a breakdown. Gymnastic training is also of enormous value to town children; but how many of our elementary schools have gymnasiums? Then, though we cannot educate all our town pupils in the country, surely England is rich enough to give them holidays in the fields, and thus remove the reproach of hearing more than half the children say that they never gathered buttercups and had never seen roses growing.

"Competitive examination has its merits, no doubt. It has made the fortune of tutors, schoolmasters, and crammers, and it has put a tremendous premium on book-learning; but it has stimulated too intensely the literary side of education. The examiners cannot test the observing power of the competitors, probably because they are ignorant themselves of all knowledge beyond a few books over which they have become purblind in collegiate seclusion. If, instead of examining children, the Boston inspectors had made a descent upon some of our University Dons, they would have found, in not a few cases, an amazing ignorance of nature, of life, of physiology, and of common things on the part of men whose erudition in Greek or Hebrew astounds the world. That examinations have given us better civil servants in India and at home is sometimes loudly asserted; but competition-wallahs have not yet been tested as the Haileybury men were in 1857, and therefore it is too soon to say that they have displayed superiority. At home we believe that letters were written and copied, on the whole, as well by the past as by the present generation of Government clerks. No doubt there is much more learning and ability now than formerly at the service of her Majesty in Downing Street and Somerset House, but then there is no use for it. The great decisions are made by Ministers who were not appointed after examinations, while their highly-educated subordinates have but to amplify minutes or execute decrees. If we could invent a competition that would test quickness of eye, mental dex-

terity, presence of mind, acuteness, courage, and readiness, then the examination would be useful both for soldiers and civilians. As it is, however, literature is the beginning and end of the test; and a young fellow, sound in wind and limb, full of fight, knowing modern tongues, and burning to serve her Majesty in a red coat, is plucked because he has forgotten some dates in the Peloponnesian war, or has no turn for Latin verses. We choose, instead, a student who, 'with blinded eyesight poring over miserable books,' has imbibed in six months a mass of knowledge he will forget in another half year, and we send the bookworm to the field, forcing the other into civil life. This, surely, is a process of unnatural selection, the survival of the unfittest, the triumph of 'cram' over natural ability. At the other end it is the same. The babies of Boston and Berlin are weaned on books, and learn little of life. If the Caliph Omar would kindly come again and repeat on a larger scale his Alexandrian destruction, there might be a chance that we should learn to look at the world afresh, and study things, not words."

#### EXAMINATIONS.

THE motive of examinations, and not the examinations themselves, is the real point of attack. In fact, without examinations there can be no genuine progress. Every lesson, every bit of work done by the pupils, play on the school grounds, their bearing, intercourse with each other—in a word, all the elements of character should be continually and persistently examined. There should be oral examinations, written examinations, drawing examinations, manual training examinations, and physical examinations. The teacher should examine to ascertain what and how much of character she has developed; the principal should examine to find out exactly the ability of his teachers; the superintendent should examine that he may judge whether his principals are fit for their positions; the board of education should examine in order to know whether its superintendent should be kept in office, and the people should carefully examine to settle the question whether they are paying their money for character building or cram.

It is not examinations in themselves, but marking, that exercises such a terrible influence upon the children, an influence that has its greatest and most powerful outcome in selfishness, the cardinal sin of mankind. Mental and spiritual death is the inevitable result of making per cents the end and aim of school teaching.—*The Practical Teacher*.

THE difference between men of the first rank and those of the second or third may be compared to the difference between a mountain and a hill; both rise above the plain, but the one is snow-capped and its summit is not to be come at; the second is at best covered with mists—often beautiful mists, but mists.

TORONTO:

THURSDAY, JULY 23, 1885.

## A WANT.

"THERE is an opening," says *The Week*, "if ever there was one in English politics, for a man." It is not a newly discovered want, nor one to which expression has only now been given. Since the days of Diogenes and his celebrated search for this rare article, down to the year of grace 1885, a "man" is what at all times has been wanted. "But," continues *The Week*, "the man, as usual, is not forthcoming." We object to the "as usual." Men have been forthcoming. Whether we believe with Carlyle that the man is heaven-sent, "with his free force direct out of God's own hand," or whether we believe with Macaulay that the man is the result of the age, we know that there have been "men," in the true sense of that word. Not to further digress, where a man is now sadly wanted is, we think, in education; and, unlike *The Week*, we hopefully anticipate that, "as usual," he will soon be forthcoming.

Education—both theoretical and practical—is now in a state of transition. Compare the education of to-day with the education of the last generation—of thirty years ago, or of twenty years ago, or even, we may say, of ten years ago. The most cursory glance will convince us of the fact that enormous changes have taken place. Compare, in its educational aspects, the Germany of to-day with the Germany of twenty-five years ago; compare the school system now adopted in England with the no-system that country exhibited within our own memories. A volume, a library, could be written on *gymnasia*, on school boards, on co-education, on the kindergarten, on compulsory education, on competitive examinations, on professional training, and on the myriad innovations our own eyes have seen brought about in every detail of theoretical and practical tuition. Our own University of Toronto, an institution cradled in the home of a new country in which there might be expected to be no need of innovations, inheriting, as it does, the superior knowledge of its parentage, our own University of Toronto, we say, gives strong evidence of the rapid spread of change. Compare the King's College of 1850 with the University College of 1885, and we have

an epitome of the growth of new methods in education.

We are, then, as regards our ideas of what and how to teach our children, in a state of transition. In a certain sense we have always been in such a state. Growth, improvement, evolution, is an element of all vital processes. The greater the amount of vitality, the more rapid that growth. And, to judge from our progress in these matters, we may congratulate ourselves that our educators and our means of tuition have been in the right path—proceeding, not retrograding.

But it is just at this moment: when our powers are so nearly arriving at maturity, when we have developed all our resources to so great an extent, that there is wanted a master mind to seize and to rightly interpret for us their scope and ultimate aim. As in youth, when after all has been done that can be done for the purpose of bringing to their utmost pitch of perfection all the powers, moral, mental, physical, there is wanted one who shall advise as to what purpose these powers shall be directed; so in the stage in which we now find ourselves as regards our schools and colleges, there is wanted one who shall teach us how best to make use of all these our newly-acquired capabilities. And we confidently say again, the man will sooner or later be forthcoming.

And what will be his task? He who can answer that question will be the sought-for "man," and it will be no ordinary man that will answer it. At times, we confess, that task seems to us so stupendous, that our sanguineness as regards its fulfilment somewhat wavers. It will, perhaps, require a multitude of men; each of whom, after grappling with the main problems, will limit his view to separate branches. It is a boundless field. Up to within a few years ago it was hedged round with all manner of traditions; but now, happily, great gaps have been made in these obstacles to our view: we see beyond; what we want is some one to go forward and explore the newly-opened ground.

We have spoken in the abstract, and advisedly so. The concrete is too intricate to allow of a descent into detail. Nevertheless, one suggestion may be thrown out: we want those who will *undertake the study of the child's mind*. Till this is done—thoroughly done, scientifically done, nothing can be accomplished in the way of

discovering how that mind is to be taught. We have our great philosophers and metaphysicians, men of deep thought, whom we revere, to whom we look up as being profound thinkers—but with what subjects do they busy themselves? Sociology, ontology, cosmology—any -ology rather than—*paidagogology*—if we may use the word. True, Professor Bain has condescended to give us a little work on "Education as a Science," Mr. Spencer has been kind enough to philosophize a little on the subject, and Dr. Calderwood has left the high road of moral philosophy to pen an excellent little book "On Teaching." Locke, too, gave us a sexdecimo on "Education," and Milton treated us to a short, very short, "Tractate," but who (Froebel, perhaps, alone excepted) has given himself up heart and soul to a minute analysis of the process of the unfolding of a child's mind? We know from authentic statistics—thanks to the untiring labors of well-known professors, and also of eminent baronets—we know all about the mental habits of bees and ants; much also have we learned concerning the mental habits of apes; but of the mental habits of infants and children we are yet sadly ignorant. And, again we assert, until we know something of these, our teaching will be purely empirical—as indeed up to within a very few years ago we must confess it was. Till we have discovered *how* a child learns: what he first perceives; how he groups perceptions; when he begins to generalize; in what manner he separates the abstract from the concrete; how he links sensations; what fixes an idea; what relations pain and pleasure bear to ideation; how emotions and cognitions are united; what are normal stimuli to conception; what abnormal;—we may leave the extension of the list to our famed philosophers—till we have discovered such things, how are we ever scientifically to form, or even to inform, the mind?

But, as we have said before, we confidently look forward to the time when there will appear another Froebel. There is a want, and history surely teaches us that such wants do not always go unprovided for. What we each individually ought to do is, to see that we recognize such a want, and, to the utmost of our ability, according to the best light that is in us, aid him who is to supply it, by ourselves doing what we can to arrive at truths, by acquiring accu-

rate habits of observation, by watching keenly the mental development of those under our care.

