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# THE QUARTERLY;

*A Periodical in connection with the Collegiate Institute Literary Society.*

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*Nous travaillerons dans l'espérance.*

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Vol. IV.]

HAMILTON, JULY, 1878.

[No. 2.]

## TRUTH AND ERROR.

TRUTH is a little word, but in the region of thought little words are the Armstrong guns which never fail, when manned by the true orator, to win the forts of the head and heart. They are the daggers with which the logician gives his deadliest thrusts; they are the two-edged swords which prevail in any—the fiercest contest.

They, too, are the special claimants to immortality. Bunyan's wondrous vision, which bids fair to reckon out its years with Time itself, was penned in little words. That book in which the Deity Himself has been pleased to speak to man—this book, *the book*, is a book of little words.

Again, it is by the little words that the poet leads captive the imagination, reaches the inner man, bids the briny founts burst forth, dictates to the great emperor of life (the heart): in short, by these, the little words, he for the time being reigns over all the man.

Grand ideas need none of the gay, trailing robes with which smaller thoughts must clothe themselves if they would come into notice at all. The inhabitants of the heavenly world, when they visit earth, take a humble, a material form, only that they may commune with men. Thus it is with those ideas that have their birth in the grand mental world of the man of genius. Their true character, their real

value, is known only in their native place—his own mind; and when they come into the outer world and take body as words, they do so only to be known to beings of an inferior order, and it would seem that the plainer the dress the better they are known.

Beauty of thought, like beauty of soul, is often clothed in a very humble garb—content to dwell in a mere hamlet, in order, one would almost think, that the peasant even might share the fulness and richness of thought, if he would.

Now truth is a grand idea, both as regards its origin and character.

As to its origin, truth is God-sprung. This is at once the grandest and most comprehensive thing that can be said of truth. On this depends its character and history. To explore for the origin of truth, is indeed to explore for the origin of God. The One is eternal, so is the other. The man who attempts to reach its origin, to lay his hand upon its beginning, is like the maniac resolved to try the depths of a bottomless ocean. He goes on and on, till he is drowned in unmeasured and immeasurable depths.

Had the ancients but known, not merely guessed at, the real origin of truth, their philosophy would have been more than a chaotic mass of mere speculation. The world would have been in advance of itself, and the places

yet waste and barren would have been fertile in knowledge ages ago. Had Plato known this, his naturally clear and powerful mind would have been unclouded. The misty theory of the *Idea*, and all the rest, would have given place to a better heritage. The philosophers of to-day might have begun where still they must be content to toil—as yet upon the very borders of the good land.

But this point at last have we reached, that we no longer need to ask, either in ignorance or in scepticism, "What is truth?" We know its Author and hence its nature.

Truth, like the Pantheist's god, may be found everywhere. Every new creation is replete with interest. It is another roll of that unopened scroll unfolded; it is the modernizing of antiquity, causing the eternal to live again in the present (for the plan of the great Creator's work was conceived in the womb of eternity); it is thought clothed with matter, the heavenly made earthly, —in short, it is the Deity unveiled.

When such is the origin, such the venerable character of truth, it is not strange that error, with all its wonted impudence and unblushing imposture, should cower down and flee from the presence of that which liveth forever.

Truth has its own individuality. It is not a compound. For as every ray of the sun is light, so is every truth a ray from the one Sun, a stream from the one Fountain. All the rays together form the maximum of the sun's power, but each ray forms a part of that total; so, though all truths, when united, form that grand system of which God alone could be the author, yet every individual truth has its own distinct existence, its own force, and its own history.

The origin of truth, simple and sublime as it is, stands in marked opposition to that of falsehood. Falsehood or untruth boasts, to be sure, of her great antiquity, her proud ancestry, her mighty deeds, her blooming hopes,

her certain victory, and her glorious triumph. But there is this peculiarity in connection with her: she never assumes her own garb, but always impersonates truth.

