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THE CANADA

EDUCATIONAL MONTHLY

AND SCHOOL MAGAZINE.

MAY, 1889.

BOOKS AND READING.

BY REV. PROF. WILLIAM CLARK, TRINITY COLLEGE, TORONTO.

(*Continued from page* 125.)

4. AS regards the choice of subjects of study and of books, I may refer once more to the lists given by Sir John Lubbock and others; but it may be as well to mention some authors whose writings should be neglected by no one who has any pretensions to a liberal education.

Beginning with Poetry and the Drama, it is hardly necessary to name Shakespeare, since he is, by universal consent, the greatest literary man that the world has produced. Milton, too, is sufficiently known about, if he is not much known. But Spenser is hardly known at all; and he is, after Shakespeare, the greatest poet of the Elizabethan Age, and should certainly not be neglected. Then there are Dryden and Pope, whose work forms a distinct era in English literature, although I cannot recommend the reading of Dryden's plays. Coming down to the end of last century, we have two poets who each exercised a powerful and abiding influence upon modern literature—I mean, of course, William Cowper and Robert Burns. In Burns there are many coarse phrases, and some poems altogether offensive; but they are not of the kind that will ever corrupt the reader, unless he is very far gone already. Of the poets of the present century it is not necessary to speak, although I cannot forbear to remind the younger of those who are present that, if it were only for his pure and strong and splendid English, Lord Tennyson deserves a frequent study. If I could understand any considerable portion of Mr. Browning's writings, I might perhaps believe those who call him a great poet.

Leaving English literature, and avoiding Latin and Greek authors—several of whose works, however, may be read in excellent translations*—I

* Chapman's "Homer" might be read, and there are now some excellent English prose translations of the Iliad and the Odyssey. Dryden's "Virgil" and Francis's "Horace" are well-known favourites, but the recently published prose versions are excellent.

will mention only the greatest of the poets of other lands. And first among them Dante, whose "*Commedia*" should be read, if possible, in its own Italian. Of the translations I must still consider Cary's the best, not as giving the most exact rendering of the original, but as best representing its spirit and tone. But the translation of Longfellow should also be read, and his notes are excellent.* The best commentary and notes are those which accompany Dean Plumptre's translation. In regard to Spanish it is hardly necessary to mention Don Quixote. For those who wish to have some knowledge of the great Spanish drama, without studying the language, Trench's volume on Calderon's play, "Life is a Dream," may be highly recommended.

Of German writers it is sufficient to name Lessing, Goethe, and Schiller, all eminently worthy of study. The "Faust" of Goethe should, if possible, be read in the original; but the translation of Mr. Bayard Taylor is most excellent, reproducing the metre, and very largely the spirit of the German. Sir Theodore Martin's translation is also very good; and some prefer the generally accurate prose version of Mr. Hayward.

Among French dramatists the names of Racine, Corneille and Molière occur to us at once. They should be read in French; these lose immensely, especially Molière, by appearing in an English dress. Of more modern writers, poets, two stand supreme—Alfred de Musset, whom M. Taine says he prefers to Tennyson, and Victor Hugo.

Among writers of fiction Walter Scott, Thackeray and Dickens must be placed first. But English literature is very rich in this department. We have Miss Austin, George Eliot, Charles Reade,* Lord Lytton, Anthony Trollope, and many others. French novels, for the most part, are unsuitable for English reading. Yet some of Victor Hugo's and of George Sand's are masterpieces. Perhaps I ought not to pass by "Corinne," by Madame de Staël.†

In history again English literature is very rich; and I believe we may say that no reading is so useful and so remunerative as the reading of history. It is enough to mention Gibbon's "Roman Empire," Milman's "Latin Christianity," Stanley's "History of the Jews," Grote and Thirlwall's "Histories of Greece," Robertson's "Charles V.," the works of Motley and Prescott, the historical essays and other works of Dr. Freeman, the "History of England," by Mr. Green, Carlyle's "French Revolution."‡ After perusing the principal works of these writers, the reader may be safely left to find his own way.

Of religious books the name is legion; yet some religious writers should be known by all educated men and women. We have only to mention Augustine, whose "Confessions" will be read as long as men have heads or hearts; Thomas à Kempis, whose "Imitation" is the most widely circulated book in the world (after the Bible); Jeremy Taylor, the Shakespeare of theology; Hooker, "the judicious" and sublime; Bunyan, especially his "Pilgrim's Progress," "Holy War," "Jerusalem," "Sinner Saved," and Keble, whose "Christian Year" is in every home.

Of books on subjects akin to religion and philosophy I will mention only a

* Dr. Carlyle's prose translation of the "Inferno" is excellent, rhythmical, almost poetical.

* Some critics declare that Reade will survive Dickens. It must be acknowledged that his literary ability is greater.

† As a rule, German novels are not very attractive; yet there are some good ones by Hauff, Freytag, Rodenberg, Ebers, Werner, Fräulein von Hillern and others.

‡ Of foreign writers, I may mention Ranke and Neander, Guizot and Taine.

very few—all golden, and by no means to be neglected. There is the "Manual of Epictetus," a wonderful little book; Bacon's "Advancement of Learning," a most precious composition, and his "Essays" containing some of the strongest and raciest writing in English literature. There are the "Thoughts" (*Pensées*) of Pascal, one of the most living and suggestive books in the world, which every one should read who can read at all; Coleridge's "Aids to Reflection," much studied by young men thirty or forty years ago; and there is Carlyle's "Past and Present," a book of extraordinary power, which I cannot imagine any one reading without receiving much healthy stimulus for thought and life and work.

I dare say I have omitted to mention a good many books almost as good as those I have named. But I must repeat a remark already made. When you have gone through the list which I have suggested, and several of these books will bear reading many times, you may be trusted to find your way for yourselves.

3. You will perceive that there is one important part of the subject upon which I have not touched, and upon which I have left myself no time to do more than touch—I mean the manner and spirit of reading. Briefly, let me say, there should be some kind of method in our reading, if that is possible to us. There should also be thoughtfulness in reading—not the mere voracious consumption of books, which will no more nourish the mind or heart than quantities of undigested food will nourish the body. Then there should be a certain ready sympathy with the authors whom we study, just as with the human beings whom we meet in the world and in society. I do not mean that our reading should be uncritically and carelessly and thoughtlessly acquiescent, any more than we should give our confidence to every new-comer without having any means of forming a judgment of his character; but that our approaches to books, as to men, should be genial and friendly, that we should be ready to recognize the good in them, that we should expect to be taught by them, rather than put ourselves in an attitude of opposition and contradiction. How well has Bacon described to us the happy mean in this respect:

"Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested. That is, some books are to be read only in parts, others to be read, but not curiously; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important arguments, and the meaner sort of books; else distilled books are, like common distilled waters, flashy things."

Different men have different powers and methods, and some men have a special gift of getting at the contents of a book by doing little more than skimming it. This was the case with Dr. Johnson. "Dr. Adam Smith," says Boswell, "than whom few were better judges on this subject, once observed to me that Johnson knew more books than any man alive. He had a peculiar faculty in seizing at once what was valuable in any book, without submitting to the labour of perusing it from beginning to end." But there are not many men who have this gift, and for most of us the habit or the effort to skim books, instead of reading, would be fraught with danger. It is better to read fewer books, selected with care, and to read them thoroughly. Many of us read too much.

Let those who read but little show us an example of how we should read.

Ladies and gentlemen, I have done; and I leave this great subject with much regret and almost with shame. For I feel that I have spoken but lukewarmly and half-heartedly of these beloved friends, these most precious possessions, the records of the thoughts and emotions, the speculations and efforts of the mighty dead, which I think I can say I have loved with a devotion unflagging and unchanging, amid "all the changes and chances of this mortal life," for more years than most of those present have lived. You cannot speak of those whom you love best as you feel. And the effort only deepens your sense of failure. But you cherish them in your hearts. So it is with books. When launching forth on the boundless ocean of eternity, we cast a backward glance on the receding shores of time, assuredly we shall place among the many blessings and mercies bestowed upon us by Almighty God the teaching, the strength, the consolation, the joy which we have gained from the friendship of books.

[It will be apparent that this lecture was prepared for hearers, rather than readers. It might have been easy to re-write it; but it has been thought better to leave it in its first rough state, in which perhaps it may be more useful than if it had received a higher polish.]

A JOURNEY.—III.

BY A TORONTO MERCHANT.

SOUTHERN CALIFORNIA.

THE general character of Southern California is mountainous, and taken as a whole, from an agricultural point of view, would be considered very poor as compared with Ontario. A large part of its surface consists of mountains and desert; and yet there is much of the very best land to be found in the valleys, also on the slopes or foot-hills, and mesa or table lands. The foot-hills are usually cut through with ravines, caused by a rush of water from the higher hills and mountains during the prolonged and heavy rains which occur now and then. At such times the old dried up water courses are filled with rushing torrents, which come tumbling over a succession of falls and rapids from the mountains, gathering strength continually in their downward course to the ocean. The mountains are generally unfit for cultivation; but on their sides, or in the canyons, here and there, may be found spots of the richest soil, which by irrigation may be made most productive. A Canadian will miss the beautiful forest trees, such as beech, birch, maple, elm, basswood, and many others with which he is familiar at home, and which add so much to the beauty of the landscape. The live oaks are, however, plentiful in many places, and with their great twisted and wide-spreading branches, and dark glossy evergreen foliage, are decidedly ornamental—a characteristic southern California landscape would scarcely be complete without one or more of these trees. The mountains are nearly always covered with a variety of evergreen shrubs, growing up in the midst of stones and boulders of all sizes. A visitor from the Atlantic side of the continent will naturally wonder why there are no large rivers and lakes, such as he has been accustomed to see in the East

Here the rainfall during a year is very light, and the streams are all small, rising in the mountains. Small though they are, their value to the Californian is immense. During the long warm summer of about seven months, when rain scarcely ever falls, the water from these mountain streams is carried through large flumes and pipes to irrigate the soil of the valleys and foothills, and also to supply water for drinking and other purposes to the inhabitants of the rural districts and of the cities and towns. Without this some of the most beautiful valleys would in the summer be completely dried up. With it the rich soil can be made to produce enormous crops, and it is especially valuable in the growing of citrus fruits such as oranges and lemons. Land which has to be supplied with water in this way is always much more expensive than where irrigation is unnecessary. The winter is admitted by all to be the most enjoyable part of the year; although the summer is said to be very pleasant, as the days, if warm and dry, are always succeeded by cool nights, when one can sleep comfortably under a blanket. To one who is accustomed to the four seasons of the year a Californian climate would appear, at least for a while, somewhat monotonous; yet people who live here do not seem to tire of it, and there is no doubt a great deal of pleasure to be derived from the large proportion of sunny days, when one can be out in the open air instead of shut up in the house by the fire. Stoves for heating houses are seldom seen, but an open grate fire in a sitting room in the winter evenings is quite common.

Southern California is specially adapted for fruit culture, the orange, lemon, pear, peach, olive, apricot, almond, walnut and some others, have during the past few years usually shown good profits, and in some cases in favoured localities and with good cultivation very large ones. This has has been especially the case with orange growing at Riverside, and one or two other places where enormous profits nave been made; but it would be difficult to say whether it is likely to continue or not. There is always the possibility of over-production as the orchards are extended, and there is also the possibility of insect pests destroying the trees or fruit over the whole country, as they have already done in a few places where the climatic conditions are not the most favourable for the production of the finer grades of fruit. I do not know, however, that the risks are greater here than in other countries and with crops of other kinds.

A few words about the climate of this country as affecting health may be of interest to a good many of the readers of the EDUCATIONAL MONTHLY, and on this point it is important that a careful and correct view of the question should be taken. For those who are in good health our cold Canadian winters are not unhealthy. When the mercury is down at zero the strong healthy man or woman, well wrapped up, enjoys a walk or a drive in the clear bracing air and is strengthened by it, and there is a pleasure in the winter season, which has a good effect on the health and the spirits as well, when the ground is covered with snow, and the merry jingle of the sleigh bells is heard on the streets, and when in the long winter evenings the family or the friends are gathered together by the fire, after the day's work is done. There is a pleasure too in the spring, when the first robin makes his appearance, and the first crow is heard, and the pleasure still increases as the spring advances and the beautiful little birds gather together in the trees and on the lawns; the buds and leaves and blossoms are brought forth, after the

long winter, full of the new life and energy which is given to them by the great Creator. There is a pleasure also when the summer comes, with its bright, clear, warm days, when all nature is at its best, and the fields are covered with waving grain or hay, to gladden the heart of the farmer and every one else as well. And the autumn too is a joyous season, when the grains and fruits are gathered into the barns and storehouses, and the beautiful colour of the foliage gives a glow and brightness to forest and hillside that even spring or summer can hardly equal.