Education is a scientific process, it is—or ought to be—conducted on scientific principles; laws—discovered or discoverable—should regulate its every process. It is analogous, as we have before pointed out, to the science of medicine. Until there exists a theory of medicine how can there be any practice of medicine—except such empirical practice, which, by advancing blindly, and in general irrationally, is no practice, or worse than no practice? Medicine only became useful when were brought to some appreciable state of perfection such subjects as anatomy and physiology; indeed, we may say, till there were developed the sciences of comparative anatomy and physiology. So with tuition: till we know something of the component parts of a child's mind, and of their functions, how can we proceed by any but empirical methods? We grant there must always exist a certain amount of empiricism: *all* laws we shall never discover; and, happily, empiricism—a rational empiricism, if we may use such an expression—is often a good hand-maid to science. But, nevertheless, our whole aim should be to banish it entirely. This will be the task for the "man" for whom education is now asking. What our great modern therapeutists, histologists, and pathologists are doing for medicine, he will do for education. At every step he will ask "Why?" and "How?" He will place tuition, or that part of it to which he devotes his attention, on a firm scientific basis; he will recognize the fact that until we know something of how a child learns we cannot rightly teach him; and he will endeavor to eliminate the discrepancies in our methods of training the young which spring from our present ignorance on this point.

**BOOKS RECEIVED.**

- McGill University Annual Calendar. Faculty of Medicine. Fifty-third Session, 1885-6.*
- Annual Announcement of Trinity Medical School, Toronto.*
- Fitch, J. G., M.A. *Lectures on Teaching Delivered in the University of Cambridge During the Lent Term, 1880.* New York: Macmillan & Co., 1885. From the publishers.

**OUR EXCHANGES.**

We ought long ere this to have taken notice of *The Week*, one of the most valuable of our many valuable exchanges. The number before us is a typical

one, and contains a large amount of solid thought gracefully expressed. The elegant diction of *The Week* should be a spur to some of our more careless journals; its thoughtful originality must oftentimes be to them a source of envy. With one topic, however, *The Week* has lately inundated us—the temperance question. The last number contains some four columns of small print on the subject. The educator and the practical teacher will find much to interest them in this issue. Amongst other happy suggestions thrown out upon educational matters which will provide excellent food for thought are that Township Boards should be substituted for School Section Boards; that the Ryerson memorial should take the form of a cottage for the Industrial School Association; and that cadet corps should be formed from the ranks of our schoolboys who have received drill instruction.

**Table Talk.**

LORD TENNYSON is writing an historical drama, a sequel to *Becket*, and is collecting his detached poems, which will be issued with new lyrics.

M. PAUL BLOUET (Max O'Rell) has resigned his mastership at St. Paul's School, London. His forthcoming book will contain a study of the best sides of the English and the French characters, and recollections of his English School experiences.

A COLLECTION of unpublished letters written by Thackeray, during a period of fifteen years, to one who had been an intimate college friend, is said to have been placed in the hands of Mr. Charles G. Leland by the lady to whom it belongs. It is to be hoped that he will let this treasure see the light.

As a national memorial to General Gordon, it is proposed to establish a "Gordon Boys' Camp"—an institution in which poor and friendless boys may receive a sound training for service in the British Army. The Secretary of State for War has signified his general approval of the proposal, which originated with General Gordon himself during a conversation with Lord Tennyson.

*The Pall Mall Gazette* speaks of Mr. John Cordy Jeaffreson, author of "The Real Lord Byron" and of "The Real Shelley," in the following terms: "The possessor of a brassy and blustering style which offends even the most patiently impartial of critics: given to the ugliest tricks of repetition and mannerism, and to the most deplorable attempts at humor: constantly laboring over petty points with the verbosity and the quarrelsomeness of a German commentator—Mr. Jeaffreson is about as unengaging a writer as can easily be found."

TEN THOUSAND copies of "The Journals of General Gordon at Khartoum," at five dollars a copy, were sold in England in advance of publication. Copious extracts from the book heralded its appearance in this country. Among them is one to which Gordon's death lends special interest:—In ten or twelve years' time, Baring, Lord Wolseley, myself, Evelyn Wood, etc., will have no teeth, and will be deaf; some of us will be quite

*asse*; no one will come and count us; new Barings, new Lord Wolseleys will have arisen, who will call us "bloaks" and "twaddlers." "Oh! for goodness sake, come away. There is that dreadful bore coming! If once he gets alongside you, you are in for half an hour," will be the remark of some young captain of the present time on seeing you enter the club. This is very humiliating, for we, each one, think we are immortal. That poor old general . . . who for years vegetated at the end of — St., close to the clubs! who ever visited him? Better a ball in the brain than to flicker out unheeded, like he did.

"THE TRIUMPH OF LIFE" is the third poem of a somewhat remarkable series. The author, Miss Ella Dietz, not unknown to fame in another branch of art, has already established her claim to the possession of poetical talent. In "The Triumph of Love" Miss Dietz showed a grace and tenderness that did not fail to meet with speedy recognition, and its sequel, "The Triumph of Time," fully sustained her reputation. The poem now under notice leads us to endorse the favorable opinion previously expressed in these columns as to the author's true poetic sense. Like its predecessors, it is described as a "mystical poem"; but that term does not, in the case of Miss Dietz, connote the obscurity usually associated therewith. While the highest play is given to the imagination, and the most vivid coloring to the expression, we nowhere find the thought clouded and, so to speak, overweighted by a mass of more or less meaningless words. There is, moreover, an apparent absence of effort, as if the author's thoughts naturally adapted themselves to poetic expression. A strong religious feeling pervades the work, and many of the pieces are almost adaptations from the poetical books of the Old Testament. Some, again, would seem at first sight to breathe only of human love, though of an exalted and ideal kind. — *London Literary World.*

"THE EASTERN QUESTION IN A NUTSHELL" might almost be the title of a most useful work just issued by the Clarendon Press, Oxford. The real title is, "The European Concert in the Eastern Question: a collection of Treaties and other Public Acts, edited, with introductions and notes, by Thomas Erskine Holland, D.C.L., etc." The scheme embraces an exhibition of the various formal acts by which Europe has asserted its tutelage over Turkey. The arrangement is by territories, as, Greece (1826-1881); Samos and Crete (1830-1878); Egypt (1839-1885); the Lebanon (1842-1883); the Balkan Peninsula, etc. (1856-1885). The appendix is in four sections: Religious and Political Equality in Turkey; Russia and the Porte; Great Britain and the Porte; Austria and the Porte—the last three relating to the Treaty of San Stefano and the subsequent conventions for peace and indemnity between Turkey and her great enemy; the acquisition of Cyprus by Great Britain, and that of Bosnia and Herzegovina by Austria. Dr. Holland furnishes brief historical introductions to each chapter, and explanatory notes to the text of the treaties, indicating (among other things) to what extent they have become obsolete. The whole forms an invaluable book of reference on a subject hitherto to be studied with difficulty, owing to the dispersion of the sources.

## Special Papers.

### ENGLISH VERNACULARISM.

A Paper read before the Carleton County Teachers' Association.

(Concluded from last week.)

ALTHOUGH we have seen the difficulty in reading English of the sixteenth century, some think there is none in reading that of the succeeding century. Who can thoroughly understand and appreciate Shakespeare's works, though many of his beautiful passages are as "familiar in our mouths as household words"? The words of the best parts of our great dramatist have a well-known ring and an absorbing rhythm, and those who are not students of language are invariably carried away by sound and action, which convey as much meaning to them as they care to burden themselves with. Now Macbeth was written about 1606, but how few, notwithstanding their assertions to the contrary, understand this passage from Lady Macbeth's speech in answer to her husband's question—"If we should fail?"

"We fail!

But screw your courage to the sticking place  
And we'll not fail. When Duncan is asleep,—  
Where to the rather shall his day's hard journey  
Soundly invite him,—his two chamberlains  
Will I with wine and wassail so convince  
That memory, the warden of the brain,  
Shall be a fume, and the receipt of reason  
A limbeck only: when in swinish sleep  
Their drenched natures lie as in a death,  
What cannot you and I perform upon  
The unguarded Duncan? what not put upon  
His spongy officers? who will bear the guilt  
Of our great quell?"

The general sense of this piece is plain, but that is picked up out of the context without knowing the exact meaning of each word. I will examine some of the words.

1. "Sticking place," "abiding place," or "fixed point," not wavering through fear of the consequences of the murderous deed.
2. "Chamberlain," a man of the chamber, that is, a man appointed to guard the king's chamber at night; it comes from *camera*, a chamber, originally a vault; the root of this is *cam* to be bent or crooked, which is supposed to be the origin of England's most crooked river, Cam, upon the banks of which the University of Cambridge is situated. Sir Wm. Gamme, the Welsh adventurer, who was knighted for his valor by Henry V. on the field of Agincourt, received his name "Cam" or "Gamme" from the fact of one of his eyes being obliquely set in his head. See also Highland surname "Campbell."
3. "Wassail." In consequence of the wassail-bowl being peculiar to revelry and festivity, the term *wassail* in time became synonymous with feasting and carousing, but originally it was a drinking of health. *Was* was the imperative of the verb *was*, "to be," which we have turned into an auxiliary verb to mark past time; and the last syllable is our word *hale*—"healthy," for instance:—

"You are old, father William," the young man said,  
'The few locks that are left you are gray;  
You are *hale*, father William,' the young man said,  
'Now tell me the reason, I pray'."