There is in man an inherent love of truth. Falsehood never dares, and never has dared, to face the world in her native character. But true to her nature throughout, she appears not in her own hideous garments, but puts on the beauty of truth to cover her conscious deformities. But however well the monster endeavors to imitate the simple gait, the modest mien of truth, yet, in course of time, some clumsy step, some impudent stare, betrays her. She is soon brought naked to the gaze of a world sick of error and hungry for truth. As an imposter she is buried beneath an overwhelming mass of shame and everlasting contempt, and her character and history are told to futurity by one word inscribed on her tombstone—Falsehood.

Though to attempt to explore the origin of truth is to attempt to explore a labyrinth whose complications are such that when one maze of difficulty has been struggled through, and the end seems to have been found, the end only opens into a labyrinth of still greater complication, and this to another, and so on ever and forever—though this be so, yet there is a difference between the origin of truth and the origin of error.

Error has a beginning. Truth, like her Author, can say "I am;" but error only, "I began." However, if simple age can make venerable, falsehood is venerable. But error always shuns to tell of her birth. She loves to describe herself as an unbegotten thing of eternity. In short, her aim seems ever to be to impersonate truth.

A lie is fabricated, but not created. It is not in the province of a creature to create. This is the prerogative of Him who has formed from eternity the plans of the universe.

Truth and untruth depend on the manner in which certain known ideas are connected together. The same

ideas which when connected in a certain manner form a truth, yet when other relations are asserted among them, may become an untruth. The most imposing web of falsehoods ever made *must* have been spun out of threads of truth!

It is to this very characteristic of falsehood that the success of error, such as it is, must be attributed. The various imaginary beings of ancient mythology were untruths formed out of the ideas, wrongly put together, to be sure, which the mind already possessed.

The natural weakness of untruth is manifest—nothing of her own; all is borrowed. She endeavors to prevail in opposition to every law of nature. These facts alone sufficiently foretell her final destiny.

Truth has been so often entwined with error, that to tell impartially the story of the one, involves the history of the other. Ever has error been a parasite on truth. Her beauty and vigor depends upon the beauty and vigor of the plant on which she feeds; and often so thick and exuberant is her growth, that truth is *all but* obscured, but still so much of the latter generally appears as to make the deception complete. Some grand truth of more than giant's strength, of more than oak-like vigor, able to move not one, but a universe of worlds, such a truth has been entwined not once merely, but a hundred times, with the parasites of error. And so the unthinking traveller through time, with the careless glance of mind, the puny effort of reason, and the thirsting of soul after a something to fill the conscious void, drinks in, with a degree of eagerness, for fact and truth, the nauseous draught of error, mixed with only so much truth as will flavor the poison.

What is Pantheism but the perversion of one of the sublimest truths that can find an entrance into the mind of a created intelligence,—the truth that there is one God, and beside Him is none else? It is fact that all creation has proceeded from God, that every created object is only the embodiment

of some idea eternally in the Divine mind, but neither the idea, nor the object embodying that idea, is either Deity, or a part of Deity. The great Creator is not a mass of stereotyped ideas. Thought is not the essence of mind, though it springs from that essence, any more than the nervous impulse is the nervous centre. But the Pantheist, laying hold on this grand truth, that God is the Author of the universe—laying hold on this, the sun of the whole system of truth, he builds it up as the wall on which his numberless weak tendrils of error may climb; plants it as the rock on which to feed his hosts of parasites, and thus gives to that system—which is in itself perfect weakness—the appearance of strength, beauty, and sublimity.

Now the Pantheist is not satisfied with Deifying every vegetable parasite, but he makes every object in the boundless universe, from the brightest orb in heaven down to the smallest animalcule in a drop of water, a feeder upon the fatness of this truth of infinite grandeur. He would make every one of the countless beams of light which visit earth a lying messenger, so that that sun, instead of being a voice which every corner of the earth which is in the utter darkness of ignorance and steeped in the mire of depravity might hear saying, as he flings all around his gladdening beams, "I am a type of the Sun of Righteousness, only a glittering symbol, look to Him for a higher light and a deeper joy than I can give"—instead of this he would make the heavenly torch declare that he is not a symbol of God, but God Himself; not a piece of the Divine workmanship, but the embodiment of very Deity.