At the same time I believe there are many in the east who have contracted diseases of the throat or lungs who would receive great benefit, and frequently a positive cure by a residence for a time, under proper conditions, in the milder and more equable climate of Southern California. Many have come to this country from the Eastern States and also from Canada too far gone in consumption to get well in any climate, and have been much benefited by the change, and when properly cared for have been enabled to add a good many years to their lives. Others have come under similar conditions of health, without any one to take care of them, without sufficient judgment to take care of themselves, and perhaps without sufficient money to provide the necessary comforts, and death has often been the result. I have seen at different times young men whose pale, thin, bloodless faces and hands would indicate that consumption was rapidly doing its work, sitting or standing in the common sitting-room of a hotel, with smokers all around them, and looking as if they had not a single friend in the world, or anything to interest them or take them out to the fresh air and sunshine, where they might at least have a chance of improving, and I could not help feeling sorry for them. It would have been far better for them to have remained at home and died among their friends than to have come here to die among strangers; and yet, with proper care, they might in many cases be able to live in comparative health for years. In travelling through this country we meet many who came as invalids, suffering from some bronchial, throat or lung trouble, but who are now in apparently good health, and have remained in the country from choice, or because they fear that a return to the colder and more variable climate of the east would make them invalids again. Strictly speaking, however, the climate does not itself effect the cure; but it does furnish a most important condition. The invalid in a cold country during the winter and spring months, would necessarily be to a great extent confined to his home in a close room, breathing air heated by fire or steam, which, in many cases, where ventilation is not very good, may have been passed through his lungs a number of times. Here, he may be out over three hundred days in the year in the fresh air and sunlight from nine o'clock in the morning until four in the afternoon; and during the long, dry summer months, he may, if so inclined, live in a tent, breathing pure air all the time, and with proper nourishing food, and care, and possibly also some good medical treatment as well, his general health should gradually improve, and although a permanent cure might not always be effected, yet he might be able to live and enjoy life under such conditions, when in a colder and more changeable climate the disease would be aggravated, and duration of life necessarily much reduced. Any one coming here for the sake of health must use common sense; must observe the universal rules for gaining and preserving health. Good nourishing

food, sunshine, fresh air, are all essential. If he comes with an idea that he must attend the theatre or opera, or places of amusement generally, which involve late hours or large assemblies; that the country is too quiet and lonely; that he must live in a city where he can find plenty of society, with parties and amusements to make the time pass pleasantly—he might far better remain at home. His chance of recovery will be no better here than anywhere else. If he can enjoy walking or driving, or sitting in the sunshine during the warm hours of the day, finding pleasure in the beauties of nature around him, or in reading or conversation or other occupation that will profitably occupy his mind and give him sufficient physical exercise, his chance of improvement in health is good; but he must not be discouraged if at first the improvement is slow. A disease which has perhaps in many cases been developing for years cannot be cured in a few weeks. One of the first things for the patient to decide upon is locality. Some can do well and improve in one position, while others may find another place at a higher or lower altitude better suited to their condition. It is a long distance from the eastern part of Canada to this country; but fortunately there is a wide range of choice as to altitude and position, and by travelling only a few miles one may be beside the ocean, or any where up to an altitude of three thousand feet above it, sheltered from the trade winds of the Pacific which would be injurious to some, and yet not to others. I have found people living in Santa Barbara and on the foot hills of the mountains beside it, thinking that they were in the best place in the world for health; while Riverside, Redlands, Ontario, Pasadena, and other places are each claimed by their respective advocates to be the best, and no doubt each has its good points. The Ojai (Ohi) valley is also a favourite place. It is situated in the mountains about fifteen miles from the Pacific Ocean at the town of Ventura, and at an elevation of nearly one thousand feet, surrounded by mountains which afford protection from the ocean breeze, making it a very desirable resort for invalids. The small village in the valley is known as Nordhoff, where there are one or two hotels; and about a mile from the village there are a number of cottages in the midst of a beautiful grove of live oaks where good accommodation can be had.

Where the mountain valley Ojai far below
the sea-fog leaves,
Driest airs and rays sun-burnished give the
store of golden sheaves
"Eagle's nest"—this vale—an eyrie perched
by nature far aloft,
Trimmed with oaks and edged by mountains,
lined with bloom and grasses soft.

After conversing with a number of medical men and a good many invalids on the subject of health, I have come to the conclusion that the places where the conditions are most favourable for the cure of diseases of the throat and lungs are those with an elevation of between one and two thousand feet, where the mountains afford protection from the trade winds and from fogs which are common at some places along the coast. Perhaps a few words regarding expenses may be of interest. Good hotels charge from $2.00 to $3.50 per day, with a slightly reduced rate by the week or month. Board and lodging may be obtained at various rates in private boarding houses, ranging from $8.00 to $15.00 per week. A bedroom having a good sunny exposure should always be chosen, and, if possible, it should be arranged to have a fire in the evening now and then when necessary.

Regarding business in Southern

California I may just say a few words. The whole country is at present suffering from the effects of a boom in real estate which was at its height a year or two ago, and business of all kinds is exceedingly dull. The future of this country must depend largely on the growing of fruits, for which, owing to its climate and position generally, it is admirably adapted, and many will come here to make it a home on account of its mild and equable climate. Regarding the present population of this country I may say, that in the cities and towns generally, and in the country districts, there are a large number of very superior, well educated, refined and religious people whose influence is always for good. There are also many who are respectable and fairly good citizens, but to a great extent are indifferent to anything excepting the accumulation of money. What are known as the lapsed masses are large enough in all our Canadian towns, but much larger here. As the country becomes older the general average no doubt may be gradually improved, but in order to produce this result, here as well as elsewhere, it is necessary for those who are good and true themselves to be earnestly at work instructing the ignorant, the careless and the vicious, and using all their influence to prevent the world from sinking still further in wickedness and misery.

IMPORTANCE OF MODERN LANGUAGE STUDY. *

BY J. SQUAIR, B A., LECTURER IN FRENCH, U. C., TORONTO.

THE study of language has long held an important place in academic curricula, and although educational reformers have not been wanting who have contended that too much time was spent on it, there seems little doubt that it will always form an important part of school and university courses. Enthusiastic devotees to the study of the natural sciences sometimes contend that since words are mere arbitrary vocal signs —mere sound—for the mental concepts of objects in nature, the study of language is of far less importance educationally than the study of our outer environment. But this position does not seem well-founded. Dr. Putnam Jacobi, a talented writer in the November number (1888) of the *American Journal of Psychology*, discusses the whole question of the educational value of the study of language from a psycho-physiological point of view, and comes to the following conclusions :—"It is plain, therefore, that to learn the name of a thing, and to learn how to use this name, involves much more mental action than is required simply to acquire sense perceptions about it." And again, "Thus the fundamental fact in the acquisition of language is, that it arouses the activity of the highest centres of the brain—the ideal or concept centres without whose functions all knowledge of the external world must remain as isolated groups of sense-impressions. Language is essential to all but the simplest forms of thought, because the registration in the brain of a combined impression or personal experience, derived from the union of two or more sense-impressions, is always attended by such a diffusion of excitation to the speech centre, that the organs of articulation are called into

* Read before the Modern Language Club of University College.

play and words are pronounced." And again, "The acquisition of foreign languages modifies the cerebral processes just described, by rendering them even more subtle and complicated." And again, "The process of acquiring foreign languages, in addition to the mother tongue, modifies the original process by extending, refining and complicating it. Impressions are immensely multiplied, and the mind becomes accustomed to take cognizance of such subtle differentiations that its delicacy of perception is indefinitely increased. The capacity to appreciate subtle distinctions, more subtle than those existing in nature outside of the mind, is essential to scientific work. It is also essential to a high grade of culture. Not unjustly have language studies been entitled 'Humanities,' for it is the grade of mental development which they foster that is necessary for the harmonious and finely equitable maintenance of social relations." If this be so, and anyone who will carefully read the reasoning by which it is supported will see that it is so, the great value of language study as a means of culture is established. But in the past, although there were many who would be willing to grant the truth of Dr. Jacobi's conclusions with respect to Latin and Greek, very few were willing to admit that they were true of any other languages. The modern languages have had a hard fight, and the battle is not over yet. Even now there are comparatively few who are willing to concede their claim to be regarded as efficient instruments of culture.

The strength of the claim of any subject to a place on a curriculum of study depends (1) on the usefulness of the knowledge of its facts and principles, and (2) on the amount of training afforded by the acquisition of this knowledge. Considerable discussion has taken place amongst educators as to which of these two should have the greater weight in arranging courses of study. Very just indignation is often aroused by the conduct of those who study only for the purpose of being able to earn wages. But this is a low type of utilitarianism, and certainly if no student were actuated by other motives all knowledge would die; but there is a better utilitarianism—the hope of being useful to humanity may become a lofty motive to inspire the student to ever wider and more unwearying endeavour. Nor will humanity neglect that which is useful to itself. More and more as the voice of humanity makes itself heard under the protecting influence of democratic institutions will men insist on the adoption of courses of study which are useful on account of the knowledge contained in them. We see this going on around us every day, and no one can say where it is to cease. Nor should we be in any way alarmed at it. We should not at all imagine that we are becoming more mercenary because we demand that new fields of useful knowledge be added to the academic domain. Men have ever acted thus. We may use as dignified phrases as we please about the refining influences of the old collegiate studies, but they were adopted and have been retained because men believed that a knowledge of the facts they contained was beneficial. The mathematician may in his investigations be led off into realms which seem far removed from practical life, and he may think that these distant things of his are the most beautiful and the most important from the standpoint of intellectual culture, yet the solid basis on which his science stands as a school and college study is the fact that civilization is impossible without a knowledge of a vast mass of mathematical truth. The study of the Latin and Greek languages is a means of intellectual train-

ing, but the chief reason for the interest taken in them is that the knowledge they contain is of great importance to us in understanding the heritage of civilization which has fallen to us. So with all the other recognized departments of study—metaphysics, natural sciences, political science—their subject matter consists of facts and principles whose knowledge is of the greatest moment to civilized humanity. We cannot dispense with them no matter what their value may be as means of culture. But any body of fact and principle which requires investigation in order to be understood will afford intellectual culture. No department can claim a monopoly in this respect; any one of them will furnish intellectual gymnastics enough for him who goes about it seriously. The only thing to be borne in mind is that some studies are better fitted than others for persons who are entering on intellectual development.

Looking at modern languages from the standpoint of the utility of the knowledge contained in them, we see that they are of the very highest importance. Europe and America are becoming more and more one great scientific workshop, and no member of the great army of workers can afford to be ignorant of what the others are doing, at least in his own special department. And he will be ignorant of the vast mass of what his fellow-workers are doing if he is not familiar with several of the foremost modern languages. It will not do to suppose that all that is important will be translated into English; for only a very small part of current literature is ever translated. He will be a sorry scholar in any department of thought who is not able to read at least English, French and German. This is a truth which needs to be dinned into the ears of Englishmen, and especially that detachment of Englishmen who inhabit Canada. We are so proud of what Englishmen have done that we fondly imagine we have no need of learning anything from surrounding peoples. But our neighbours have not been so unmindful of us; they have learned our language and studied our literature until German clerks are numbered by thousands in the large cities of England, and German scholars know more about the past life of the English people than the English themselves. The discoveries of continental scholars in all departments—in classical and modern literature and criticism, in historical science, in psychology, in medicine, in the natural sciences, and so on—have been and will be so numerous and important that no one can keep himself abreast of the times who does not read several modern languages with ease.

Knowledge of the modern languages then is fundamental to the thorough comprehension of any other department, and is for that reason more important than any other; it is the key which opens the door to all other sorts of knowledge. This is no small matter. It is sufficient of itself to put the study of modern languages on a firm and honourable footing. A knowledge of them is a necessity of modern civilization, and humanity will see to it that it is not neglected. Sometimes those of us who are engaged in teaching modern languages feel like desponding, but we should not; the future is with us. We are channels through which humanizing influences flow into our nation, and if we perform our functions aright we shall be gratefully applauded.

But the body of scientific literature —the literature that conveys information—is less important, perhaps, than that vast mass of literature which lies outside—called by De Quincey the literature of power. The literature of knowledge may be translated, this can never be. It can be felt by him

who has worked his way into the heart of the language in which it is written, but he cannot convey to others by any translation the effect which the original produced on him. In this literature—the literature of the heart and the imagination—the songs, the epics, the dramas, the romances, the great histories, the genius of each nation displays itself, and on account of the great variety of national characteristics adds to the capacity of literature for affording enjoyment to the varied tastes of the multitude of readers. Each nation has its own way of looking at truth and its own way of expressing it, and consequently the general stock of ideas is much enriched by each nation's contribution. Furthermore, the tastes and tempers of nations are made more catholic and more mild by knowing the best that the others have written, and so a counterpoise is afforded by literature to national hatred and jealousy. Besides all this, the literature of one country is a constant spur to the writers of neighbouring countries. Prof. Dowden, in *Fortnightly Review* for February, 1889, p. 176, says:—"Every great literary movement of modern Europe has been born from the wedlock of two peoples. So the great Elizabethan literature sprang from the love-making of England with Italy; the poetry of the early part of the nineteenth century from the ardour aroused in England by the opening promise of the French revolution." Much more to the same effect might be said. It would not be difficult to write a very interesting chapter on the influence exerted by each of the modern languages on the others. How the mediaeval epic literature of France was the fountain of inspiration for the literatures of England, Germany and Italy; how the Fabliaux of France were the models for the Decamerone of Boccaccio, and how it in turn became the model for the Canterbury Tales of Chaucer; how the literature of the age of Louis XIV. influenced both German and English literature for near a century; how German literature in the end of the eighteenth century, and through the nineteenth, has moulded and inspired our greatest English writers from Walter Scott to Thomas Carlyle; how Scott in his turn has influenced German and French literature, and how the naturalist writers of France in our own day are setting the fashion in the English and American novel.

These are then in brief some of the important advantages derived from a knowledge of the modern languages. To put it more briefly still we may say that the modern languages of Western Europe are the means of communication between the various regiments in the vanguard of civilization, and every one who makes himself master of them will be better able to fight the battle of light against darkness, of civilization against barbarism. But this is not all. Besides the very definite advantages accruing from the possession of the knowledge of the modern languages, its acquisition is a splendid means of intellectual culture. I can hardly hope that every one will agree with me in this position, so it will be necessary to go somewhat into detail in order to show what mental discipline is afforded by a serious course of study in modern languages.