We are all familiar with the same word in the Bible though in a corrupted form, *whole*. Job says "[God] maketh sore and bindeth up; He woundeth and His hands make 'whole'." Our Saviour uses the word frequently, but two well-known passages you will doubtless recollect:—"Why marvel ye that I have made a man every whit 'whole' on the Sabbath day?" and "They that are 'whole' need not a physician; but they that are sick." 4. *Convince* is now used simply for persuading a person, but its primary meaning was to "subdue," to "overpower," to "overcome." So Bacon in his essay on Atheism. "God never wrought miracles to convince Atheism; because His ordinary works convince it." Also the angry Elihu in Job: "Yea, I attended unto you, and behold, there was none of you that *convinceth* Job." All of you will call to mind our Saviour's answer to the Jews after His declaration of being the "Light of the World," in which occurs the well-known question, "Which of you *convinceth* me of sin?" 5. *Warder*, equivalent to "guard," and like other words beginning with *w*, such as "wise," "warrant," "wager," "war," "warren," etc., shows its Teutonic origin. 6. *Fume*, used metaphorically by Shakespeare, meant "smoke," or "steam," as, for instance, one might speak of a "man's reason being clouded," not in the modern sense as "fumes of tobacco"; but the Greeks turned it by a different metaphor to express the "steam" of passion, in which sense Sir Walter Scott has applied it in Young Lochinvar; as,

"Her father did fret and her mother did *fume*  
While the bridegroom stood dangling his bonnet  
and plume."

7. *Receipt* is used for "place," as "a receiptacle of reason"; we also read of Jesus calling Matthew, His eighth apostle, while he was "sitting at the *receipt* of custom." *Limbeck* is the contracted form of *alembic*, from the Arabic article *al*, "the," and *ambik*, a gourd, that is, a chemical vessel shaped like a gourd, as a *still* or *retort*, and so used by the poet in the sense of an empty vessel into which anything may be poured. S. *Quell*, like "kill," comes from the A.S. *cewellan*. Old Dr. Johnson says "Quell is murder, manquellers being in the old language the term for which murderers is now used." Shakespeare also uses a "man-queller" and a "woman-queller" (2 Henry IV., ii., 1):—"O, thou honey-suckle villain! wilt thou kill God's officers, and the king's? O, thou honey-seed rogue! thou art a honey-seed, a man-queller and a woman-queller." "To quell," says Elwin, "is to subdue, to defeat; and by using this word as a neuter noun, Lady Macbeth contrives to veil the heinous nature of their guilt under

an expression at once significant of triumph and of the magnitude of the obstacle subdued," in the death of—

"A king  
Upon whose property and most dear life  
A damned defeat was made."—*Hamlet II., 1.*

The examples of the sixteenth and seventeenth centuries show us the constant change that is going on in the meaning of words; and the loss of inflexions, in which our language was once so rich; so that we discover that there are different kinds of speech in the British Isles. But we also discover that the vulgarisms, which are so common among the uneducated portion of the working classes, are in the main simply old forms of English originally spoken, and which have been handed down from father to son; yet they are vulgar only by accident of birth to very many people; therefore they should be looked upon as pardonable faults in such. This last fault, although a Scotticism in North Britain, is the grossest vulgarity in England and only committed by the illiterate or very indifferently educated classes. What thoughtful teacher would dream of pronouncing the monosyllables "king," "sling," "thing," "bring," without the full sound of "g hard"? Then what reason have you for flinging away the terminal letter "slinging," "bringing," "singing," "sighing," "dying," "flying," something, etc. Custom may make it a property of easiness, but we must not allow custom to become too tyrannical. I, for one, would sooner be deprived of much that I at present enjoy, than listen to the recital of Edgar Allan Poe's beautiful poem, "The Bells," by a professor of elocution who has a total disregard for the sound of the terminal letter *g* in dissyllables, trisyllables, etc. Then there is the lazy manner of slurring over the letter *r*; for we must not forget that it should always be trilled before a *vowel*, as in marriage, carriage, careful, spirit, imperial, very, verily, etc., not spoken thus: *marge*, *carge*, *curful*, *spurt*, *impur-yal*, *var-ye*, *var-ly*; for in so doing you not only destroy the true sound of the *r*, but you rob the vowels of their real value. The majority of the rural population of Scotland, especially of the eastern counties north of the Forth, roll the unfortunate letter about so that they can never get rid of the burr unless they leave their native land as children. When speaking of Scotch people I include Northumbrians, Cumbrians, etc., although south of the border. Scotticisms and Hibernianisms should be avoided by all young teachers. I will take some vowels; for example, the *a* is often sung in country churches as a guttural; thus, "aughmen" instead of "a(h)men." That is truly a vulgarism. There would not be so much objection to the genuine Scotch sound, which is similar to *a* in the English *wall*, but the proper sound is preferable, and

"Let us pray that come it may,  
As come it will for a' that,  
That sense and worth o'er a' the earth

May hear the gree an' a' that.  
For a' that an' a' that,  
It's comin' yet for a' that,  
That man to man the wide world o'er,  
Shall brithers be for a' that."

The same vowel in the verb *are* is not unfrequently pronounced the same as *a* in "aire." This is both an English and an Irish vernacularism. Shakespeare rhymes the word with "compare," "prepare," "snare," "rare," etc., twelve times in "Venus and Adonis," "Lucrece," and the Sonnets. Here is a specimen:—

"Base watch of woes, sin's pack-horse, virtue's snare;  
Thou nurset all, and murder'st all that are."

It is similarly rhymed too by Wither, Crashaw, Walsh, and other song-writers of the period. The same sound is carried in other words; as any, many, etc., pronounced ane-y, mane-y, etc. The sounds of the vowels *e* and *i* are daily violated; many insist on giving these letters the sound of *a* and *u*, like the Scotch. Instead of saying "pocket, market, benefit, manifold, whip, whistle, whiskey," etc.; they pronounce them "pockut, markut, benafut, manafold, whup, whistle, whuskey," etc. Many a time and oft have I been grieved to hear the manner in which uneducated choirs have bawled out the beautiful opening of the *Magnificat*:—"My soul doth magnify the Lord, and my spirit hath rejoiced in God my Saviour"; and it has been a matter of wonder to me that some kind friend who is not depending upon the neighborhood for his daily bread, does not intimate to them that "magnify" and "spirit" are preferable to "magnafy" and "spurt" or "spurut."

If the vowels received their true sound and full value, and the letter *r* were trilled when coming before them, I think you would find a smoother rhythm and greater melody in the language.

The general objection to vernacularism everywhere is that it is too marked in the majority of people to be grammatical, and also too vulgar for the speakers themselves when they have ascended from the valleys of their lowly birth to "the delectable mountains" of *society* in the days of prosperity. Of course there are gentle, as well as simple, people who have unwittingly contracted the idiom of their locality. I might, however, here remark that the affected snobbery and university vulgarity of speech, as practised in England by certain individuals, are not included; for the one is mere imbecility, and the other "shows a most pitiable ambition in the fool that uses it." Where ignorance is a voluntary misfortune we cannot be too charitable towards those who speak a vernacularism, but where it is consciously persisted in, as a peculiarity to be known by, or becomes easier through lack of energy, or as a class distinction apart from education, we cannot too strongly condemn its usage.

The educated English people all over the world should pride themselves in learning to speak the *one* language as they do in writing it; I would not insinuate that no pains are taken by the English-speaking peoples in this direction, but I would urge greater care. I have known many, nay, very many, good English scholars in every respect except in speech and — the less said the better.

Faults of speaking and reading are very difficult to get rid of if once acquired; see, for example, our schools and churches. I think the art of reading and speaking—I do not mean the florid and ornate style—is as delightful as that of singing, and in a great measure it combines the effects of both music and painting. For when a clear articulation is used, giving the vowels of each word their full volume and correct sound—for the beauty of our language depends a great deal upon the round smooth sound given to the vowels—no language with which I have any acquaintance, for instance, Greek, Latin, French, and German, can equal it in force and beauty! and although it has been called a language of consonants, "through," as Mr. Fleay says, "our present involved and tortuous spelling," I maintain it is one of vowel melody.

J. A. MACPHERSON, LL.D.

VOCAL CULTURE.

No. I.

PROF. J. S. HART, LL.D., late lecturer on Shakespeare, in the National School of Oratory and Elocution said: "Where one person is interested in music, twenty persons are pleased with good reading. Where one person is capable of becoming a skillful musician, twenty may become good readers. Where there is one suitable occasion for musical talent, there are twenty for good speaking and reading. The culture of the voice necessary for reading well is necessary for speaking well and gives a most delightful charm to the same voice in conversation. Good reading is the most effective of all commentaries upon the works of genius—it seems to bring dead authors to life again and makes us sit down familiarly with the great and good of all ages. No instrument of man's devising can reach the heart as does that most wonderful instrument, the human voice. If you would double the value of all other acquisitions, if you would add immeasurably to your own enjoyment, and to your power of promoting the enjoyment of others, cultivate with incessant care a voice necessary for good reading and speaking."