It is not marvellous, then, that Pantheism, speaking with so many voices, should have had some listening ears. Why, it would turn all creation to utter untruth! the breeze to whistle it, the waves to moan it forth, the thunder to roar it, the rocks to echo it, the earthquake to utter it in the convulsive throes of its parturitions. It would

make every beaming star in heaven to glitter forth, like a reflector, this delusive dream of reason when fever-struck by the rays of a fired imagination. But after all in what does Pantheism differ from other errors but in this, that it is a giant, and that it is a little more comely than some of its fellows!

To the same class belong the thousand false religions which have in all ages begged for credence at the door of man's hospitable heart. They all hold some truth, but they hold it in unrighteousness. They all steep the truth in the dye of error, obscure it beneath the patched and ragged garments of superstition, bury it beneath a mass of earth-spun theories, or choke it almost out of existence by the foul atmosphere from the pit of human depravity; or they starve it to death by filling from its own food the ever gaping mouth of myriads of forms, rites and ceremonies.

What is Mahomedanism and Buddhism but such monster errors? In them, fair truth becomes the deformed monster. What was the Polytheism of classic Greece and Rome but a vast labyrinth of error, whose obscure recesses, whose endless windings, what one of mortals has ever been able to explore? To do so would be to try and crowd into a single mind the long and rapid trains of thought which have passed across the ten thousand high-ways of the imaginations of the generations of the ages fled. Yet this labyrinth of error rested on a foundation, and that foundation, truth. We read, for example, of the boundless might of a Jupiter, and the sea-controlling power of a Neptune; of the wisdom of a Minerva and a Mercury; of the matchless skill of an Apollo; of the benevolent visitations of a Pan and a Ceres; the healing power of an Æsculapius, and the dispensing power of a Fortune. We read, too, of the guardian power of the Genii, as well as of the future-seeing eyes of an Apollo and Proteus. In fact, there was not an attribute of the Deity, perhaps, but was made to dwell, by the creative energy of the classic

mind, in some embodied being. It was like a grand division of the attributes of the Indivisible One among a whole republic of Gods! But this is not all: we read besides of their illicit amours; of their unquenchable hatred and stormy anger; of their raging jealousy and mean thefts; of their unbending severity, pitiless cruelty and greedy revenge; in short, of all that the mind can conceive, or the heart feel, of what is degrading. What a compound to compose a Deity! On the one hand the attributes of the true God, and on the other those of Satan, and yet both united in one being. In fact, the classic mythology combines in its woven fabric every sort of thread, making a web of more varied kind than artizan ever spun, or artist ever painted. It does indeed bring down those heaven-born attributes in which the Deity delights to clothe Himself, down to grovel in the dust, and wallows in the mire of that pit of corruption which knows no bottom.

And thus men for centuries tried to sustain the immortal soul on that which, as a religion, contained less nourishment than "the husks which the swine did eat." But at length the fullness of the time did come. The tree that was doomed to fall ere it had an existence—this mighty tree, under whose branches conscience-stricken millions had sought a refuge, for want of a better—this tree was cut down, all the rubbish was burned, but the roots were saved, for they were truth; and the ashes of the once proud ingraftings were used to stimulate the growth of that new plant, destined so to spread that finally all under heaven may lodge beneath the shadow of its branches. It *must* flourish, for its planter and waterer is God. It is rapidly covering the whole earth, uprooting in its spread—which none can prevent—the plants of useless and hurtful nature, and converting the wastes of the desert into reservoirs of fatness.

So perishes error, and thus conquers truth.

CHATTERTON (or) "IN TENEBRIS."—*Virgil*.