The study of any modern language may for present purposes be considered as falling into three departments: the study of the language as it is, the study of its literature, and the study of its history. The learning of a strange language, no matter how much it may resemble our own, is a much more difficult matter than many people imagine, for to know a language, in the proper sense of the term, is to be able to express all our thoughts in it. It is folly to suppose that for all words

and expressions in English there are exactly corresponding ones in any other language, as in French for example. If it were so, learning French would be nothing more than learning by heart the French words and phrases corresponding to those in English. But translating our thoughts which have been cast in an English mould into French is no such simple operation. The fact is they have to be recast and fitted to new words and phrases, and for this the greatest care and discrimination are necessary. There can be no better exercise of the reasoning faculties than the choosing amongst French words for the exact ones needed for the expressing of our thoughts. No word in the one language covers the same ground as a word in the other. This is thor oughly evident to any one in the case of all words denoting abstract ideas, but although less evident, it is equally true of all words, even of those denoting material objects. Let us open the dictionary at such a word as "dog." When the English word does not refer to the name of the animal, taken in a very general sense, it will be rare that you can translate it by the French word "chien." "Lap-dog" is in French "bichon;" "fire-dog" is "chenet;" "he's an old dog" is "c'est un renard;" "gone to the dogs" is "perdu;" "dog days" is "canicule;" "dog's-eared" is "corné;" "dog-latin" is "latin de cuisine;" "dog-rose" is "églantine;" "dog-watch" is "petits quarts." These differences in single words lead to very striking differences in phrases and sentences. Words which are used in a large variety of signification can never be wholly confined to one meaning. As in music the principal tone is always accompanied by a number of secondary tones, so in a sentence or paragraph the words, besides conveying one chief idea, will call up a number of secondary ideas of greater or less clearness, which will give to the style a colouring of dignity, of tameness, of pathos, of humour, or the like. Hence, in transferring our thoughts from one set of forms to another, we have to be careful that the proper kind of secondary ideas are awakened. It is not enough that the main idea be preserved, the colouring must be also, and just here the whole difficulty arises and the greatest profit is derived. There is intellectual profit for the student from the very first lesson in learning a strange language, but the greatest profit and pleasure begin to be felt when he has advanced far enough to appreciate the finer and less palpable differences which lie in that undercurrent of secondary ideas which is present in all writing, at least of an emotional nature. Then he begins to feel that he he is engaged in an operation which calls forth the highest powers which he possesses. He must analyze thoroughly his own thoughts, and the literary forms he has been accustomed to clothe them in, in his own language. He must see exactly what their meaning and force are, and he must choose just such words in the strange language as will express them. He will be careful that his new phrases say all his thought and not more than his thought, that they are not too solemn or too comical, or too dignified for the place, and that they have the swing or rhythm which makes them appropriate to the occasion. The field that is thus opened up to the student in the study of a single foreign language is a vast one. He would be a diligent student who could say that he had explored all parts of it, even were he to devote his whole life to it. But unfortunately there are many having influence in academical affairs who think that such a language as French affords no opportunity for

mental culture, and consequently do not encourage students nor give them the necessary time to carefully think out a respectable amount of its vast store of forms. It is a great mistake to suppose that because French bears a certain resemblance to English there is no difficulty experienced by an Englishman in its acquisition, and consequently no culture afforded by its study. On the contrary, the differences between the two languages are sufficiently numerous and marked to exercise the talents of the ordinary student through a longer period than most people are able to devote to them. French is not so different from English as Greek, but that is no proof that French may not be more useful as mental culture than Greek. Rather the reverse. French is not so difficult as to make it impossible for persons of average ability in a reasonable length of time to acquire a knowledge of it sufficient to enable them to read French books with profit, and it is difficult enough to call for the exercise of all the talents the most of us possess. But the very points of apparent resemblance between French and English are those which present the greatest difficulty. Many words in the two languages have the same orthography, but few of these have the same signification. It is rare indeed that words in English can be translated into French by words which bear the same outward appearance: the very resemblances are genuine pitfalls for the unwary.

To be continued.

THE CORNWALL HIGH SCHOOL—THE OLD GRAMMAR SCHOOL, 1803.

BY W. D. JOHNSTON, B.A.

THIS school was begun by the Rev. John Strachan (afterwards Bishop) in 1803, and in 1807 became the Eastern District Grammar School. It remained under the management of Mr. Strachan until 1812. In 1806 he built the old wooden school-house on lot 18, south side of Second Street. It is still standing, but is now a stable for horses instead of a school for boys.

After Mr. Strachan's departure, John Bethune, one of his pupils, took charge of the school until 1815. Mr. Bethune was afterwards Dean of Montreal.

The school was vacant until 1817, when the Rev. Joseph Johnston, a Presbyterian minister from the north of Ireland, took charge of it until 1820. He was succeeded by the Rev. Henry James, who remained until 1822. The next master was the Rev. Harry Leith, a minister of the Kirk of Scotland, who held the position until the autumn of 1826, when he went to Scotland to take charge of the parish of Rothiemay. After his departure the Rev. Hugh Urquhart, a minister of the Scottish Kirk was appointed Principal. He entered on his duties on the 18th February, 1827, and continued in this position until the close of 1840. Under his management the school maintained the high reputation which it had gained in the time of the Rev. Mr. Strachan.

The next teacher was Mr. Charles Beresford Turner, the son of an English Church clergyman. He taught for about three years, when he returned to England and entered the Church. His successor was Mr. Wm. Kay, who had been assistant to Mr. Urquhart. He was appointed in 1844 and held the position until 1858.

The next master was the Rev. H. W. Davies, a minister of the Church of England. He had been a pupil of Mr. Kay's, and had completed his education at Trinity College, Toronto. He taught successfully for some years, and was succeeded by Mr. Wm. Bradbury. He was followed by Mr. Briggs, who was succeeded by Mr. Doyne, who left about 1871, and was succeeded by Mr. Smith, who taught until the close of 1885. His successor was W. D. Johnston, who had been for six years Principal of the High School at Alexandria, and who is still in charge.

Mr. Leith's assistant was Mr. Wm. McDonald, who afterwards went into the mercantile business. Dr. Urquhart had as assistants at different times, Lawrence Donohue, Wm. Kay, afterwards Principal, and Wm. Bain, now the Rev. W. Bain, D.D. Mr. Davies' assistant was Henry Wilson, now the Rev. Henry Wilson, D.D.

Among the pupils under the Rev. Mr. Strachan were John Bethune, afterwards Dean of Montreal; Alex. N. Bethune, Bishop of Toronto; S. Y. Chesley, of the Indian Department; B. A. O. Gugy, Deputy Adjutant General; Jonas Jones, Judge of the Court of Queen's Bench; Samuel Peter Jarvis, Secretary and Registrar of Upper Canada; Sir James Buchanan McAulay, Chief Justice; Archibald McLean, Chief Justice; Donald A. McDonell, Sheriff and Warden of the Provincial Penitentiary; Donald McDonell, Sheriff and Deputy Adjutant General; Sir John Beverley Robinson, Bart., Chief Justice; and the Honourable Philip Vankoughnet, member of the Legislative Council.

Among the Rev. Dr. Urquhart's pupils were J. J. Dickenson, M.D., Cornwall; Moss K. Dickenson, M.P. for Russell; Robert Hamilton, Merchant, Quebec; the Rev. J. J. S. Mountain, D.D.; John Molson, Banker, Montreal; A. J. McDonell (Greenfield), Barrister; Alex. McDonell (Greenfield), Roderick McDonald, M.D., late Treasurer of the United Counties; the Honourable John Sandfield McDonald, Premier of Canada from 1862 to 1864, and Premier of Ontario from 1867 to 1872; Archibald McLean, Barrister; David S. McQueen, Judge of the County Court; J. F. Pringle, Judge of the County Court; Wm. Sutherland, M.D., Montreal; Wm. Simpson, Customs Department; the Honourable Philip M. M. Vankoughnet, Chancellor of Ontario; Mr. R. Vankoughnet, Barrister; and Wm. Wagner, M.D.

The late James Bethune, Q.C., was a pupil of Mr. Kay.

It is pleasing to note that in 1833 a number of those who had received their education at the Cornwall Grammar School presented a piece of plate to their old teacher, then Archdeacon Strachan, as a token of their esteem and affection for him, and that their example was followed by many of Dr. Urquhart's pupils, who testified their grateful appreciation of his efforts on their behalf by presenting him with a salver and tea and coffee service in 1848.

The old wooden building on Second Street has grown into a very commodious and well-appointed edifice on Fourth Street East. The attendance has increased until in 1888 there were enrolled 153 pupils. The present teaching staff is as follows: W. D. Johnston, B.A., Toronto, Principal; Assistant Masters, James Nugent, J. W. Drewson, B.A., Mrs. Fletcher.

For the above historical sketch of the old Cornwall Grammar School we are indebted to Judge Pringle's work, now in course of preparation, entitled, "The History of the Settlement of the Eastern District."

THE GRAMMAR QUESTION.

BY MARY H. LEONARD, COLUMBIA, S.C.

THE address of Mr. Geo. H. Martin before the Massachusetts Teachers' Association on "What do our Pupils know in English Language when they leave the Grammar School?" is of the greatest interest to all teachers. The testimony it gives is full and explicit, both as to the attainments and deficiencies of the pupils in the Public Schools, and it will have exceptional weight with all who know the writer. Certainly, few teachers are better capable of judging, or have had so large opportunities for observation as he. In the latter part of his address, Mr. Martin raises a query in regard the value of the work done in technical grammar. After stating that "the pupils have little power to use their knowledge of grammar to determine whether sentences are correct or not, . . . except in case of very obvious errors," he continues: "Whether the training itself is worth what it would cost to get it, is another question. It is also a question whether it is best to teach grammar at all, unless it is carried far enough to obtain this practical end."

The *School Journal* (N. Y.) of Dec. 22, quotes these sentences for the benefit of "the old grammatical grinds who persist, in spite of all reason, in teaching parsing," as a support to its own position that "most, if not all, the time spent in studying grammar is wasted,"—an opinion for expressing which, it declares, it has "suffered persecution." "In other words, is the game worth the powder?" it asks, and thanks Mr. Martin for having (as it assumes) answered the question. The question itself is similar to some that are being asked all over the South to-day, in view of the large number of subjects taught (in the coloured schools especially), that either cannot be directly utilized, or are not "carried far enough to obtain a practical end." Such questions will never cease to be asked, both because the defects of half-educated pupils are, from the nature of things, more conspicuous than their attainments, and because it is so easy to measure the worth of education by simply looking at its immediate and utilitarian results. The question, as applied to grammar, will not be finally answered, so long as, in addition to those teachers who think that "the design of English grammar now is, and always has been, to teach the art of speaking and writing the English language with propriety," there are also other influential teachers who believe that "the purposes of language study are various, that not the least of these is reflective power, that mere correctness is only one, and a subordinate one,"* and that "while grammar will be ready by and by to do its part in correcting and polishing our usages, it is only in its own time and way. We may turn it at once into an apparatus for discovering and eliminating errors of speech, . . . but only at the risk of sacrificing more legitimate objects."†

There are still some educated persons who do not regret that they spent some part of their schooldays in "parsing 'Paradise Lost.'" There are teachers who believe that the effort "to turn the light of intelligent reflection upon the instrumentality of thought," adds precision to the thought itself. They believe that the study of the logical relationships of

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* See Welsh's "Essentials of English."

† Prof. W. D. Whitney, in *Journal of Education*, March 18, 1876.

sentences (whether it be called grammar or logic) is a valuable aid in *learning how to think*, which, we take it, is the highest fruit of intellectual education. They even believe that some of this advantage may have been gained by students of English grammar who are able to "analyze complex sentences if the relations are not very obscure," even though they are still "shaky on participles and infinitives." Within a few years textbooks in grammar have freed themselves from much chaff, and the forms of grammatical statement have lost much of their verbosity. Teachers have learned that correct habits of speech are to be sought through other means than grammatical rules. They have relegated syntax to its proper place in the higher grades of school work, and are seeking to apply to it more rational methods of instruction. It may be still a question whether its place is not higher still, among the *ologies* of the high school course. But we venture to predict that the study of the construction of English sentences can never be eliminated from our courses of public instruction. It has been well said that "those who are born to be heirs of a highly analytic language must needs learn to think up to it." At present geography and the various natural sciences are the centres of interest with most teachers. But we are confident that all efforts to displace the higher forms of language study will lead to a reaction in the form of renewed interest in the structure of the noble language which is the heritage of our English-speaking people.—*Journal of Education* (Boston).

MORAL TRAINING IN PUBLIC SCHOOLS.