The late Bishop Simpson, speaking of the necessity of vocal culture, said: "God has given us organs which need development; there is a law of growth and culture everywhere. The human form is developed, the muscles of the arm are strengthened, the hand, so wonderful in its mechanism, is

taught to perform amazing feats. All remember how they toiled to form letters in childhood's days and how later in life they write as though it were but a moment's thought. This is the law of culture, as applicable to the voice as to the hand, and if the hand may be trained, why not the voice? The voice is one of Heaven's choicest and most wonderful gifts to man, and there are many reasons why voice culture should be a matter of great concern in this age. One is, a missionary spirit has gone abroad. Christian nations are sending teachers to the ends of the earth and they should be prepared to teach, not only matter, but manner." And, I ask, does not this apply to home missionaries as well as to foreign ones? I have quoted at length from such high authorities as the above, regarding the cultivation of voice as a speciality, because there seems an almost universal opinion that all that is necessary for correct rendition is, to thoroughly understand the sentiment to be rendered. It is indeed necessary to understand the sentiment, and not only to understand, but to feel it; but the voice is as necessary to the interpretation of sentiment as pen and ink in the writing of words. The Israelites knew how to make bricks when they had no straw as well as when they had, and it seems to me very like asking one to chop wood without an axe, to ask men and women to speak or read effectively without a proper training of their vocal organs. Voice is breath, properly controlled by the organs appointed for that purpose, and it is both unwise and unjust to neglect the development of those organs, more than the hand, the arm, the foot. We consider ourselves vastly wiser than the Chinese mother who binds her child's foot until it loses its proportions and becomes unfit to perform its God-appointed work; but is the voice not as valuable as the foot, and how many iron-clamp the vocal organs by continually misusing them? We are what we are educated to be. The voice is God's distinctive gift to man. Animals have a language of their own. When they are happy, when they are hungry, when they are frightened, they make it known; but to man alone has been given a complete set of vocal organs capable of being trained to interpret all thought. The laws of vocal culture and expression are simple, exceedingly so, and not difficult to attain. They depend, first, upon proper and *experimental* knowledge of abdominal breathing, and the use of the muscles which propel the air *from* the lungs over the vocal organs; next, the proper understanding of whatever thought is to be expressed, the understanding it, not so much as food for the mind, as thought which is to be conveyed to others; and finally, upon the power which can only be slowly attained, of training the vocal organs to such flexibility that they obey the will involuntarily, and thus the voice becomes the *true* interpreter of the messages of the mind and soul. Still, while the laws of vocal culture are simple they may be easily violated, and oftentimes more harm is done by false training than can be easily remedied by correct teaching. But nothing can be more important for the young than correct vocal development, both for its hygienic and educational value. And it ought to be considered important enough to crowd out much that now absorbs valuable time in the public school curriculum.

J. B. Churchill,

## The High School.

UNIVERSITY OF TORONTO.  
ANNUAL EXAMINATIONS, 1885.—JUNIOR  
MATRICULATION.  
ENGLISH.

ARTS: HONORS.

Examiner—DAVID R. KEYS, B.A.

1. Trace the growth of Shakespeare's reputation from A.D. 1598, to the present day. Give a reason for the selection of the former date.

2. Make a classified list of his historical plays.

3. How far was Shakespeare fitted by education for writing classical dramas? Compare him with other Elizabethan dramatists in this respect. Refer to facts illustrating the popularity of such plays in his time.

4. Analyse the characters of Coriolanus and Aufidius. Compare the relations between Menenius and Coriolanus with those between Antony and Julius Caesar.

5. In what dramatic elements is the play lacking?

6. What view does this play give of the political opinions of the dramatist? Examine how far this evidence is supported or rebutted by other plays.

7. Define and derive the following words as used in this play: *Ædile*, *casque*, *cautelous*, *clip*, *cog*, *doit*, *fond*, *kam*, *leasing*, *mountebank*.

### FRENCH.

ARTS: HONORS.

Examiner—CHAS. WHEATHAM, B.A.

Full Paper—Four-fifths.

I.

Translate :

Les Indiens, attirés par le spectacle de ce naufrage et de cette forteresse bâtie par des étrangers sur leur grève, échangeaient avec les Espagnols des vivres contre des objets sans valeur, dont la nouveauté faisait le prix à leurs yeux. Cependant les mois s'écoulaient, les provisions s'épuisaient, les terreurs, l'avenir et les murmures séditieux des équipages jetaient l'âme de l'amiral dans une pensive anxiété. Le seul espoir de salut qui restait était donc un avis de sa détresse donné au gouverneur d'Hispaniola, Ovando. Mais cinquante lieues de mer séparaient Hispaniola de la Jamaïque. Un canot de sauvages était la seule embarcation qu'il pût mettre à flot ; quel homme assez dévoué pour ses frères jouerait sa vie contre un élément si vaste et si terrible, sur un tronc d'arbre creusé et sans autre grément qu'une rame ? Diego Mendez, jeune officier de l'escadre de Colomb, qui avait déjà montré dans d'autres extrémités l'oubli de soi-même qui fait les héros et les miracles, s'offrit une nuit à la pensée de l'amiral. Il le fit appeler en secret près de son lit, où la goutte le retenait, et lui dit : " Mon fils, de tous ceux qui sont ici, vous et moi nous comprenons seuls les dangers dans lesquels nous n'avons en perspective que la mort. Un seul moyen nous reste à tenter : il faut qu'un seul s'expose à périr pour tous ou nous sauve tous. Voulez-vous être celui-là ? " Mendez répondit : " Monseigneur, je me suis plusieurs fois dévoué pour mes frères : mais il y en a qui murmurent et qui disent que votre faveur me choisit toujours quand il y a une action d'éclat à tenter. Proposez donc demain à tout l'équipage la mission que vous m'offrez, et si nul ne l'accepte, je vous obéirai." L'amiral fit le lendemain ce que

Mendez lui avait demandé. Tout l'équipage interrogé se récria sur l'impossibilité d'une traversée immense sur un morceau de bois, jouet du vent et des lames. Mendez alors s'avança et dit modestement : " Je n'ai qu'une vie à perdre, mais je suis prêt à l'exposer pour votre service et pour le salut de tous ; je m'abandonne à la protection de Dieu ! " Il partit et se perdit dans les brumes et dans les écumes de l'horizon aux yeux des Espagnols, dont il portait la vie avec la sienne.

Christophe Colomb.

1. échangeaient . . . des vivres contre. Translate : I must go and change my coat. He wants to trade knives with me.

2. Les mois s'écoulaient, les provisions s'épuisaient. Write notes on the use of the imperf. and pret. def. tenses in French.

3. Sauvages. Give the more usual word in this biography.

4. Quel homme. Distinguish between 'quel' and 'lequel,' giving examples of their use.

5. Qui avait déjà montré. Distinguish between 'déjà' and 'encore,' and translate: He has not come yet. Have you read his book yet? Have you finished it already? Have they not seen him yet? We have eaten four already. Is he here still?

6. Où la goutte le retenait. Give another expression for 'où.'

7. Nous n'avons en perspective que la mort ; si nul ne l'accepte. Why is 'pas' not used?

8. Si nul ne l'accepte. Translate: Do you know whether he would accept the mission? If no one else would accept it he would go. If he will go we shall see him there.

9. Il partit. Distinguish between 'partir,' and 'sortir.'

10. Dont il portait la vie. What objection would you make to 'de qui' or 'desquels' instead of 'dont' in this sentence.

11. Give fem. forms of: séditieux, vaste, tous, prêt ; and mark the gender of: grève, vivres, yeux, mois, terreurs, avenir, lieues, mer, extrémités, oubli, faveur, éclat, bois, lames, service.

12. Parse: restât, pût, reste, s'expose, disent, choisit, accepte. Where subj., explain.

13. Give pres. particip., and pres. indic. (in full) of: jetaient, pût, mettre, s'offrit, appeler, répondit, choisit, s'avança, partit.

12. Indicate pronunciation of: objets, faisait, équipages, tronc, héros, secret, fils, dangers.

15 Give your own estimate of this biography and its author, pointing out what you regard as characteristic.

### II.

1. Translate: Le courage d'une jeune fille, qui, vers la fin du règne de Paul Ier, partit à pied de la Sibérie pour venir à Saint-Petersbourg demander la grâce de son père, fit assez de bruit dans le temps pour engager un auteur célèbre à faire une héroïne de roman de cette intéressante voyageuse. Mais les personnes qui l'ont connue paraissent regretter qu'on ait prêtés des aventures d'amour et des idées romanesques à une jeune et noble vierge qui n'eut jamais d'autre passion que l'amour filial le plus pur, et qui, sans appui, sans conseil, trouva dans son cœur la pensée de l'action la plus généreuse et la force de l'exécuter. Si le récit de ses aventures n'offre point cet intérêt de surprise que peut inspirer un romancier pour des personnages imaginaires, on ne lira peut-être pas

sans quelque plaisir la simple histoire de sa vie, assez intéressante par elle-même, sans autre ornement que la vérité.