A little bark, in some fierce storm  
That beats around its fragile form,  
Though struggling hard, by billows high  
Is soon engulfed.

A gentle spirit thrown on life,  
Unfitted for its selfish strife,  
Endures through years made long by grief  
Unnumbered pangs.

Ill understood by those called friends;  
Thwarted when bent on noblest ends;  
His pride, his hope, his trust, his all,  
Full soon is crushed.

In later years he vainly hopes  
That on those steep and thorny slopes,  
Planted in hope, bedewed with tears,  
Some flowers may bloom.

Some lives begin 'neath darkest cloud;  
Some sink 'neath grief ne'er spoke aloud,  
Their tears unseen, their sighs unheard—  
They only die.

Not poverty's most cruel lot,  
Nor place withheld, by merit sought,  
Is hard as sympathy denied  
By cherished ones.

O Sympathy! thy breath how warm!  
When chilled by Sorrow's blinding storm,  
What then can dry away our tears  
But Sympathy?

Poor Chatterton! I wonder not  
That, wearied of this world, he sought,  
Beneath the verdant sod, from all  
A glad release.

For when, through all these weary years,  
One light he dimly sees through tears,  
With hope he upward climbs, beset  
By myriad fears.

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Delusion vain! gone out his light;  
'Twas but a dream which he thought sight.  
Farewell all cherished hopes—for him  
'Tis saddest night.

--M. D.

SET OF EXAMINATION PAPERS FOR THE INTERMEDIATE CLASS, COLLEGIATE INSTITUTE, GIVEN AT THE JUNE MONTHLY EXAMINATION.

ARITHMETIC.

1. What is a gallon? If a gallon contain 277.274 cubic inches, what is the error in saying a cubic foot of water weighs 1,000 ounces? Express the weight of a cubic inch of water in grains.
2. How far can the product of 63845+ and 56493+ be depended upon for accuracy? Their quotient?
3. If the discount on a sum of money for one year be  $\frac{a}{a+b}$  of that sum, show that the discount for  $n$  years is  $\frac{na}{na+b}$  of that sum?  
If the discount for one year is  $\frac{1}{4}$ , find the discount for 6 years by this method.
4. A person wishes to buy a \$1,000 mortgage bearing interest at 6 per cent. per annum, payable half-yearly, and having 2 years to run; how much can he give for it and get 10 per cent. per annum interest on his money?
5. \$1,000 is borrowed at 10 per cent. per annum and is to be repaid in 4 years, principal and interest, by a constant yearly payment. Find this payment.
6. A person having \$6,000 invests part of it in 6 per cent. stock at 90 and lends the rest at 7 per cent. per annum. His yearly income is altogether \$411. How much is invested in stock?
7. A train leaves Toronto for Hamilton, and, at the same time, another train leaves H. for T. The first reaches its destination in  $19\frac{1}{2}$  minutes after they meet and the other in 1 hr. 18' after they meet. Find the whole time occupied by each train.
8. Standard silver is quoted in London at  $59\frac{1}{4}$ d. per oz. Find the value of the American silver dollar, which weighs  $412\frac{1}{2}$  grains and is nine-tenths fine.
9. A gentleman sends a lad into the market to buy a shilling's worth of oranges. The lad having eaten a couple, the gentleman pays at the rate of a penny for 15 more than the market price. How many did the gentleman get for his shilling?

ALGEBRA.