THE POSSIBILITIES OF SCHOOL-LIFE.*—The first requirement in the school room is obedience, ready and complete, for without this there can be no successful management. It is evident that this is a discipline having abundant application elsewhere—towards parents, towards employers and their agents, towards the government and all properly constituted authorities, and towards the divine will itself, however revealed. We may be sure, then, that in holding our pupils to obedience we are laying a good foundation for moral growth. Moreover the pupil is compelled to be punctual. Sleep, sluggish feelings, play, business—all must give way that he may be in school on time. Once there he must be regular in habits till school is ended. Lessons must be ready at the hour of recitation; he must rise at the signal, move in line, and in all respects observe a required order. Upon these two habits, punctuality and regularity, all management of machinery must depend, and, in fact, all forms of occupation that involve combination of effort. Then from the school the pupil obtains the discipline of silence, "the soil in which thought grows." He is led to restrain his natural impulse to prate and chatter, an inheritance from his animal nature, not only that he may cease to hinder the work of others, but still more that he may the more readily concentrate his own feeble and diffused efforts. These four mechanical duties of the school-room—obedience, punctuality, regularity and silence—form an elementary training in morals without which it is exceedingly difficult to advance to ripe moral character; for morality must begin in mechanical obedience and

* Based upon a paper by Wm. T. Harris, LL.D., before the American Institute of Instruction in 1884.

by insensible degrees develop into personal responsibility.

Of the higher moral duties, there are some that relate mainly to the individual himself. The school teaches cleanliness, neatness in person and in clothing, temperance, and moderation in the gratification of the animal appetites; though its opportunities for enforcing the latter are slight. On the other hand, it has powerful resources for leading the pupils to what the ancients termed prudence. To us the idea is better known on its intellectual side as self-culture, and on its practical side as industry. For instance, what better method can be devised to train boys and girls in industrious habits than the school method of requiring work in definite amounts and at definite times and of an approved quality?

There are duties also that relate mainly to others. One of these we may term courtesy, including politeness, modesty, respect for public opinion, liberality and magnanimity. This may be effectually taught and trained in the school-room, but never, it is plain, by a teacher who is sour and surly, petulant and fault-finding. Another such duty is justice—the highest of the secular virtues—a much-embracing duty. It includes honesty, fair dealing with others, respect for their property, their rights and their reputation; it includes also the telling of the truth. On this point the school can be very effective. Every lesson is an exercise in searching out and defining the truth. But a teacher's carelessness may suffer weeds of deceit and open lying to grow up in the fairest child garden; the dishonest pupil may be suffered to pluck the fruits which belong only to honesty and truth; and so the school may teach immorality, instead of virtue. Eternal vigilance is the price not only of liberty, but of moral advancement as well. A third duty in this altruistic division is respect for law as the only means of protecting the innocent and punishing the guilty. In the cultivation of this duty a few years have made a great change. In our best schools punishment through the sense of honour has largely superseded the use of the rod. It is easy now to find schools admirably disciplined, with their pupils enthusiastic and law abiding—governed entirely without corporal punishment. On the other hand, when governed by an arbitrary and passionate teacher, the school is a terribly demoralizing agency in a community. By it the law abiding virtue is weakened and the whole train of the lesser virtues is routed by the selfish instincts summoned to the front.

Shall we go too far if we name one more group of virtues as properly within the domain of the public school? It is our profound conviction that there may be diffused in the school by teachers of the requisite qualifications valuable features of the "celestial virtues," faith, hope and charity; of faith, a belief in the theory of the universe which Christianity teaches; of hope, its practical aspect, the expectation that the destiny of the world is in accord with this theory, and consequent action; of charity, the greatest of the three, unselfish devotion to the welfare of others. Yet certain it is, that these traits can be taught by no teachers save those who themselves are under their inspiration. This fountain cannot rise higher than its source.

PRINCIPLES OF MORAL TRAINING.*—Thus we have sketched the possible moral outcome of public school life. Let us next review some of the principles which underlie all moral education.

* This portion of the report, as well as the closing page, is essentially taken from a paper by the chairman of the committee, printed in *The Academy* for February, 1888.

There seem to be four elements in effective moral training.

The first is knowledge. The child must be led to see what his duty is, and often why it is his duty. Thus only can he learn to see a moral quality in his own acts, and to follow right principles. The daily reading in a reverent manner of appropriate selections from the Bible, as required by the law of the Commonwealth, supplies an excellent background of knowledge, while cool unimpassioned conversation on the occasion of some special demand for action completes the work. For this purpose the numerous "cases of discipline" furnish precisely the occasions needed. Every one of them is an opportunity for the training of character, and only by so regarding and so using them, can the teacher or the scholar find in them any sort of satisfaction; but when so used they often become turning points in the lives of the disciplined. Let us recall our own school days. Our moral views in those old times were not of the clearest; inexperience, prejudice or passion not seldom made the false seem true and the worse appear the better reason. Yet some of us can remember a day when by an apt presentation of the truth we were led to see with a clearer vision, and to discern beauty where before we had beheld naught but the beast. This done, a long first step was taken toward right action.

The second element in moral advancement is right motives. The choices of the will depend upon the emotions. The immediate occasion of each volition is an impulse to act springing from some desire. The character of the desire determines the character of the act of willing; the intensity of the desire will affect the energy of the will. Hence one who would train another morally should so surround him that right and wise desires may be suggested to his emotional nature, and lead up to right and wise exercise of the will. What rich opportunities for this are offered in the little autocracy we call a school, has already been shown. Regularity and novelty in due proportion, occupation and relaxation by turns, cheerfulness and sober earnestness, all have their place in gentle compulsion, associating pleasurable emotions with right doing, and stimulating the desire to act as duty demands.

Third among the requisites for moral growth is the opportunity for choice. The will, like the intellect and the emotions, must get its growth by action. If in our own youth we had little freedom of choice, there came a period when we were conscious of a tendency to indecision, a weakness of the will, that was by no means a help to virtue. A man of character must have a strong will as well as one rightly directed. Our teachers were wise, then, if they left open before us more ways than one, blocking our path, indeed, when we unwittingly went wrong, and resolutely compelling us to retrace our steps when we had deliberately chosen an evil course.

In the fourth place, there should be continued practice until habit is set up. Is it not true that good instruction alone is impotent to form or reform character? Example, powerful as it is, avails only when seen or distinctly remembered—and not always then. A few right choices occasioned by the mastery of right impulses will not suffice. The right exercise of the will must be continuous, without serious interruption, and progressive, from the easy to the more difficult, until by habit the choice turns "as the needle to the pole," to the deliverance of conscience and sound reason. Then we have the man of principle. He is not the sport of whims or the victim of passionate storms, but is master of himself.

> And blest are those
> Whose blood and judgment are so well commingled
> That they are not a pipe for fortune's finger
> To sound what stop she please Give me that man
> That is not passion's slave, and I will wear him
> In my heart's core, ay, in my heart of heart.

It appears, then, that within the limitations of the public school there are noble opportunities to teach and to enforce morality. It also seems true that the laws of ethical development can successfully be followed by the teacher in the management of his pupils.

THE ACTUAL SITUATION.—It becomes, next, of much importance to ascertain what is actually done in the public schools of the Commonwealth in this respect of moral training. But this is no easy task. Any adequate examination of the situation would involve the personal visitation of a large number of schools, while in session, by competent inspectors who had previously fixed upon the definitions of the principal terms in the vocabulary of morals, and had marked out in concert well defined lines of investigation. Nothing of the sort has, of course, been attempted by this committee. On the other hand, our personal acquaintance with the moral aims and results of other schools than those in our immediate vicinity was too meagre to warrant making it our sole reliance for information. We have turned, therefore, to the resort of previous years—correspondence with teachers, school superintendents, and others whom we supposed to have knowledge of the facts in the case with respect to their own vicinity. Our requests received a cordial reception, and answers came from upwards of a hundred and fifty writers, to all of whom the committee feels indebted and desires to express earnest thanks.

Each correspondent was asked to give brief answers to three questions. Those relating to high schools are here quoted; those concerning primary schools were nearly identical.

QUESTIONS.—1. Do the teachers of the high school in your town (or city) in the discipline of their pupils aim directly at moral training? 2. What means of moral growth, or of discipline, are employed in the school? 3. What moral results are discernible as the pupils pass through the school?

The conclusions we have reached with reference to primary schools are based upon replies received from forty-four persons in twenty-six cities and towns. Our opinions concerning grammar schools are grounded not upon correspondence but upon the experience and observation of the members of the committee. The replies relating to high schools came from one hundred and twenty persons in eighty-three cities and towns, and were written by three classes of observers. A part of these were principals of high schools having more than fifty pupils; another part superintendents of schools in cities and towns having high schools; the remainder were persons—chiefly clergymen—having no official connection with the public schools, but known to be intelligent observers of the social conditions about them.

While disclaiming any thought that we have attained perfection in our information, or infallibility in our judgment, we submit that our range of investigation has not been narrow, and that merely personal opinion has been to a high degree eliminated. Our conclusions are offered, not at all as the last word to be said upon the question, but as a fresh contribution to heighten the interest in the discussion.

(*To be continued.*)

SOME METHODS OF TEACHING GEOGRAPHY.

BY ALIDA S. WILLIAMS, N. Y. CITY.

ONE of the most interesting and profitable studies in our course if properly taught, one of the most tiresome and valueless if incorrectly taught, is geography. Geographical statistics, the area of countries in square miles, their populations, the value of their exports, the bare names of their towns, rivers and mountains —in a word, the dry bones of a study which should be a living organism, are worse than worthless; such instruction is a waste of valuable time, and useless even as memory training.

Many of these statistics should be relegated to their proper place—the tables of books of reference. Who knows the population of Africa or Asia? At best, such numbers are but a mere guess. Yet the children of our Fourth Grammar Grade are required to learn what must in the nature of things be inaccurate—statistics that want the sole merit of their species, exactness.

The topography of a country is best taught by means of map-drawing. This invaluable aid to the study of geography possesses other merits than that of being the best means of impressing localities upon the minds of our youthful draughtsmen (and women). It employs the hand, that often neglected member, brings into play the judgment, that usually neglected faculty, and in consequence of both these facts, interests and occupies, while instructing, restless children who are always attracted by the concrete. We expect the impossible when we ask children to be satisfied with generalizations and abstractions that are but withered husks to their eager minds.

In taking up a country which is new to the class, place its map before them, and talk about its natural divisions first (Guyot's physical maps are the best for this purpose), its political divisions as shown by its boundary lines, its chief cities, its harbours, capes and rivers; then allow the class to draw the map upon their slates. Do not expect perfection at once, be satisfied with rough sketches at first, though doing your best to secure accuracy. The rapid improvement after the first few weeks will be surprising, and the speedy mastering of topographical features of a country seem almost miraculous to one who remembers what a weary task it is to grind capitals, chief cities, etc., into a class by the memorizing process. I have not found it expedient to attempt map-drawing from memory until after several weeks.

There is but one danger to guard against—that the teacher may forget that the maps drawn by the class are but a means and not an end. To avoid this, resist all temptations to make a show study of it.

But when all that a map can teach concerning a country is learned, the subject is but half finished. Use pictures then. I have found improvised scrap-books made of stout brown paper, and containing pictures cut from magazines, illustrated papers, old geographies, etc., and kept where the pupils could have recourse to them at noon or before nine o'clock, extremely useful. The children are delighted to assist in making these books, and to use them after they are made. They seem to feel that the next best thing to seeing the places studied about is to see their pictures, and they do not forget what the eye

teaches them; for seeing is not only believing—it is learning also.

Aim to give the children mental pictures of the countries and their people, and in doing this it is not necessary to restrict one's self to the limits of "the Grade" as prescribed by the Manual. I find that nothing interests a class more, nothing gives more characteristic pictures of a people's life, nothing feeds the starved imagination of our children better, than the folk-stories of a race. Poor indeed, is the land which possesses none. In the March *Scribners'* is a most fascinating sketch of some Mexican superstitions, and my class found it as interesting as their teacher did. I think it is better to tell children stories than to read them; it is easier to hold their attention, and it gives an opportunity to mingle instruction and amusement in a way that the author does not always provide for, so that they swallow the wholesome medicine of fact along with the equally wholesome and more palatable sweetmeat of fancy.

Geography is a valuable aid in the development of the picture-making faculty of a child's mind, and surely no one of our mental powers is productive of more pleasure. Say but the word "Mexico," and what vision rises before our mind's eye? The statement that Mexico is a federation of twenty-eight states and its area is 943,000 square miles? No, indeed, but a vision of waving palms, of snow-covered mountains, of quaintly picturesque cities, the land of Montezuma and Cortez, of mystery and antiquity. And are our children to learn that Egypt pays tribute to Turkey, and has for its capital Cairo, with no word of all the marvellous past that makes its very name a fascination? Are they to learn the exports of Wyoming, with no hint of the wonders of the Yellowstone Park?

These mental pleasures enrich our workaday lives, and it is our duty to help to confer them upon our pupils. I know this kind of instruction does not necessarily produce high class-averages (though not incompatible with good percentages), but the day is dawning, let us hope, when a teacher's work is not to be estimated in figures, as we measure cord-wood, or weigh coal.

Meanwhile, to arouse the children's interest in such a study as geography is in itself a clear and distinct gain to both pupils and teacher.—*The Teacher.*

LETTER-WRITING AS A FINE ART.

BY WILLIAM M. THAYER.

A BEAUTIFUL letter, written by a High School girl, suggested our theme. Evidently she had studied the art of writing letters until she thoroughly understood the business. Punctuation, capitals, chirography, superscription, everything about the epistle was first-class. The most critical observer could find nothing to criticize adversely. We found upon inquiry that in her school instruction was given upon letter-writing. And why not? It is one of the most common things done; usually very poorly done; so poorly as to indicate that in schools generally this art is neglected. There are few efficient letter-writers. There would be many more if the subject received but occasional attention in our Grammar and High Schools.