XAVIER DE MAISTRE. *La Jeune Sibérienne.*

2. Translate : " Good morning, sir ! You were very good indeed to wait for me, and I hope you will pardon me for having kept you so long. After I left you yesterday evening I hurried home intending first to make preparations for to-day's trip, and then to retire early. Well, you know how cold it was, and I need not tell you I was not too warm when I reached the house ; so, after taking off my overcoat and shoes, I put on my slippers, drew my chair up to the fire and sat down to thaw my toes out. I had probably not been there more than five minutes before I fell asleep. When I awoke I had a terrible headache and a pain in my back, and I could easily guess it was growing late, for my watch had stopped at seventeen minutes past twelve, and the lamp was just about to say good-night, or rather good morning. I opened the dining-room door and found it was twenty-eight minutes to three by the clock. So I immediately went up stairs, and in seven minutes, or less than that, I was undressed and in bed. Naturally enough it was late when I rose—then I had all my arrangements to make for the day ; but I set to work at once, and as I was not hungry I gained the time I should have spent at breakfast. For all that I should have been here half an hour ago according to my promise, and my only justification is that under the circumstances it was not possible to come a minute earlier. But have you really been here half an hour yourself? "

### GREEK GRAMMAR.

HONORS.

Examiner—GEORGE H. ROBINSON, M.A.

1 Decline in combination, *φυγὰς ἰππεύς*.

2. Write down the gen. and acc. sing. and dat. pl. of *νέων*, *φιλάξ*, *τριήρης*, *κέρδος*, *λιμήν*, *σπίς*, *γυνή*.

3. Distinguish between *γῆρας*, *γῆρας* ; *κράτος*, *κρατός* ; *ἐξ*, *ἐξ* ; *ἄλλοι*, *οἱ ἄλλοι* ; *τὰ αὐτὰ χρίματα*, *αὐτὰ τὰ χρίματα*, *ταῦτα τὰ χρίματα* ; *πῦρ*, *πότε*, *πῶς* and *που ποτέ*, *πῶς*.

4. Write down the Greek numerals, cardinal, ordinal and adverbial up to 10 inclusive, giving also their signs. Express 1885 in Greek characters.

5. Give aorist in use of *ἔθω*, *πίνω*, *πῶσχω*, *ἀφίημι*, *βνθίσκω*, *φημι ὄρνυμι*, *βιάλλω*.

6. Form future from stems: *δρα*—, *ἦβα*—, *τελε*—, *φιλε*—, *νομιδ*—, *βιβαδ*—, *φαν*—, *ἔσ*—, *ἔ*—, *—ι*.

7. Write a brief note on *The Augment*.

8. Translate so as to show the meaning of the termination—*σωτήρ*, *κριτής*, *ἰππεύς* *πίστεις*, *κακότης*, *παίδιον*, *Νεστοριδής*, *ἀνθράκπιον*, *παιδάρων*, *ῥήμα*.

9. Translate into English :

(a) *ναῦς αὐτοῖς ἀνδράσι κάτεδν.*

(b) *Κλεῶν τρίτος, αὐτὸς ἐξέπεσε.*

(c) *τὸ αὐτὸ πάσχεις ἐμοί.*

(d) *αὐτοῦ κελύοντος οὐδεν εἶπον.*

10. Translate into Greek :

(a) Chærephon going to Delphi asked if any one were wiser than I.

(b) He said he would give what he had.

(c) They seized Oronces by the girdle.

(d) All in the country fled into the city.

*The Public School.*

**HEEDLESSNESS.**

MRS. A. L. CURTISS, NORTH ADAMS, MASS.

THAT heedlessness is a wide-spread evil and one that is far-reaching in its consequences, no one will deny. It is a fault so common to children that teachers seem to consider it a natural characteristic of that period, and accordingly treat it in such a way as to foster its development. In this regard primary teachers have the greatest responsibility so far as schools are concerned. If the child learns that his teacher does not expect much of him, and is easily satisfied with his work, he ceases trying to do his very best.

As the pupil advances to written arithmetic, see to it that he performs his examples with due care as to formation of figures, use of signs, and arrangement of work. How many children have formed careless habits of omitting the signs (especially in common fractions), of misplacing the dividend and divisor, of blundering in copying the examples? all of which faults reflect upon the teacher. If careful attention had been bestowed upon these and kindred points, from the very first, these habits could not have developed. To be sure, all are liable to make mistakes occasionally, but blunders should be the exception not the rule. The teacher unconsciously aids in increasing inattention by replying to the same question several times, by assigning the lessons more than once, and by pronouncing words in spelling, or by stating examples as many times as there are heedless ones to say, "I didn't understand." Allowing constant erasure of work is also the source of much carelessness. If the child learns to use the eraser only when his work is completed, he will work more deliberately and make no false strokes.

The teacher should never be satisfied with knowing that the pupil has the "right idea." Insist that he shall know the subject and be able to state his knowledge clearly. If definitions are desired, let them be the best possible, and let them be committed to memory without changing "one jot or one tittle." In other words, insist upon exactness in everything. If teachers in primary and intermediate schools were exceedingly exacting upon what may be trifling errors in their grades, pupils would reach the higher grades with better ability to cope with complicated problems in analysis, Latin declensions and conjugations.—*School Education.*

AT the close of the public school in the town of Blenheim for the summer holidays the principal, Mr. James Bruce, was presented, by the senior class in his department, with an address and a purse containing seventy dollars.

*The University.*

**UNIVERSITY OF TORONTO.**

**JUNIOR MATRICULATION.**

THE examiners' report of the results of the recent matriculation examination is given below. Of the 198 candidates in arts 161 passed; the four in medicine all passed. The 22 ladies who wrote were all successful. H. J. Cody, of Galt C. I., has taken four scholarships; A. T. Hunter, of Toronto C. I., and G. A. H. Fraser, of Barrie, two each.

**SCHOLARSHIPS—ARTS.**

Mary Mulock—classical—H. J. Cody (quadruple), Galt C. I.

Mathematics—H. R. Moore, Collingwood C. I.

Modern languages—1. H. J. Cody, Galt C. I. 2. A. T. Hunter (double), Toronto C. I. 3. G. A. H. Fraser (double), Barrie C. I.

Prince of Wales—H. J. Cody, Galt C. I.

General proficiency—1. H. J. Cody, Galt C. I. 2. S. F. Houston, Toronto C. I. 3. A. T. Hunter, Toronto C. I. 4. G. C. Biggar, U. C. College. 5. G. A. H. Fraser, Barrie C. I. 6. J. H. Moss, U. C. College.

No scholarships were awarded in medicine.

**HONOR LIST: ARTS.**

Classics—Cl. I.—H. J. Cody, E. G. Rykert and L. B. Stephenson, D. McKay, A. T. Hunter, T. Messmore, T. D. Duncombe and G. A. H. Fraser, G. C. Biggar, S. F. Houston and J. A. Maclean, J. H. Moss. Cl. II.—G. D. Grant, R. T. Andrews, H. L. Barber and R. E. Gemmell, J. R. Sinclair, W. H. Johnston, J. McCallum, J. A. Mustard, F. Billings and L. J. Crawford.

Latin only—Cl. I.—F. C. Snider, W. C. Ferguson, H. F. Gadsby and H. J. Jones. Class II.—G. M. Brown.

Mathematics—Cl. I.—H. R. Moore, H. L. Barber, H. J. Cody, W. H. B. Spotton, L. Thomas, S. F. Houston, T. D. Duncombe, D. Hull, H. S. Robertson, W. F. Roach, J. W. Odell and W. S. Percy, J. L. Garvin, F. W. French, F. W. Scott, G. C. Biggar, and J. McNicholl, H. S. Gray, E. B. Merrill, A. T. Hunter, J. H. Senkler, D. M. Robertson, J. H. Moss. Cl. II.—A. Meldrum, J. W. Forbes and H. E. Matthews, G. A. H. Fraser, J. T. Scott, T. T. Gardhouse, C. W. McWilliams, J. A. Henderson, T. C. Des Barres, R. Whyte, R. H. Knox, J. R. Sinclair and J. D. Spence, J. D. Edgar, R. E. Miller, G. E. Mabee.

English—Cl. I.—S. F. Houston, G. A. H. Fraser, A. T. Hunter, H. J. Cody, J. McNair, H. F. Gadsby and H. T. Jones, G. C. Biggar, E. M. Hogg, A. G. Campbell, T. C. Des Barres. Cl. II.—M. J. O'Connor, J. H. Moss, J. T. Scott, W. C. Ferguson, J. A. Maclean and J. D. Spence, J. McCallum, D. McKay, F. C. Snider, G. M. Brown and D. M. Robertson, C. L. Hillyard, M. R. Robertson, J. S. Scott, M. Ballard, J. F. Mills and L. B. Stephenson, J. E. Armstrong, N. Kely, W. Mills and W. F. Roach, F. Billings, H. S. Robertson and F. Tracey, L. Thomas, A. B. Clarke, E. S. B. Cronyn, E. M. Curzon, J. McNicholl, J. R. Sinclair and W. B. Taylor, M. Mott and E. M. Stewart, J. Hewetson, J. J. Warren, J. Axford and A. W. Macmurchy.

History and Geography—Cl. I.—S. F. Houston, H. J. Cody, J. A. Maclean, G. A. H. Fraser and F. C. Snider, H. S. Robertson, A. G. Campbell. Cl. II.—G. M. Brown, E. M. Hogg, L. B. Stephenson and W. B. Taylor, J. McCallum, T. C. Des Barres, R. H. Knox and D. M. Robertson, W. Cross, A. F. Hunter, H. Jones and J. H. Rodd, J. E. Armstrong and J. M. McNair, E. M. Curzon, J. F. Mills, J. A. Henderson, J. R. MacDonald and J. D. Spence, E. M. Stewart and F. Tracey, R. Gill and J. T. Scott, A. B. Clarke and J. H. Moss, G. C. Biggar and W. C. Ferguson, J. S. Scott and L. Thomas, J. A. Cooper and C. L. Hillyard, H. L. Barber and W. A. Miller, A. W. Macmurchy and J. R. Sinclair, R. E. Gemmell, T. T. Gardhouse, D. McKay, W. F. Roach, W. M. Allen and H. E. Matthews, A. E. Nicholls, M. R. Robertson and J. J. Warren, E. M. Elliott.

French—Cl. I.—G. C. Biggar, F. C. Snider, S. F. Houston, M. Ballard, H. J. Cody, A. G. Campbell, A. T. Hunter and D. McKay, J. H. Moss, H. L. Barber and J. T. Scott, G. M. Brown, A. B. Clarke and E. M. Stewart, H. T. Jones and L. Thomas, G. A. H. Fraser and N. Kely, W. C. Ferguson, E. M. Hogg and J. D. Spence. Cl. II.—L. B. Stephenson, C. L. Hillyard and T. H. Roberts, J. A. Henderson, E. L. Green, M. Mott, E. M. Elliott, M. Falconbridge, J. H. Rodd and H. W. C. Shore, A. E. Nicholls and M. R. Robertson, J. W. Odell and B. E. Williams.

German—Cl. I.—H. J. Cody, L. Thomas, A. G. Campbell, G. A. H. Fraser, A. T. Hunter, M. Ballard, J. H. Moss, H. L. Barber and F. C. Snider, M. Mott, C. L. Hillyard, M. R. Robertson, E. M. Hogg and E. M. Stewart, H. W. C. Shore, G. C. Biggar, J. T. Scott, W. C. Ferguson, J. T. Jones. Cl. II.—J. H. Rodd, M. Falconbridge, W. B. Taylor, G. M. Brown and J. D. Spence, T. H. Roberts, E. L. Green, L. B. Stephenson, N. Kely, A. B. Clarke, W. L. Hillyard, H. E. Matthew, B. E. Williams, J. W. Odell.

**HONOR LIST—MEDICINE.**

Classics—Cl. II.—1. W. R. G. Phair, E. Pugsley. Mathematics—Cl. I.—E. Pugsley. Cl. II.—W. A. Sangster. English—Cl. II.—Sangster, Phair. History—Cl. II.—Sangster. French—Cl. II.—Sangster. Phair. German—Cl. I.—Pugsley, Sangster. Cl. II.—Towle. Chemistry—Cl. II.—Phair.

**LOCAL EXAMINATIONS FOR WOMEN—PASS.**

The figures after the names indicate the groups in which the candidate passed.

Brantford Ladies' College—S. A. Adams 3, K. Clute 3, D. J. Hart 3, M. Lackner 3, M. Somerville 3, M. R. Wilson 3, T. H. Mowat 3.

Fergus High School—M. A. Anderson 2, J. L. Keenan 2, B. S. Napier 2, A. C. Nelson 3, R. E. Pringle 2, 3, L. A. Richardson 2, 3, M. E. Robinson 3, 2, L. H. Russell 2, 3, A. H. Stark, 2, 3.

Petrolia High School—F. J. Brownscombe 2, H. Eckardt 2, 3, J. Hatley 2, W. T. Lewis 2, M. McFarlane 2, 3, E. M. McRobbie 2, E. Sanson 2, H. E. Simmons 2, J. Sinclair 2, N. Stapleton 3, J. Murdock 2.

Galt Collegiate Institute—A. L. Armstrong 2, L. Haigh 2, N. Henderson 2.

St. Thomas Collegiate Institute—E. Craig 2,



E. M. Farley 2, K. McCollum 2, K. McKellar 2, R. Munro 2, M. Pelan 2, 3, B. Rogers 2, 3, E. Stacey 2, 3, S. Walker 2.

Toronto Collegiate Institute—M. Cowan 3, M. McMaster 3.

Streetsville High School—S. Owen 2, 3.

Whitby Ladies' College—A. P. Dobie 2, 3, 4, G. M. Harrison 2, 3, 4, P. M. McHardy 2, C. Smardon 3, 4.

LOCAL EXAMINATION FOR WOMEN—HONORS.

English—Cl. II.—M. Somerville and M. Cowan, D. J. Hart, K. Clute, S. A. Adams and M. R. Wilson.

History and Geography Cl. II. M. McMaster, M. Somerville, N. Lackner, M. Cowan, M. R. Wilson, D. J. Hart and E. M. Harrison, S. A. Adams.

French—Cl. II.—A. P. Dobie and C. Smardon, M. McMaster, D. J. Hart, E. M. Harrison, S. A. Adams, M. Cowan, M. R. Wilson, M. Lackner, N. Somerville.

German—Cl. II.—C. Smardon.

### THE SCHOOLS AND THEIR SUCCESSFUL CANDIDATES.

The colleges, collegiate institutes and high schools have the following number of successful candidates credited to them: Upper Canada College and Toronto Collegiate Institute, 15; St. Catharines Collegiate Institute, 9; St. Mary's Collegiate Institute, 8; Galt Collegiate Institute, Clinton High School, Uxbridge High School, 6 each; Woodstock College, Barrie Collegiate Institute, St. Michael's College, Hamilton Collegiate Institute, Brantford Collegiate Institute, 5 each; Strathroy High School, Whitby Collegiate Institute, Perth Collegiate Institute, Bradford High School, Walkerton High School, Belleville High School, Collingwood High School, 4 each; St. Thomas, Orillia, London, Weston, Stratford, Ridgetown, Newmarket, Harriston, 3 each; Port Hope, Bowmanville, Oshawa, Richmond Hill, Ottawa, Orangeville, Berlin, Guelph, Pickering College, 2 each; Knox College, Aylmer, St. Mary's College, Montreal, Welland, Bishop Strachan School, Brampton, Owen Sound, Mount Forest, Goderich, Port Rowan, Almonte, Guelph, Picton, Simcoe, Peterboro, Wycliffe College, Brighton, St. John's College, Winnipeg, Port Dover, Ingersoll, 1 each.

The scholarships go to the schools as follows: Toronto Collegiate Institute gets 3—2 second, 1 third; Galt gets 4 first—all taken by one man, H. J. Cody having passed what the examiners called a phenomenal examination; Collingwood Collegiate Institute, 1 first; Barrie Collegiate Institute, 2—1 third, 1 fifth; Upper Canada College 2—1 fourth, 1 sixth.—*The World*.

### HONORS WON BY THE SCHOOLS.

We give below a comparison of the number of honors won by the different schools at the last matriculation examination of

Toronto University. The results have generally been given in such a way that no distinction was made between honors in a full department, such as classics, and honors in a sub-department, such as English, though there are four sub-departments in the department of modern languages. We have, in the statement given below, counted each sub-department as one and each full department as four. Toronto C. I. has 38 first class honors, and 27 second; Upper Canada College, 40 first, 16 second; St. Catharines C. I., 16 first, 8 second; Perth C. I., 17 first, 4 second; Barrie C. I., 16 first, 4 second; Bowmanville H. S., 10 first, 7 second; Galt C. I., 12 first; Brantford C. I., 9 first, 6 second; Uxbridge H. S., 8 first, 8 second; St. Mary's C. I., 3 first, 20 second; Strathroy C. I., 6 first, 6 second; London C. I., 4 first, 9 second; Stratford C. I., 3 first, 10 second; Woodstock College, 3 first, 10 second; Newmarket H. S., 5 first, 4 second; Collingwood C. I., 5 first, 3 second; Pickering College, 4 first, 4 second; St. Thomas C. I., 4 first, 4 second; Whitby C. I., 15 second; Clinton H. S., 4 first, 2 second; Peterboro, 4 first; Picton, 4 first; Guelph H. S., 8 second; Orangeville H. S., 6 second; Brampton H. S. and Ottawa C. I., each 5 second; Aylmer H. S., Brighton H. S., Orillia H. S., and Port Rowan H. S., each 4 second; Port Hope H. S., 3 second; Harriston H. S., Oshawa H. S., Bishop Strachan School, Richmond Hill H. S., Welland H. S., and Weston H. S., each 2 second; Berlin H. S., Hamilton C. I., Ridgetown H. S., and Simcoe H. S., each 1 second.