It goes without saying that the

ability to write an excellent letter, with beautiful penmanship, is a very graceful accomplishment. That so few possess this ability is not because the art is very difficult to acquire, but because it is undervalued. Little importance is attached to it. Scribbling will do very well in writing to a familiar friend. Youth of both sexes see no particular need of excellence in writing letters to each other, or even to their parents. They dash them off as if it were of the smallest consequence whether chirography or the King's English suffer or not. Were they writing to a professor, governor, or president, they might select their words, and wish they had given more attention to penmanship, as well as to spelling, which is a valuable acquisition when it is perfect. A good composer, penman, and speller will make a fine letter-writer. Application and persistent effort for a fractional part of the time which the expert pianist spent—six hours a day for twenty years—will qualify a young man or woman to write to the Queen. The commonness of letter-writing makes youth indifferent to it as an art to be acquired, when this fact ought to awaken their liveliest interest in it. What must be done so frequently, and with so many people, deserves to be well done. "What is worth doing at all is worth doing well," is just as true of correspondence as it is of any other business. The letter referred to in the beginning of this paper was more ornamental to the school girl who wrote it than diamond earrings and necklace.

In letter-writing, the versatility of talents which the author possesses appears. However highly educated the correspondent may be, however large the acquisitions he or she has made, letter-writing calls into use the entire culture. The whole life discipline is poured into the epistle, so that the character of the writer is manifest. D'Israeli claims that chirography reveals the character of the author. Queen Elizabeth's penmanship was very fine, having been taught by Roger Ascham; and a French editor said of her chirography, in connection with that of her cousin, Mary Stuart, "Who would believe that these writings are of the same epoch? The first denotes asperity and ostentation; the second indicates simplicity, softness, and nobleness. The one is that of Elizabeth, Queen of England; the other that of her cousin, Mary Stuart. The difference of these two handwritings answers most evidently to that of their characters." He said also of Queen Ann, "She wrote a fair, round hand. That is the writing she had been taught by her master, probably without any alteration of manner naturally suggested by herself—the copying hand of a 'common character.'" Take the hint about a "common character," and couple it with the remark of Hannah More, viz, "To read so as not to be understood, and to write so as not to be read, are among the minor immoralities," and the claims of good letter-writing are greatly magnified. Mrs. Sigourney wrote, "Elegant chirography and a clear epistolary style are accomplishments which every educated female should possess. Their indispensable requisites are neatness, the power of being easily perused, or the graphical and grammatical correctness. Defects in either of these particulars are scarcely pardonable. You are aware that the handwriting is considered one of the talismans of character. Whether this test may be depended on or not, the fact that letters travel farther than the sound of the voice, or the sight of the countenance can follow, renders it desirable that they should convey no incorrect or unfavourable impression. The lesser niceties of folding, sealing, and superscription, are not beneath

the notice of a lady;" and she might have added or gentleman. Mrs. Farrar wrote a small work on "Letter-writing," in which she said, "It is well to find out the best way of doing everything, since there is a pleasure in doing things in the best way, which those miss who think any way will do."

Cicero, who was master of the Latin language as well as of eloquence, boasted that his epistles were as carefully constructed as his orations. And he said, also, "Whatever may be the subject of my letters, they still speak the language of conversation."

Teachers know just how to write, fold, and address a letter; why not impart this knowledge to the pupils? It can be done as a supplementary exercise without encroaching upon the time devoted to regular studies.—*Common School Education.*

WOMAN'S WORK.

WOMAN'S work in the church still obeys the law of Paradise. Here, as there, she is the helper of man, not his rival nor antagonist.

Eve was doubtless a better companion and a more meet help to Adam than another Adam would have been. Woman's entire equality in the church does not divest her of her womanhood; does not obliterate the distinction between the masculine and the feminine. The sanction of inspiration is added to the discrimination which "nature itself teaches." A church with no woman in it would be like Eden without Eve. A church which should have lost all the natural differences between its masculine and feminine membership would be like Eden with two Adams and no Eve.

Much that has been said and written on this topic seems to imply that woman needs help to find her place and her work. Is not this a mistake? In the family and in social intercourse a woman who is ever anxiously and nervously seeking for her place and trying to get into it is sure to make the impression that she lacks something of feminine character. She who never seems to be out of her place has not all the while been consciously trying to keep in it. She evermore gravitates to it by a spontaneous tendency.

In this respect woman is greatly superior to man. She has finer and truer instincts, or rather quicker and surer intuitions. She knows more things by feeling them than man does. If this power be dulled and lost, she is not likely to win, in place of it, man's power of logic, of knowing things by proving them.

Shall any man attempt to define woman's place and work, or to set them forth in logical or rhetorical forms?

Doubtless we shall all agree that the feminine element of humanity is the more refined, the more subtle element. It is just that which, left to itself, most easily finds its own place and does its own work, breathes forth its own influences. The land may be measured and bounded, and may need to be graded, but not the fluid air. Leave it unobstructed, and it will find its place. Its invigorating effects will report its presence. It will not be in man's way, to hinder his motion. It will be ever with him, to strengthen and enliven.

There are many happy and useful

pastors ready to testify that they have had no better helpers of their ministry than women who laboured with them in the Gospel—

1. In their own homes, each in the methods which her own womanly tact suggested, usually so simple and natural that she scarcely knew they were methods at all, or thought of them as such, much more than the brook thinks of its method of flowing

> Her quiet, lowly life flowed on
> As meadow streamlets flow,
> Where richer green reveals alone
> The silent ways they go.

It is truly a great work so to keep a house as to make it a home, so to order the life within that it shall be a good place for the seed sown from the pulpit to spring up and grow, a good place for the teachings of the pulpit to be pondered, and the influence of the pulpit to work their silent and deepest and most lasting effects. This is a work which none but women can do.

2. In social intercourse, each keeping herself adorned with "the ornament of a meek and quiet spirit," exemplifying, in a godly life, the meekness and gentleness and unworldliness which the pulpit inculcates.

3. In the Sabbath School, patiently, faithfully, prayerfully applying all womanly tact and all womanly attractions to young minds to teach them the pleasant ways of heavenly wisdom, and win them to walk therein.

4. In proper missionary work.—There are women in our city churches, providentially disengaged from domestic cares, whom God has richly endowed with wisdom, with steady and tempered zeal, with womanly grace and womanly tact, and womanly courage and fortitude (for there is a feminine type of these, in no way inferior to the masculine), whom Christian men may well support by regular and stipulated pay, to give their whole time and strength to missionary labour.

A church which should employ enough such devoted sisters of Christ to explore frequently every street and alley in its proper field, to read the Bible and pray in every squalid abode, to cheer and comfort every desponding and suffering disciple, to invite every neglecter of the sanctuary to her place of worship, every child to her own Sabbath School, and to lead every one, who will be led, to her pastor, or bring her pastor to their homes or bedsides, has made the most worthy and useful expenditure of the funds needed to support them.

We need not be anxious to define and describe woman's place and work. Recognizing her feminine nature, and neither enticing nor driving her away from its proper exercise, we may best trust it to find its own place and way. Let us invite and expect the help of our women in all our spheres of duty and usefulness. Men and women should be helpers of each other in common spheres, more than labourers in wholly separate ones.

Let us not dishearten and depress Christian women by seeming to undervalue all that is not done in public; that cannot be figured in statistics nor blazoned upon platforms. Let the meekest and gentlest and timidest woman who breaks her box of ointment on her Master's feet not be alarmed when she finds that the whole house is filled with its odour; and let not her who, in utmost privacy, gives a cup of cold water to a faint disciple, or washes a weary disciple's feet, doubt that her Master watches the humble action with a smiling countenance.

A woman whose heart is full, and whose hands are busy with any work of domestic duty, or any labour of love for orphans, for widows, for lambs of Christ's flock, for sinful or suffering women or men whom she finds willing to listen to her persuasions or to accept her kindness, even

though her tongue be unable to frame any phrases of verbal persuasion—let no such woman doubt that she is in her place, and is doing her fitting work.—*The Church at Home and Abroad.*

[To the above we add, women in the public school, where, outside of the home, she is in her most influential sphere, and where the fruit of her work will be blest and a blessing for untold generations.]

NOTES FOR TEACHERS.

THE TRAFFIC OF LONDON BRIDGE.—The exact number of persons who cross London Bridge on foot in a day has been ascertained, and a long-disputed point settled. In order to decide a guessing competition in which 36,000 persons took part, the editors of the weekly journal *Answers* made arrangements with the Commissionaire Corps, and a large staff of men were drafted on to the bridge for the whole twenty-four hours of the day. The result proved that 1,111,873 foot-passengers and 45,000 vehicles, containing an average of three persons each, crossed.—*Ex.*

STANLEY'S GEOGRAPHICAL DISCOVERIES IN AFRICA.—Stanley has traced the River Arnwima hundreds of miles from the Congo to the highlands which flank the Basin of the Nile. He has determined the extent and character of the great forest-belt that reaches northward from Tanganyika to the equatorial lakes. He has discovered a snow-capped mountain which he thinks rivals Kilima Njaro in height, and he has also described the tributary of the Nyanza, which is supposed to connect that little-known Lake Muta Nzige with the Nile system. This information may be only a fraction of that which he may be able to communicate upon his return.

THE LARGEST LAKES IN THE WORLD.—The Caspian, though called a sea, is to all intents and purposes a vast land-locked lake, and is the largest in the world, being more than five times the size of Lake Superior, which comes second, and is the largest fresh-water lake in the world, having about the same area as Ireland. There are six lakes each with an area exceeding 20,000 square miles, namely:—

LAKE.	COUNTRY.	SQ. MILES.
Caspian.	Russia.	178,872
Superior.	Canada & U.S.	31,990
Victoria Nyanza.	Africa.	27,000
Aral.	Russia.	25,868
Michigan.	United States.	23,903
Huron.	Canada & U.S.	23,684

It is computed that the great system of lakes of which Superior, Michigan, and Huron form a part, with the river St. Lawrence which flows from them, contain together half the fresh water of the globe—*School Guardian.*

BOGOTA, the capital of Colombia, is situated in the "heart of the Andes," something over 8,000 feet above the sea level, and ranks as the third highest city on the western hemisphere, Potosi and Quito only taking precedence. There is a peculiar tradition as to the event of its founding in 1542. It is related that three Spaniards set out with the purpose of selecting a capital for the new viceroyalty of New Grenada. One entered the territory through Venezuela, a second descended the Magdalena, while the third's gateway was by the Pacific Coast. All meeting on the spot where the city is now located on the same day, with true Spanish superstition they hailed it as an "omen,"

and with great formality founded the present city under the name of "Santa Fe de Bogota." Later the "Santa Fe" was dropped, and it remains simply Bogota. Its population is estimated at about 60,000.—*Guardian.*

AN electric omnibus has been seen threading its way through the maze of metropolitan traffic. The new vehicle has room for twelve persons inside. The door is placed at the back in the ordinary way; but there is no "knifeboard," nor garden-seats upon the roof; neither is there a box-seat, which used to be so popular with suburban riders. Instead, the driver, who need not be a mechanic, occupies a platform, which is provided with steering gear, and the coachman known as "the man at the wheel." He can calculate to a nicety the course which he should take, his perch being sufficiently lofty to give him a good look-out. His helm controls levers which are connected with the front pair of wheels. These latter are underneath the bus, and they are protected by an arrangement corresponding to the cow-catcher of the American locomotive. The electric omnibus is the invention of Mr. Radcliffe Ward, who has propelled the machine for upwards of 200 miles in London thoroughfares, and has satisfied himself that it can be managed with perfect ease, whether in climbing up Ludgate Hill or the Haymarket, or turning in and out amongst the hucksters' stalls of Leather Lane. A mechanical brake brings the conveyance to a standstill at command, and the speed can be regulated at will.—*The School Newspaper of English.*

WHERE THE DAY BEGINS.—According to the way in which this arrangement is now carried out, the first land that the new day dawns upon is Easter Island, about 230 miles west of the coast of Chili, South America. That is to say, the 2nd of July breaks there within a little time of the first having broken on the American coast to the East, and the two days run alongside —the second in Easter Island and places West, the first in all places on the American Continent. We may, therefore, realize this idea—that at 7.20 o'clock any morning of our lives in Great Britain, the next day is commencing in the world, and is to be found at this little island in the Pacific Ocean, whence in due course it will travel round to us. But to have thus the start of the world is not an unmitigated advantage to these islanders. Suppose one of them sails east to America, what is the result? He will find that they keep the day there under a different date, and he will have to reckon one day in his calendar twice over to put himself right with their notions. On the other hand, if an American crosses from east to west, this wonderful magic line where the day begins, he will find the dates to this fresh part of the world are one in advance of him, and he must needs strike a day out of his calendar to keep up with the times. The fact was curiously illustrated in the case of Magellan, the Portuguese captain, who sailed around the world from east to west in 1522, and having crossed the magic line of "day's birth" in his wanderings, his calendar became, of course, a day in arrears. The sailors were completely ignorant of this. and finding, on landing at home, that their Sabbath was falling on Monday, they accused one another of tampering with the reckoning. It was not for some time that the true and simple explanation of the wonderful loss of time was discovered.—*Pittsburgh Christian Advocate.*

CARDINAL MANNING having been asked by an American correspondent

whether the Bible should be read in the Public and Common Schools of the American Union, replies in the *Forum* that he does not see how the State can retain its purely secular character and action if the Bible be introduced into the schools, nor how the State can order its introduction without violating the religious conscience and spiritual independence of the American people, nor how the reading of the Bible in any sense but its own true sense can educate the children of Christian parents. It is somewhat difficult to reconcile this expression of opinion with what he says about the Bible in English schools: "I rejoice that it is read in the Board Schools of England, even without a right interpretation. It is better that children should know the name, the character, the work, the life, the parables of the Saviour of the world, than that they should grow up without the knowledge of His name." We entirely agree with the Cardinal that the Bible is the Bible only in the right sense of the Bible, and that parents ought to be left perfectly free to send their children to schools where they believe that right sense to be taught; but we do not see wherein the Common Schools of America differ from the Common Schools of England. The Bible is the book of the Church (we do not use the word "Church" here in any narrow sense), and there is no adequate interpretation of it that does not recognize the Church and a child's relationship to the Church. But on the principle that "half a loaf is better than no bread," we prefer to see the Bible inadequately interpreted to not being read or interpreted at all. One of the chief dangers of unsectarian teaching is that thoughtless parents and society are tempted to be content with it. This is a serious danger, for the value of the Bible depends on the use made of the Bible. If the Bible is used merely as a Reader it may blunt religious sensibility. If it be treated merely as an ancient classic, it may teach incidentally odds and ends of geography, history, and grammar, but it will not produce the effect of the Word of God. If it be hacked and hewed to meet the multitudinous objections of hostile religious bodies, it will not only omit many precious truths, but it will present those that remain in false lights for want of their complementary truths and their interpretative context. Still we prefer the Bible to be read in Board Schools under the worst of these conditions to its being excluded ltogether.—*School Journal*, N.Y.