## Educational Intelligence.

### NOVA SCOTIA TEACHERS ASSOCIATION.

ON 15th July the Educational Association of Nova Scotia met at Truro. The following are the officers: President, Dr. Allison; Vice-president, Principal Calkin; Secretary, Supervisor McKay; Assistant Secretary, A. J. G. McEchen. The association numbers among its members about three hundred and thirty persons. On Wednesday morning a lesson was given to a class in elementary Physics by Mr. Bank, a young man who has just graduated at the Normal School. Though the pupils were evidently fairly clever, they seemed to many teachers as not well-versed in the subject. The presence of such a large audience may have dismayed the bright looking little lads and lassies. A very interesting lesson on Botany was given to a class of boys and girls about 9 years of age, by Miss Reddie, a young Normalite. The pupils and the pupil-teacher acquitted themselves admirably. Superintendent Crockett, of New Brunswick, read a very interesting paper, subject: "The Kindergarten and

Other Educational Systems." He showed that many different systems had been fairly successful, because they were all founded on nature. Pestalozzi, Plato, Roger Ascham, were sketched and their characteristics described. Next came an able paper on "The Philosophy of Education," by Dr. Rand. He showed clearly that it was a mistake to pronounce all old systems useless or effete. We are too apt to go to extremes; he thought it high time for educators to become more conservative. He denied that the learner should touch only branches he loved. The unpleasant may very often be made pleasant; but even if not made pleasant, certain unattractive studies are to certain minds a vast benefit. Dr. Allison's paper and his various addresses were as usual characterized by candor, fairness, pointedness, and common sense. Now, more than ever before, though the Doctor has always been a popular official, it was felt by the teachers that he is emphatically "the right man in the right place." Long may he fill the position he graces.—*The Critic*.

### CARDINAL MANNING ON THE ENGLISH SCHOOL SYSTEM.

AT the last annual meeting of the Westminster Diocesan Education Fund Cardinal Manning presided and spoke at some length. Among his remarks were the following:—

"The great change in the education of the children of England was brought about by those who had previously been doing everything in their power, by immense self-denial, and contributions of millions of money in the advancement of education, and had covered the country with a vast network of education. Then came the whole Board school system, and to the Board schools at the present time the education rate was exclusively devoted, not to voluntary schools and to those who had done everything, but to the Board schools which followed. His opinion was that from that date the education in Christianity in England was put upon an inclined plane, for from the first period when the State in England took into its hands the education of the English people, it established a principle which contained in itself a claim to the schools and the control of them, and not only of the schools, but of the children in them. Thus since 1870 the children in English schools were children of the State. Perhaps some people had been a little asleep at the time in not perceiving the full reach of that scheme. If anybody would take the trouble to read what was to be found as to the common school system in America, where the children were regarded as the children of the public at large, and would then look to the condition of education in France, where there was no authority whatever required, and the government

of education was a sort of lay charge, his meaning would be understood. Those who had introduced the present educational system in England had, he maintained, included all the four points which constituted the French and American systems—of universal, secular, compulsory, and free education. At the present time the two great principles of voluntary effort and State help, which were working together harmoniously before 1870, were put into antagonism, and unless they could be brought into some common field of reconciliation in some manner by which there would be room for both these systems—one which never ought to perish, because it was the only form in which liberty of conscience could be preserved, and the other, which he believed never would perish, because it was established on a broad basis, with all the powers of the State—unless these could be brought into something like harmony he was afraid the country would see that the irresistible power of the law would gradually starve or crush the free and the Christian education of this country. He believed that every denomination had decreased in the number of schools it had since the foundation of the Board school system, with the exception of the Catholic religion, the schools of which had gained."

EDUCATION IN NEW SOUTH WALES.

THE *Schoolmaster* (London, England) says: "Our colonies oftentimes set us an example in matters educational. The necessity for putting within the reach of all the opportunity of obtaining a sound education is thoroughly recognized, and neither expense nor effort is spared to render the educational system as efficient as possible. Thus, with respect to the provision of secondary and higher instruction, we find New South Wales with a carefully devised system already in operation. While men are still agitating in favor of some general system being established in this country, we learn that in 1883 the New South Wales Government, with the sanction of the Colonial Parliament, commenced establishing a number of high schools, with a view to enabling the more promising scholars in the public schools to reach a higher standard of education. The new schools, eight in number, came into operation in 1884, the teaching staff consisting of twenty-three permanent and three visiting teachers, the number of pupils enrolled being 448. Of these latter, one passed in the senior and fifty-six in the junior public examination at Sydney University in November last. The amount made available for high school purposes by the New South Wales Parliament was £12,000, voted in 1883; and £7,000 in 1884. The Sydney Grammar School is one of the great feeders

of the Sydney University. There have usually been 400 pupils, with suspended applications for further admissions; and even in face of the newly established high schools and their greater cheapness to the pupils, the roll in 1884 was up to 398, with an average attendance of 365. The number of grammar school pupils who passed at the last public examinations at Sydney University was eight seniors and twenty-six juniors; but the better test of the efficiency aimed at by the principal is to be found in the matriculation examinations for the university. At the last of these no less than twenty out of a total of eighty-four who passed came from this school; and one of whom gained the scholarships for classics and for general proficiency, and was bracketed equal for that in mathematics. The cost to the New South Wales Government of this institution is only £1,500 a year, out of a total expenditure on it of £9,140.

THE CANADIAN SHORTHAND CONVENTION.

AMPLE preparations are being made by the officers in charge to make this year's Convention the most successful yet held, and the Council look for a large attendance of Canadian shorthanders, as well as a number of Americans on their way to Buffalo who may wish to renew their acquaintance with Toronto. A hearty welcome is extended to them. The programme is not yet sufficiently complete to warrant publication, but we may mention, however, that it is proposed to hold an exhibition of writing machines of all kinds which will be of great interest to everyone interested in rapid writing. Practical and valuable suggestions as to manifolding, phonoscribing, etc., will be given by those qualified to speak; in fact, the key-note of the Convention will be "Practical Pointers." The date set for the Convention, it will be remembered, is Monday, the 17th of August. The President, Mr. Thomas Bengough, Public Library Building, or the Secretary, Mr. Frank Yeigh, 262 Sherbourne Street, would like to receive the names of any who expect to attend.—*Shorthand.*

Personals.

VICTOR HUGO received \$70,000 for "Les Misérables," \$40,000 for "L'Homme Qui Rit," \$30,000 for "Les Travailleurs de la Mer," and \$8,000 each for "Shakespeare" and the "Chansons des Rues et Bois." It is said that he had \$600,000 deposited with Rothschilds, besides a greater sum in the Bank of Belgium, and his freehold properties in Paris and Guernsey. A special clause is reserved in his will—made in 1875—disposing of the copyrights of his works. The theatrical copyrights are left to M. Paul Maurice; the rest to M. Vacquerie. Besides the money be-

queathed to his family, \$200,000 is set aside for an object which is not very clearly defined. The will, it is said, is a mystery, and seems to be a document setting forth his political, philosophical, and social views.

AMONG some posthumous notes of Longfellow's on his translation of Dante, is the following translation of a sonnet by Vanni Fucci, which is given in the fourth annual report of the Dante Society:

Shine not for me henceforth or Moon or Sun,  
Nor let the Earth bring forth its fruits for me,  
Let air, and fire, and water hostile be  
Forever more, and me let fortune shun!  
Let every star and planet, one by one,  
Blast me, and brutify each sense! for see,  
Ruined I cannot be more utterly,  
Nor suffer greater pain than I have done!  
Now will I live even as a savage wight,  
Barefoot and naked, dwelling in desert place,  
And he who will may do me wrong and spite:  
I cannot suffer any worse disgrace.  
April or May can bring me no delight,  
Nor anything my sense of shame efface;  
Since I have lost the good I might have still,  
Through little wit, and not of my own will.

THE fact that Mr. Ruskin has resigned the Slade Professorship at Oxford (which he has held, on a second tenure, since 1883) will have caused more regret than surprise. Mr. Ruskin may well feel in his sixty-seventh year that the adequate discharge of its duties (and it has always been the reverse of a sinecure in his hands) is no longer compatible with "a just estimate of decline in the energy of advancing age," and that it would seriously interfere with the other undertakings, both literary and practical, that he still has on hand. There is the Ruskin Museum at Bewley, for one thing, to be built, and to be arranged "as a type for such buildings in other localities as centres of literary and artistic education." Then there is the educational work in mineralogy to be completed, the catalogues and "grammar of silica" to be published. These are tasks undertaken in connection with the St. George's Guild, and another is the work of obtaining records, both by pen and pencil, "for the help of the few travellers who still care for her monuments," of more than one city. The "Bible of Amiens" is not yet finished, and the "Mornings in Florence" (which so annoyed Mr. Henry James) require at least a concluding chapter. Besides all this there is much work of a definitely literary kind which Mr. Ruskin has yet on hand, and which he is known to have much at heart. There are the "Sketches of the History of Christendom," of which only one part has as yet appeared, and Miss Alexander's "Roadside Songs of Tuscany," which he is seeing through the press. "Proserpina" (Studies of Wayside Flowers), "Deucalion" (Studies on the Lapse of Waves and Life of Stones), and the "Laws of Fesole" are all in progress. Only recently a series of reprints from "Modern Painters," in which Mr. Ruskin is collecting and completing what he has said on mountains, clouds and trees, has been begun. Even of these works the completion could hardly be looked for in an author of less assiduity than Mr. Ruskin; and when one adds the autobiography which is to crown his long life of literary labor, it is easy to see in his resignation of the Slade Professorship some compensation to his readers at large for the loss to his pupils at Oxford.—*Pull Mall Gazette.*

## Examination Papers.

### HIGH SCHOOL ENTRANCE.

JULY, 1885.

#### ENGLISH LITERATURE.

Examiner—JOHN SEATH, B.A.

NOTE.—100 marks constitute a full paper. A maximum of 15 marks may also be allowed for composition, and of 5 marks for writing and neatness.

#### CANADIAN READERS.

1. Lives of great men all remind us,  
We can make our lives sublime,  
And, departing, leave behind us  
Footprints on the sand of time ;

Footprints that, perhaps, another,  
Sailing o'er life's solemn main,  
A forlorn and shipwrecked brother,  
Seeing, shall take heart again.

Let us, then, be up and doing,  
With a heart for any fate ;  
Still achieving, still pursuing,  
Learn to labor and to wait.

(a) Why is the poem to which these stanzas belong called 'A Psalm of Life' ?

(b) Explain 'sublime,' and illustrate by an example the meaning of ll. 1-2.

(c) As what are 'time' and 'life' here represented? Explain the use of 'solemn.'

(d) What is really meant by 'a forlorn and shipwrecked brother,' and 'take heart again' ?

(e) How could the 'footprints' produce this effect ?

(f) Express by a clause the meaning of 'then.'

(g) Show by the preceding part of the poem what is meant by 'up and doing' and 'With a heart for any fate.'

(h) Distinguish 'achieving' and 'finishing.' Why is 'still' repeated ?

(i) Give in your own words the meaning of ll. 11 and 12.

(j) Name the emphatic words in ll. 1-6, and show where the pauses should be made in ll. 1-4. What feelings should we express in reading ll. 9-12 ?

(k) What lessons, for our guidance in life, may we learn from 'A Psalm of Life' ?

2. The Town Pump and the Cow ! Such is the glorious partnership that shall finally monopolize the whole business of quenching thirst. Blessed consummation ! Then Poverty shall pass away from the land, finding no hovel so wretched where her squalid form may shelter itself. Then Disease, for lack of other victims, shall gnaw his own heart and die. Then Sin, if she do not die, shall lose half her strength. Then there will be no war of households. The husband and the wife, drinking deep of peaceful joy, a calm bliss of temperate affections, shall pass hand in hand through life, and lie down, not reluctantly, at its protracted close. To them the past will be no turmoil of mad dreams, nor the future an eternity of such moments as follow the delirium of a drunkard. Their dead faces shall express what their spirits were, and are to be, by a lingering smile of memory and hope.

(a) Give for each of the following a meaning which may be put for it in the foregoing passage : 'monopolize,' 'consummation,' 'squa-

lid,' 'for lack of other victims,' 'war of households,' 'a calm bliss of temperate affections,' 'its protracted close,' 'no turmoil of mad dreams,' 'the delirium of a drunkard.' [In answer to this question, the candidate should write down simply the expressions he proposes to substitute, without making any further explanation.]

(b) What is the real object of the lesson to which this passage belongs ?

(c) Explain how the 'consummation' will produce each of the effects described.

(d) Why does Hawthorne add 'not reluctantly' ?

(e) With what are 'turmoil of mad dreams' and 'delirium' contrasted ?

(f) Explain fully the meaning of the last sentence.

3. Quote from the lessons you have memorized a passage containing one or more noble thoughts.

4. Reproduce in prose 'The Burial of Sir John Moore.'

#### HISTORY.

Examiner—JOHN SEATH, B.A.

NOTE.—75 marks constitute a full paper. A maximum of 15 marks may also be allowed for composition, and of 5 for writing and neatness.

1. Give an account of the coming of the English into Britain.

2. State the causes and results of the Wars of the Roses.

3. Show that Elizabeth's reign marked the beginning of a new state of things in England.

4. Outline the course of the English Revolution, stating its causes and its results.

5. Sketch the career of William Pitt, the elder. Describe the condition of England when he was at the head of her affairs.

6. Name the wars of England which directly concerned her North American colonies. Give an account of any one of them.

7. Show the truth of the statement that England and Canada are now governed by the people. Show also that this has not always been the condition of matters.

8. What makes an event or a person important in the history of a nation? Why is each of the following important in the history of the English nation: Hampden, Henry VIII., Willerforce, Chaucer, the Treaty of Paris, and the French Revolution ?

#### GEOGRAPHY.

Examiner—J. E. HODGSON, M.A.

NOTE.—75 marks constitute a full paper. A maximum of 5 marks may also be allowed for neatness and writing.

1. Define equator, tropic, horizon, glacier, water-shed.

2. What and where are the following: Prince Albert, Callender, Soudan, Khartoum, Herat, Cyprus, Quito, Battleford ?

3. Name the principal cities and towns of Ontario (a) on the main line of the Grand Trunk Railway; (b) on the main line of the Canadian Pacific Railway.

4. Draw an outline map of the western peninsula of Ontario, and on it indicate the principal rivers, cities, and towns.

5. Name two of the principal productions of each of the provinces of Canada.

6. Trace the chain of the great Canadian lakes, and the course of St. Lawrence and Ottawa rivers.

7. State the boundaries of the following countries: Egypt, Russia, France, Brazil, United States of America.

#### ENGLISH GRAMMAR.

Examiner—JOHN SEATH, B.A.

NOTE.—100 marks constitute a full paper. A maximum of 5 marks may also be allowed for neatness and writing.

1. (1) *Still* in thy right hand carry gentle peace,  
To silence envious tongues.

(2) *In Islington* there was a man  
Of whom the world might say  
That still a godly race he ran  
Whene'er he went to pray.

(a) Classify each of the foregoing sentences.

(b) Classify each of the clauses (or propositions).

(c) Analyse the predicate of (1).

(d) Parse each of the italicized words.

2. Government, Person, Number, Mood. Explain the meaning or meanings of each of the foregoing terms, illustrating your answer by reference to the following sentence: Thou shalt see him.

3. Construct sentences to show that each of the following words may be used as different parts of speech: where, iron, English, no.

4. Pluralize: sheep, fish, cargo, negro, Mr. Madam, Miss, money.

5. Give the other gender forms of: governess, hunter, murder, witch, author, calf.

6. Write out the verbs in the following sentence, giving the reason in each case for your classification: Having risen I went to the window where he had been, and I saw him try to jump off after speaking to the conductor.

7. Give the other principal parts of: done, sung, singe, spread.

8. Express in as many ways as you can different degrees of each of the following: handsome, magnificent, best, badly.

9. Distinguish: 'The crowd was in the street,' and 'The crowd were in the street'; 'Thou art my friend,' and 'You are my friend'; 'You will write,' and 'You shall write'; 'John's and James's book,' and 'John and James's book,' and 'He divided it among them,' and 'He divided it between them.'

10. Correct, where necessary, the following, giving the reason in each case:

(a) What kind of a person is your teacher ?

(b) Every one should be guided by their own consciences.

(c) I had no idea but what he had been and gone and done it.

(d) He comes when more than one is present.

(e) So much grace and beauty are seldom seen.

(f) Her intelligence as well as her beauty surprises me.

(g) I hoped to have seen him.

(h) The fire burns bright.

(i) Not only Persia, but all Asia felt his power.

(j) You wouldn't hardly think so

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- "Capture of White Cap's Band by the Governor-General's Body Guard."
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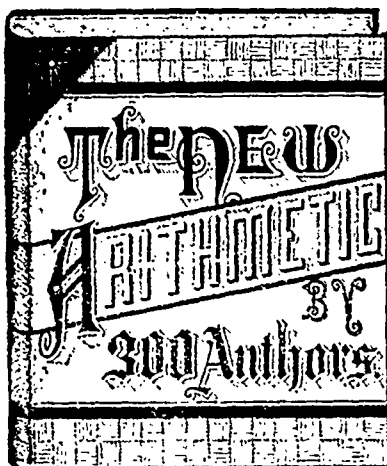
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