THE LORD MAYOR OF LONDON.

FROM a profusely illustrated article in the November *Century* on the "Guilds of London," we quote the following:

"The Lord Mayor is elected from the twenty-six aldermen or heads of the wards into which the city is divided by the votes of the Livery; that is, of the members of the several guilds of the city. He is elected at the Guildhall, on the feast of St. Michael, the Archangel. Few more interesting ceremonies are to be seen in England. A wooden screen is erected outside the Guildhall, with many doorways in it. At each is stationed the beadle of the guild, who is expected to know all the liverymen of his company, and so to prevent unauthorized persons from entering. The floor of the Guildhall is strewn with sweet herbs, perhaps the last surviving instance of the medieval method of carpeting a hall. The twenty-six aldermen come

in, all in scarlet gowns. The recorder, or law-officer of the city, rises, bows to the Lord Mayor and the assembled liverymen, and makes a little speech, declaring how from the time of King John they have had grants of certain rights of election. The Lord Mayor and aldermen then go out; another law officer, the common sergeant, repeats what the recorder has already said, and tells the liverymen that they must name two for the office of Lord Mayor, of whom the Lord Mayor and aldermen will select one. Two names are then chosen, and are carried to the aldermen by the heads of some of the chief guilds. One is selected, and thereupon the Lord Mayor and the aldermen return to the Guildhall and sit down, the chosen future Lord Mayor sitting on the left hand of the actual Lord Mayor. The recorder again rises, and reads the two names and the one selected, and asks the liverymen if it is their free election, "Yea or No." They shout "Yea," and the sword-bearer thereupon takes off the fur tippet of the Lord Mayor to be, and puts a chain around his neck.

On 8th of November there is another meeting in the Guildhall. The old Lord Mayor rises and gives the new one his seat. The chamberlain of the city then approaches with three solemn bows, and hands to the new Lord Mayor a jewelled sceptre, the common seal of the city, and an ancient purse. The sword-bearer next advances, and bowing three times, each time with increasing reverence, gives the Lord Mayor elect the great two-handed sword of state, which symbolizes justice and legal supremacy. The crier, with bows equal in number and profundity to those of the sword-bearer, next approaches, and presents the mace. The aldermen and sheriffs then congratulate their new chief, who proceeds to sign certain documents, and among them a receipt for the city plate. Last of all, he is presented with the keys of the standard weights and measures, deposited in his custody. The meeting then breaks up, and the old Lord Mayor goes back to the Mansion House, his official residence, for the last time.

"The next day, the 9th of November, is known in London as Lord Mayor's Day, because on that morning the new Lord Mayor takes office in the Guildhall. He drives thence through the ward of which he is alderman, and proceeds in gaudy procession to the courts of law within the bounds of Westminster. Before his coach are running footmen, and there is a long procession of the carriages of the aldermen, and of the heads of the several guilds, and of the main body of his own guild, all in their best official gowns. The banners of the guilds, their beadles, and pageants, which vary according to each Lord Mayor's taste, make up a wonderful show, which, as it winds in and out the narrow streets of the city, enlivens them with brilliant colour. Though often decried because it obstructs business for one day, should the progress of modern times abolish the custom, it would be regretted by all who have witnessed it.

"The Lord Mayor is presented to the Lord Chief Justice of England, takes an oath of fidelity, and calls on the judges of the several divisions of the High Court of Justice and invites them to dinner. The judges always reply somewhat haughtily that some of them will attend, and the Lord Mayor then returns to the city, in which for a year he is to be the greatest person, obliged to give place only when the Queen herself comes."

PUBLIC OPINION.

ACCORDING to the *Pall Mall Gazette*, Mr. Conybeare is going to bring forward a resolution at an early meeting of the School Board to the effect that the Board should send a letter to the presidents of the Royal Academy and other societies of British painters, requesting them to consider the possibility of opening the picture galleries on certain days without payment to parties of children selected from the higher standards of the London schools.

MISS KNATCHBULL-HUGESSEN says that statistics have been recently collected as to the health of women university students after leaving college; and in particular the life-record of those who have married has been compared with that of the sisters nearest to them in age. The results fully bear out the conclusion of Sir William Gull as to the advantage of thorough intellectual training for girls, even from a medical point of view. The average health of Girton and Newnham students who have subsequently married is better than that of their married sisters who have not been to college. The average health of their children is better. The percentage of childless marriages is less in their case.—*The School Guardian.*

THE families of two writers, both famous in their way, one learned and the other popular, are (says the *St. James's Gazette*) in urgent need of pecuniary assistance. No scholar has done more to circulate in England the best results of German research than Dr. Leonhard Schmitz. No writer for boys and for children of riper years has given more innocent pleasure and laid more soundly the foundations of a love for natural history than the Rev. J. G. Wood. Dr. Schmitz is living in poverty; he is suffering from a grievous accident, and at the age of eighty-two stands in need of public subscriptions, which should be sent to the Schmitz Fund, care of Messrs. Barclay, Ransom & Co., 1 Pall Mall East. In spite of his untiring labours, the Rev. J. G. Wood was unable to make any provision for his family. "He died in harness," writes the vicar of his parish, the Rev. Alfred Whitehead, who will gladly receive any subscriptions which may be sent to the J. G. Wood fund, care of Messrs. Hammond & Co., Queen Street, Ramsgate.—*The School Guardian.*

THERE is one department of affairs in which all the leading nations of Europe are unmistakably in earnest. This is certainly not the science of education, but the science of war In this department we have made discoveries that might be useful elsewhere. One very valuable discovery is this, that learning is not confined to youngsters and beginners; indeed, there is much to be studied which cannot be understood till a man has had some professional experience. The country, therefore, provides at the Staff College, and at Greenwich, courses of higher instruction for officers in the Army and Navy who are no longer subalterns or lieutenants. These officers retire for a time from active service, and make a study of their work from a fresh point of view, and with the ablest theoretical instruction. No expense is spared to increase the efficiency of our officers; but some time back the Minister responsible for education rejected a plan for increasing the efficiency of our school inspectors, because it would cost the nation "at least £2,000 a

year," so there is no immediate prospect of "my Lords" organizing a Staff College for schoolmasters. But those who can "dip into the future, far as human eye can see," may have a "vision of a world" in which such a college is thought not a "wonder," but a necessity. Already the New York *School Journal* (5th Jan., '89) suggests that such a college, or course of study at least, should be established in connection with some university, to which teachers might turn aside for a year or two. Here they might make a study of "the history of education, educational psychology, methodology, systems of instruction, State educational laws, criticism of theories, and personal suggestions." There is, perhaps, as much to learn about children as about cannons, and even greater harm may be done by mismanaging them.—*The Journal of Education* (London).

CORRESPONDENCE.

FRENCH SCHOOLS IN ONTARIO.

Editor MONTHLY:

SIR,—Permit me to make a correction in your account of what took place in the Legislative Assembly during the recent debate on this subject. You say that the Minister of Education denied certain statements made by Mr. Craig, amongst them one to the effect "that the French language was the current tongue and English the foreign." I heard the part of the Minister's speech in which he dealt with this point, and I can assure you that the above quotation misrepresents his position. That position can best be indicated by a few brief statements which fairly cover the ground. Mr. Ross told the Assembly:

1. That prior to 1885 there was no regulation, or any other enactment having statutory force, which made it obligatory on school boards to have the English language taught in all public schools; that the regulation of 1885, making the use of English Readers compulsory, was passed at his instance and before the question had been publicly discussed; and that, though there were many schools in 1885 in which not a word of English was taught, there is not now a single school in Ontario of which this can be alleged.

2. That before the law, the German and French languages are in precisely the same position; and that, if English is more generally used in German than in French districts the law has nothing to do with the difference—statements which were not "questioned on the floor of the House," and which are not likely to be questioned anywhere else.

3. That, pending the more general acquisition of the English language—as a foreign language, of course—by the French speaking children, they must be permitted to acquire knowledge of school subjects through the medium of their own language—the only one they can use for that purpose. It is here simply a question of expediency. Is it better to educate the French children in French than not to educate them at all, except in so far as learning English (to them a foreign language) gives them incidentally an education?

4. That the French people are not unwilling to have their children taught English, or taught in English, but the very opposite, as a rule—a statement that was fully corroborated by Mr. Balfour, who represents part of a county (Essex) which is largely French; and that the real obstacles in the way are the scarcity of competent bilingual teachers and the poverty of the people.

If you are willing to permit me to say a word on this question on my own account I would like to add an expression of my belief, based on long study of and acquaintance with this difficult question, that it will never be satisfactorily settled until the province comes to the aid of the localities, at least to the extent of providing county training schools, the teachers of which are expert in the use of both French and English. The school law as it stands now is powerless to solve the problem, and to make the law more drastic will not make it a whit more effective. The only penalty that can be imposed is loss of the legislative grant, and if a locality chooses to do without that it can virtually bid defiance to the educational authorities. Of course we all desire to see all the children of Ontario taught in English, and I have good reason to know that this is especially the desire of the French people who are shrewd enough to see that their children are handicapped by a want of facility in the use of the English tongue. WM. HOUSTON.

Legislative Library,
Toronto, April 8th, 1889.

The editor, much to his disappointment, had not the opportunity of being present in the House of Assembly when the discussion on the French language in the Public Schools of Ontario took place; but since receiving Mr. Houston's letter the following extracts have appeared, which contain more distinct and decisive statements than any which have appeared lately in THE MONTHLY. Two or three years ago this magazine made public what was and is going on in the Public Schools in some parts of Eastern Ontario. We hope the remedy will be applied. This we say in the most considerate and friendly spirit to our Celtic fellow-subjects:

"An accumulatior of testimony from various quarters, and from Liberal as well as Conservative sources, makes it impossible any longer to doubt that there are in Ontario many schools, classed as Public Schools and largely supported from public funds, in which the English language is neither used in teaching, nor itself taught with any degree of efficiency. The strong statement to the contrary made by the Minister of Education from his place in the House appears to have been singularly rash and ill-founded. Mr. Ross surely owes it to the public and to himself to offer some explanation. It seems scarcely possible that his words were misreported, nor has the correctness of the newspaper version, so far as we are aware, been called in question, unless, perhaps, by some of his friends, who, with indisputable evidence to the contrary before their eyes, find it difficult to conceive how the Minister's informants could have so misled him as to cause him to make the unfortunate assertion that English is now taught in every Public School in Ontario. Public interest in the question is now pretty thoroughly aroused, and, if it were not, a Cabinet Minister holding the important portfolio of the Education Department cannot afford to allow his accuracy in regard to a question of fact, touching a matter on which he should have the fullest information, to be openly called in question."—*The Week*, 17th April.

"The Toronto correspondent of the Montreal *Witness*, speaking of the discussion on the subject of the teaching of French in our Public Schools, says: 'The Department does not claim that all the children are taught in English, or that all the teachers can speak English so as to be able to speak in that language. All it claims to have accomplished is that the authorized English readers are now used in every Public School in Ontario.' This is not quite correct. Mr. Ross stated in the Legislature

that there were no teachers in the Public Schools in Ontario who could not speak English, and that the Department required that every teacher should be able to teach English."—*Mail*, 24th April.

"The contradictory evidence advanced in the House was most remarkable. The Minister of Education stated, on the authority of the inspectors, that English is now taught in every school, whilst the testimony of different persons, competent and reliable, was adduced to prove that in some schools English was not taught at all. It is a matter of regret that the Minister of Education had not been better informed before making such a statement. We have it from reliable authority that in many of the Public Schools of the United Counties of Prescott and Russell there is not a word of English taught, as the teachers know nothing whatever of the English language, whilst in others the small amount of instruction given in English is so imperfect that it amounts to little more than a farce. In our Public School of L'Orignal, where the teaching of English would be supposed to be more general and important than in the rear settlements of the country, there is no English taught, and the school is conducted after the manner of a Separate School."—*Advertiser* (L'Orignal), April.

EDITORIAL NOTES.

We thank "Toronto Merchant" for his interesting and valuable papers to this magazine, and beg to inform our readers that we expect shortly to begin similar sketches about the "British West Indies."

The Monthly has constantly advocated every measure having a tendency to improve our schools, and raise the status of teachers of all grades, whether in the University or in the Public School. We therefore have pleasure in directing the attention of our readers to the notices of the Teachers' Bureau in this issue. Mr. E. N. Moyer's success as a teacher, his experience in handling school supplies, as well as attending Board meetings and Teachers' Conventions, specially fit him for the management of a Teachers' Bureau. Trustees and teachers will find Mr. Moyer capable, thoroughly alive to their best interests, and able to promote these through the Teachers' Bureau. We cordially commend him to the friends of education in our country.

In general terms, it may be said that the secondary schools prepare candidates for passing the entrance examinations to McGill, Queen's, Victoria, Trinity and University Colleges, and also for the non-professional certificates for teachers of three different grades. In order that this work may be done in these schools with the least expenditure of means, it is plain that if all the bodies which have authority to examine candidates could be induced to conduct their tests of various kinds for admission to their societies upon the same general programme of school work, the question of least expenditure of force in the schools would be practically met. The problem would practically be solved. To secure this end a committee of the High School Section of the Ontario Teachers' Association has been endeavouring for several years to move the Law Society, the College of Physicians and Surgeons, Ontario, and other bodies which very rightly insist upon their students submitting to a test of scholarship, so that they would accept either the general matric-

culation examination in arts, or the teacher's certificate, as sufficient evidence of qualification for entering upon their professional studies. The masters, wisely, do not ask that all these societies and learned bodies should have one and the same entrance examination. All that they ask, and it is much, is that all the higher seats of learning, all learned societies, all bodies having authority to conduct examinations, do so on the same authors and parts of authors read in the schools, as well as the same parts of such subjects, mathematics, science, etc.

For instance, if one of the authors be Virgil or Homer, that the same book or books be read in all the schools, and that the candidates be examined only in these; or if the subject be mathematics, that the same parts of this subject be studied in all the schools, and candidates examined on these only, and so on throughout the whole curriculum for admission to any school or college.

If all parties concerned follow this simple plan, then, as far as the High Schools and Collegiate Institutes are interested, the question is disposed of satisfactorily. Whether the present standard for admission to the colleges is the proper one or not is a totally different question. In order to have some clear light on the point under consideration we have sought information from McGill, Queen's, Victoria, Trinity and Toronto Universities. The number of candidates who failed to pass the matriculation examination at McGill was 29 out of every 100; at Toronto the average number for the last five years is 18, in 1884 it was 13, in 1888 it was 23; an increase of 10 per cent. in five years.

In view of this state of things, the opinion of the governors of McGill is that the standard of matriculation cannot be raised. How the Senate of the University of Toronto will deal with the question, seeing that the candidates for matriculation are rejected in larger numbers year by year, it is hard to say. One thing is plain, the facts above stated do not support the cry, "raise the standard."

It may be of interest to add a word on graduation. At Toronto University, of one hundred matriculants (taking the average of the last five years) only forty-one reached the degree of B.A. At McGill the percentage was fifty-two.

It is urged that there should be only one matriculation examination for the whole Province. The gain, if any, to the country by the adoption of such a plan will be very slight. It will not be of any advantage to the secondary schools if the scheme of academic work sketched above is acted upon by all the learned societies interested. There is no educational reason that we can see why the same questions should be asked of candidates for matriculation at Queen's University, Kingston, and at the University of Toronto, Toronto, on the IV. Book of Homer, for instance. The vital breath of school work is diversity—uniformity, sameness in examinations involves inevitably cram, decay and death. The best plan in the interests of education is that the Department of Education should conduct the examinations of teachers, the universities and colleges do the same from the beginning to the end of their course for their own students. Each of these authorities may accept whatever they may deem safe from the others. The examination question is too delicate, too complex, too far-reaching in its results to be committed to the care of a board composed of a few, however honest, learned and capable these few may be.

Some may think that by having a uniform standard of admission all the students attending the colleges would be of the same degree of attainment.

for now there are matriculated and non-matriculated students in attendance at the colleges, and no doubt in future the same state of things would exist. We wish to speak with all respect and esteem of the army of sub-examiners which the Education Department even now must secure to read the answers of candidates for But this does not necessarily follow, teachers' certificates, how much this number would have to be increased if we had one uniform examination for matriculation also, we leave our readers to imagine. How the machine looms up in size and ugliness! Friends, let us consider before we commit ourselves to such an undertaking.

SCHOOL WORK.

MATHEMATICS.

ARCHIBALD MACMURCHY, M.A., TORONTO.
EDITOR.

SELECTED PROBLEMS.

79. A certain school contains not less than 90 boys nor more than 130. Latin, Greek, and French are taught, but no other languages. For every boy learning Latin, at least two learn Greek, but not French; for every three learning Greek, at least one learns French, but not Latin; and, for every two learning French, at least three learn Latin, but not Greek. Exactly half the school learn no languages. Find how many boys are learning each language.

80. If A, B, C, D be four points on a circle, prove that (1) the four nine-points circles of the four triangles $A\ B\ C$, etc., pass through the same point Q; (2) the Simson-lines of each triangle with respect to the fourth point pass through Q; (3) the four orthocentres form a quadrilateral equal to $A\ B\ C\ D$ and in perspective with it at centre Q; and (4) if a fifth point be taken on the circle, the five quadrilateral Q points lie on a circle, and so on.

81. Solve, by a simple quadratic method, the equation $x^6 + 12x^5 + 14x^4 - 140x^3 + 69x^2 + 128x - 84 = 0$.

82. $A\ B\ C$ is a triangle; $A\ B = A\ C$; D, E are mid-points of $B\ C$, $A\ B$. Join A, D; draw $F\ E\ L$ perpendicular to $A\ B$ cutting $A\ D$ in L, and a perpendicular at B to $B\ C$ in F; draw $F\ H$ parallel to $A\ C$. Show $H\ L\ F$ is a right angle.

83. $A\ B\ C\ D$ is a quadrilateral inscribed in a circle. The opposite sides meet in F, E; and the diagonals AC, BD intersect in O; M, N are the mid-points of AD, BC. Prove $F\ O$ a tangent to the circum-circle of triangle $O\ N\ M$.

84. $A\ B\ C\ D$ is a quadrilateral, and O the point of intersection of $A\ C$, and $B\ D$. From $C\ O$ cut off $C\ M$ equal to $A\ O$, and from $B\ O$ cut off $B\ N$ equal to $D\ O$. Prove that the centroid of the quadrilateral coincides with that of the triangle $O\ M\ N$.

85. Construct a triangle, the product of two sides, the medial line to the third side, and the difference of the angles adjacent to the third side, being given.

CLASSICS.

BRADLEY'S ARNOLD.

BY A. M.

15.

Tam honeste, inquit vixi ut vita aequo animo excedam? 2. Tam honeste se vixisse dixit ut aequo animo vita excederet. 3. Ita, inquit, vivere conabor ut acquo animo vita possim excedere. 4. Ita se vixisse dixit ut æquo animo posset vita excedere. 5. Tam subitus fuit hostium impetus ut nemo aut arma aut ordinem suum posset reperire. 6. Tum hostes, ne quis nostrum vel arma vel ordinem suum reperire posset, subito impetum fecere. 7. Tum ille ut vitam suam servaret, multa mentiri incepit. 8. Tam multa ille mentitus est ut nemo ei tum crederet nec quisquam postea unquam crediderit. 9 Tam bonus fuit rex ut cives eum vivum amarent, desiderarent mortuum, nomen ejus

hodie memoriamque gratissimis animis prosequantur, nec unquam virtutum ejus sint obliturі. 10. Tanti erant fluctus ut navi toti infunderentur, et talis fuit tempestas qualem nunquam antea videram. 11. Tam acriter invasere equites ut, nisi nox certamini intervenisset, hostes terga fuerint daturi. 12. Non potes, inquit, patriæ nocere ut non tibi ipsi rebusque tuis damnum inferas ac perniciem. 13. Hæc eo consilio dixi ut tibi tuisque prodessem; sed eo res evasit, ut tibi, cui prodesse volui, nociturus sim, et eis sim profuturus quibus nocere volui. 14. Adeo ne justo quidem dolori indulsit ut iis quoque qui patrem suum occiderant ignoverit.

16 A.

Quod ne faceret oravi, sed eum ut patri suo crederet admonui.

2. Milites ne propter recentem casum animos demitterent hortatus est. 3. Id egit ne cui civium noceret, sed ut toti reipublicæ consuleret. 4. Militibus imperavit ut se ad pugnandum pararent, eosque ut fortiter pugnarent hortatus est. 5. Decrevit senatus ut consules delectum haberent. 6. Fratrem tuum monere decrevi ne Romam ante noctem rediret. Qui ne plure mentiretur conticescere eum jussi. 8. Quo die accidit ut consules delectum habituri essent? 6. Ex quo impetravi ut victis parceret, neu militibus permitteret ut feminas puerosque trucidarent. 10. Primus eum monui ne hominum mendacissimo ac crudelissimo fidem haberet. 11. Accidit ut eo die ego et tu ruri essemus, ex quo factum est ut hunc casum ultimi audiverimus. 12. Negavit se unquam commissurum ut socios se suos proditurum esse polliceretur.

MODERN LANGUAGES.

Editors { H. I. STRANG, B.A., Goderich. W. H. FRASER, B.A., Toronto.

EXERCISES IN ENGLISH.

A target was placed at the upper end of the southern avenue which led to the lists. The contending archers took their station in turn, at the bottom of the southern access. The archers, having previously determined by lot their order of precedence, were to shoot each their shafts in succession. One by one the archers, stepping forward, delivered their shafts *yeomanlike* and bravely. Of twenty-four arrows shot in succession, ten were fixed in the target, and the others ranged so *near* it, that, *considering* the distance of the mark, it was accounted good archery. *Of* the ten shafts which hit the target, two within the inner ring were shot by Hubert, a forester, in the service of Malvoisin, who was accordingly pronounced victorious."

1. Substitute equivalent words or expressions for "the lists," "access," "previously determined," "their order of precedence," "in succession," "delivered their shafts," "accounted," "pronounced victorious."

2. Expand into clauses, "contending," "shot in succession," "considering," "the distance of the mark," "within the inner ring."

3. Substitute phrases for "which led to," "yeomanlike and bravely," "accordingly."

4. Contract the first two sentences into one.

5. Expand the fourth sentence into a compound sentence.

6. Rewrite the third sentence so as to make *each* the subject, and *order* a nominative absolute.

7. Classify, and give the relation of the subordinate clause in the fifth sentence.

8. Show, by substituting two words for it, that *who*, in the last sentence, has a two-fold grammatical function.

9. Select all the inflected words in the first two sentences.

10. Write out all the inflected forms of *led, who, one; forester, near.*

11. Write sentences giving *station, forward, good, in the service*, a different grammatical value from that which they have in the passage.

12. Parse the italicized words in the passage.

13. Give the syntactical relation of *each, archery, forester.*

14. Form nouns from *determine, archer, lot, deliver.*

15. Form adjectives from access, station, bottom, order.

16. Form all the derivatives you can from *consider*, *serve*.

17. Form all the compounds you can of *shot* and *step*.

CLASS-ROOM.

ARITHMETICAL PROBLEMS

1. The sum of two numbers is 5,768, This difference is $\frac{1}{3}$ of the larger. Find them.

Ans. 3,605, 2,163.

2. *A* spent $5 more than $\frac{1}{3}$ of his money, and then he has left $10 less than $\frac{1}{2}$ of what he had at first. How much did he spend?

Ans. $35.

3. *A's* age is 26 years, *B's* is 20 years 3 mos. Divide $935 between them so that *A* may get $5 more than he would get if the money were divided in proportion to their ages. *Ans. A*, $535; *B*, $400.

4. A tobacconist sells cigars at 50 cents per doz., gaining thereby $\frac{1}{3}$ of cost price. Find selling price of each cigar in order that he may gain $\frac{1}{4}$ of cost. *Ans.* 5 cents.

5. The population of a city, after increasing by $\frac{1}{10}$ of itself each of the years 1886, '87 and '88, was 131,072. Find the total increase in the population for this period.

Ans. 23,072.

6. One tap can fill $\frac{1}{2}$ of a cistern in $\frac{5}{6}$ hrs., another can fill $\frac{3}{4}$ of the remainder in 30 mins., and a third pipe can empty the cistern when full in 2$\frac{1}{2}$ hrs. If the cistern be empty, and all the taps opened at once, when will it become filled? *Ans.* 1 hr.

7. In an electoral district $\frac{7}{11}$ of the voters were Liberal, and the remainder Conservatives. In an election 250 of the Liberals and 115 of the Conservatives did not vote, and 125 of the Liberals supported the Conservative candidate, thus bringing this candidate within 125 votes of the Liberal. Find the number of electors in the riding.

Ans. 22,950.

8. Find the value, at 50 cts. per acre, of the land in a piece of country represented on a map by a rectangle 10$\frac{1}{2}$ in. by 6 in., drawn on a scale of 3 mls. to the inch.

Ans. $181,440.

9. A cubic foot of water weighs 1,000 oz., and water expands $\frac{1}{10}$ in bulk in freezing. Find the weight in tons of the ice 11 inches thick on a pond whose area is 2$\frac{3}{4}$ acres.

Ans. 3,225 tons.

10. A field containing 8 acres 3 ro., is 35 rods long. Find the cost of building a 2 in. plank walk 3 ft. wide around it, with lumber worth $10 per M. *Ans.* $149.22.

THIRD CLASS LITERATURE.

THE CLOUD CONFINES.

Stanza 1; The poet states, in a complaining tone, that human knowledge is but slight and superficial. One of the effects of this stanza is to produce in the reader a feeling of solitude, and of close contact and inquiry towards an irresponsive physical world.

"The day is dark and the night
2. To him that would search their heart."

Which of the following is the meaning of line 1?

The day is dark and (the day is) the night. or The day is dark and the night (is dark)

What effect has *their* in line 2 on the answer to the preceding question?

What is the figure in these lines? An inferior degree of personification.

What word is essential to the figure, *heart*?

3. "No *lips* of cloud that *will part*."

Same figure. Neither day nor night answers by a voice from the clouds. Or, the cloud will not open its lips to answer him who would search the heart of day and night.

4. "Nor morning song in the light."

The light does not necessarily produce joyfulness.

"Lips of cloud," "Morning song."

Would you expect joyful news from lips of cloud?

Would you expect sorrowful notes in the morning song?

What figure? Contrast.

5. "Only gazing alone,—
To him wild shadows are shown;
Deep under deep unknown,
8. And height above unknown height."

Line 5 owes its melody to the prevalence of liquids and open vowels. The feeling of solitude is produced chiefly by *only* and *alone*.

What does *only* modify—the person, the gazing or shadows?

Paraphrase so as to make it modify each successively.

If "gazing alone" means *gazing only*, the meaning would be gazing, but doing nothing else, not appealing to authority, for instance.

"Gazing alone" may, and very likely does, mean gazing in solitude.

Gazing at what? At the sky, at day, at night.

The objects that he sees are "shadows," "deep under deep unknown," etc.

"Gazing" may also mean the intellectual operations performed in the effort to "search" the "heart" of daylight and night, that is to find the true meaning of our joys and sorrows and our malevolence.

When "gazing" is taken in both meanings, "shadows," "deep," and "height," have a double signification.

"Deep . . . height," is an expansion of the meaning of "shadows."

> Still we say as we go,
> "Strange to think by the way,
> Whatever there is to know,
> That shall we know one day."

This expresses the hope of mankind for completeness of knowledge, and the wonder of mankind at having this hope.

QUESTIONS ON PROVINCE OF QUEBEC.

1. According to origin and advancement describe the inhabitants of Quebec.

2. What are the chief industries of the people?

3. Quebec is noted commercially. In what way?

4. Describe the surface and climate of Quebec.

5. Classify the rivers flowing into the St. Lawrence.

6. Locate Father Point, Perrot, Murray Bay, Megantic, St. Louis, Levis, Nicolet.

7. Why is Montreal called the metropolis of Canada?

8. Name the cities of Quebec, telling what you know of each.

9. Name and situate the chief water-falls of the Province.

10. In what way is Quebec city noted historically?

11. Where, and for what noted is: Mont Royal, Victoria Bridge, Tadousac, Malbaie, Lachine, Lennoxville, Lorette?

12. What are the lines of railway of Quebec, and name some of the important railway junctions?

13. How is the Province governed?

14. What provisions is made for the education of the people?

15. What districts are noted for mining, agriculture, timber, and fishing.

CONTEMPORARY LITERATURE.

Calendar of Queen's College and University, Kingston, Canada. 1889-90.

Education for March publishes not a few important articles, among which may be mentioned "The Study of English in the College Course," by H. H. Furness, LL.D.

AMONG recent text books on Algebra, none is at once so complete and satisfactory as that by Mr. C. Smith, published by Macmillan & Co. The publishers have just issued a key to this work, which will, we have no doubt, be duly appreciated.

THE *Overland* for April has a good table of contents, including several solid articles and short stories, besides poetry, sketches, etc. The *Overland* is noted for its short stories, which are nearly always good, if it were not that they are becoming of late somewhat too sensational.

Macmillan's English Classics. 1. *Rokeby.* Edited by Prof. MacMillan, of Bombay. 2. *The Winter's Tale.* Edited by Inspector Deighton, of Bareily. (London: Macmillan & Co., and New York.)—It affords us

much pleasure to inform our readers of the appearance of two more volumes in this series. We can speak in the highest terms of these editions. We know of none better annotated or better adapted in any way for the use of students and teachers.

RECENT issues of the *London Illustrated News* contain pictures of scenes connected with the Queen's visit to the continent, the great Paris Exhibition, the Military Police of Upper Burmah, the visit of the American Baseball Players, and many others. Mr. Rider Haggard's new story is continued, and the other departments appear as usual.

Nos Enfants et Leurs Amis. Par Suzanne Cornaz. (London: Macmillan & Co., and New York.)—This is one of the series of French and German Readings, edited, with Notes and Vocabularies, by G. E. Fasnacht. Miss Edith Harvey has edited the present book which is very suitable for an elementary Reader.

Worman's Modern Language Series. A Second Spanish Book. (New York and Chicago: A. S. Barnes & Co.)—The merits of this series, in which the lessons are very carefully developed and graduated, have already procured for it wide and cordial recognition. There are probably few series so well adapted for the use of beginners.

Nature Readers: Sea-Side and Way-Side. No. 3. By Julia McNair Wright. (Boston: D. C. Heath & Co.)—Another beautiful reader—we should put it without hesitation in the hands of any child. The interesting things, and the bright way in which they are told, and the out-door air that blows through the whole book can hardly fail to have a good effect.

Haliburton: The Man and the Writer. By F. Blake Crofton. (Windsor, N.S.: The Haliburton Society.)—So complete and excellent a sketch of the life and works of a Canadian writer deserves our warmest welcome, and we beg to offer our congratulations to the officers and members of Haliburton Society on its appearance.

Colour-Blindness. By Dr. G. S. Ryerson. (Toronto: J. E. Bryant & Co.)—The Canadian press has already paid a good deal of attention to Dr. Ryerson's paper, which was read some time ago to the Canadian Institute. The author's conclusions are such as to merit serious attention, and we hope that the proposed test will be made.

THE *Nursing Record*, new magazine, published in London by Messrs. Sampson Low, Marston, Searle & Rivington, devoted to the interests of the nursing profession, has now reached its second volume. The contents are admirably practical, and cannot fail to be of great use to nurses and others who take an interest in hospital and medical work. The magazine is well conducted.

MR. ALGERNON CHARLES SWINBURNE seems to have turned his attention to the Jacobites, two beautiful poems from his pen having appeared lately on Jacobite subjects. One of these, "A Jacobite's Exile," occupies the place of honour in *The English Illustrated* for April. In the same excellent number appears a short story by Mr. Archibald Forbes about an Irish soldier.

Stickney's Readers. (Boston, New York, and Chicago: Ginn & Co.)—This series of four readers is intended as introductory to the classics for children, of which we have frequently had occasion to speak favourably. The typography and illustrations are alike excellent, and although we notice with regret one or two silly tales, yet the lessons taken from the works of H. H., Longfellow, Kingsley and others far outnumber them.

THE English critic, Mr. Edmund Gosse, contributes an article on "What is a Great Poet?" to *The Forum* for April, which will certainly be widely read. A French writer gives an account of "The Rise and Fall of Boulanger," and Professor Fisher writes a reply to Cardinal Manning's recent article on Public Schools. Another important article is "Shall White Minorities Rule?" by Judge Tourgee.

THE bare table of contents of the eight departments of *The Missionary Review of the World* would fill a page or two of our space. Among contributed articles is one on "The China Inland Mission," and another, which is perhaps even more interesting, on "Important Events in Papal Lands."

Translations are given from Foreign Missionary magazines, and the usual correspondence, statistics, etc.

On Stimulus. By A. Sidgwick. (London: C. J. Clay & Sons. Cambridge: At the University Press. 1*s.*)—Mr. Sidgwick's lecture, delivered before the Teachers' Training Syndicate at Cambridge, is one of the finest things a teacher could read. The subject is ably handled, and the interest and delight and rewards of real teaching are skilfully shown.

Aytoun's Lays of the Scottish Cavaliers. (London and Edinburgh: William Blackwood & Sons.)—"The Lays of the Scottish Cavaliers, and other Poems," by Professor Aytoun, have been re-published in a neat and inexpensive little book. As this author is one of those whose works are prescribed for study in the High Schools at present, teachers will be glad to hear of this edition.

Educational Codes of Foreign Countries. By A. Sonnenschein. (London: Swan, Sonnenschein & Co.)—An exceedingly useful book of reference has been produced by Mr. Sonnenschein which will be appreciated by those who have often wished to have the information given here in an easily accessible form. The "Standards" are first given for arithmetic, language and geography, then come some time-tables, regulations, etc.

Five Hundred Choice Selections. By Francis W. Lewis, of the Rhode Island Normal School. (Boston: Eastern Educational Bureau. 75 cents.)—This book will fill a vacant place on the teacher's bookshelf. It is composed of short selections, classified and indexed, suitable for drill in parsing and analysis As to the selections they are simply beautiful, both in form and in thought. Those teachers who would turn to good account frequent opportunities of sowing good thoughts in grammar or composition lessons will appreciate this book.

Reports on Elementary Schools. Matthew Arnold. (London and New York: Macmillan & Co.)—It was earnestly requested by Mr. Arnold's friends that the valuable reports written by him during his thirty-five years of service as an inspector should by no means be allowed to remain buried in Blue Books. The present volume, edited by the Rt. Hon. Sir Francis Sandford, has therefore been issued. It will be appreciated by all who know anything of Mr. Arnold's work, but his opinions and suggestions are valuable to all interested in education, and especially to all teachers and inspectors, to whom we earnestly commend the book.

(1) *General Aims of the Teacher.* By F. W. Farrar, D.D. (2) *Form Management.* By R. B. Poole, B.D. 1*s.* 6*d.* (Cambridge: At the University Press; London: C. J. Clay & Sons.)—No one who has begun to read Canon Farrar's lecture will want to lay it down unfinished. No one will read it without wishing to be a better teacher. It is so full of interest, of experience and of hope. Mr. Poole's lecture is a practical and helpful addition to the literature of teaching.

A Third Poetry Book. Compiled by M. A. Woods, Head Mistress of the Clifton High School for Girls. (London: Macmillan & Co., and New York.)—Our readers will perhaps remember the Second Poetry Book which we had the privilege of reviewing some time since. We hope that many of them have since made acquaintance with it for themselves, and that they will add to their store of books this third and last of the series, intended for the upper forms in High Schools. The selections cover a wide field, and are made with rare taste and judgment. For prize-books, especially for pupils leaving school, these books should be largely used.

A History of Eighteenth Century Literature. By Edmund Gosse. (London and New York: Macmillan & Co.)—We are sure that this work will rank high among the newer books on English literature. It is a masterly sketch of English authorship between 1660 and 1780. The first three chapters treat of "Poetry, the Drama and Prose," after the Restoration. The following chapters are on "The Novelists," "Johnson and the Philosophers," and other subjects. Chapter XII.—Conclusion—is probably the most valuable, from a student's point of view, in a book which, as a guide to the English literature of this period and an accurate chronicle of the same, will certainly meet with appreciation.

Commercial Geography. By Dr. Carl Lehden, of Vienna. Translated by F. Muirhead, M.A. (London: Blackie & Son; Glasgow, Edinburgh and Dublin.) pp. 600. The increasing and unceasing rivalry of all the commercial countries of the world, the great attention now being given to the teaching of geography, and the frequently unsatisfactory character of former text-books combine to afford an opportunity which the author of the present work has made good use of. It is a plain, practical, complete, honest description of the world. It is replete with information, and yet is not overladen with statistics. Merchants, travellers, teachers, students will appreciate and use it. The appendices (S. S. companies of the world, maps of the chief trade routes, etc.), and the indexes (of places and of products and manufactures) are valuable.

English Men of Action: General Gordon, by Colonel Sir William Butler; *Henry the Fifth*, by the Rev. A. J. Church; *Livingstone*, by Mr. Thomas Hughes. (London: Macmillan & Co., and New York.)—We venture to say that the "English Men of Action" books will be great favourites with everybody. Love and honour for England's heroes—three of the greatest of whom are named above—shows no sign, thank God, of dying out. "Cursed be the nation that forgets its heroes and its gods!" Sir William Butler's book is fascinating, able and skilful in treatment, and enthusiastically sympathetic. There seems to be no doubt in the mind of any one who has read it but that it is the best biography of Gordon yet written. Mr. Church has also been conspicuously successful in his treatment of the life of Henry V. His task included the clearing away of some popular errors regarding his subject, and he has rendered a real service in showing how much Henry V. really did—for instance—in making provision for the medical treatment of sick and wounded soldiers. The great missionary hero, the man who was unselfish, of whom Mr. Hughes writes, was not the least even among the greatest of England's heroes. It is a matter for congratulation that so good a biography of Livingstone has appeared at a time when it is likely to be of much service, because public interest is arousing to think and act about the legacy left them by Livingstone—the suppression of the slave trade, the healing of the "Open Sore of the World."

PUBLISHER'S DEPARTMENT.

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Our readers will observe that special attention is given to examination papers in this Magazine; in many cases hints and solutions are added. We hope subscribers and others will show in a practical way their appreciation of the valuable work done by the editors of the different departments of THE MONTHLY.

WE are grateful to the friends of THE MONTHLY who have, from many different places, sent us letters of approval and encouragement, and request their kind assistance in getting new subscribers for 1888.

The Editor will always be glad to receive original contributions, especially from those engaged in the work of teaching.

Bound copies of this Magazine in cloth may be had from Williamson & Co., or from James Bain & Son, King Street, Toronto, for $1.00 per copy.