1. Multiply  $a^3 + 3a^2b + 3ab^2 + b^3$  by  $a^3 - 3a^2b + 3ab^2 - b^3$ .
2. Divide  $m^2 + 2mp - n^2 - 2nq + p^2 - q^2$  by  $m - n + p - q$ .
3. Prove the rule for finding the H. C. M. of two compound algebraic quantities, and show why you may introduce or suppress a factor in obtaining the result.
4. Find the H. C. M. of  $20x^4 + x^2 - 1$  and  $25x^4 + 5x^3 - x - 1$ .
5. If  $x+a$  be the H. C. M. of  $x^2 + px + q$ , and  $x^2 + p'x + q'$  show that  $a = \frac{q - q'}{p - p'}$ .
6. Factorize (a)  $a^2x^3 + a^3 - 2abx^3 + b^2x^3 + a^3b^2 - 2a^4b$ .  
(b)  $x^4 + y^4$ .  
(c)  $a^3(b^2 + 2bc + c^2) - a^2b(2b^2 + 3bc + c^2) + ab^4 + ab^3c$ .

7. Find L. C. M. of  $x^3 - 3x^2 + 3x - 1$ ,  $x^3 - x^2 - x + 1$ , and  $x^3 - 2x^2 + 2x - 1$ .
8. Reduce to their lowest terms:
- (a)  $ax^m - bx^{m+1}$   
 $\frac{a^2 b^2 c - b^2 a^2 x^3}{a^2 b^2 c - b^2 a^2 x^3}$
- (b)  $1 + x^{1/2} + x + x^{3/2}$   
 $\frac{2x + 2x^{3/2} + 3x^2 + x^{5/2}}{2x + 2x^{3/2} + 3x^2 + x^{5/2}}$
9. Simplify  $\frac{x^{2m} - x^{2n} - 1}{x^m - 1} \cdot \frac{x^{2n} - 1}{x^n - 1} + \frac{1}{x^m + 1}$
10. Prove (a)  $a^m \times a^n = a^{m+n}$   
 (b)  $a^m \div a^n = a^{m-n}$  or  $\frac{1}{a^{n-m}}$  according as  $m >$  or  $<$   $n$ .  
 (c)  $[a^m]^n = a^{mn}$   
 (d)  $\sqrt[n]{a^{mn}} = a^m$
11. Solve  $\frac{4x-17}{x-4} + \frac{10x-13}{2x-3} = \frac{8x-30}{2x-7} + \frac{5x-4}{x-1}$
12. Solve  $xyz = 231$   
 $xyv = 420$   
 $yzv = 1540$   
 $xzv = 660$

EUCLID.

1. "The angles at the base of an isosceles triangle are equal." Give any other proof of this proposition.
2. Euc., B. I., Proposition 19.  
 Define *supplementary* and *complementary* as applied to angles.
3. Euc., B. I., Proposition 18.  
 Show that the angle  $DBC$  is equal to one-half of the *difference* between the angles  $ABC$  and  $ACB$ ; and the angle  $ABD$  is equal to one-half of the *sum* of the angles  $ABC$  and  $ACB$ .
4. Euc., B. I., Proposition 32.  
 Let the sum of the interior angles of a quadrilateral be denoted by  $S$ , the number of sides by  $n$ , and a right angle by  $R$ ; then  $S + 4R = 2nR$ .
5. State and prove the converse of Euc., B. I., Proposition 41.  
 When is one proposition said to be the *converse* of another? Contrary?  
 Distinguish *direct* and *indirect* demonstration.
6. Describe a triangle equal to a given rectangular figure.
7. Euc., B. II., Proposition 5.  
 Give the general enunciations of Euc., B. II., Propositions 5 and 6, in one enunciation.
8. Show that Euc., B. II., Proposition 9, is deducible directly from Propositions 5 and 6, B. II.
9. Euc., B. II., Proposition 13.  
 Include the 12th and 13th in one enunciation.
10. Give one proof for 12th and 13th, B. II.

## NATURAL PHILOSOPHY.

1. If a straight rod be balanced on a point, and weights 1, 2, 3 lbs. be suspended at distances 6, 12, 18 from the point in one direction, and 2, 3, 4 lbs. at distances 4, 10, 12 in the other, find where a weight of 1 lb. must be placed so as to keep the rod at rest.
2. If two persons are to carry a tapering pole, how may they ascertain where to take hold so that each may carry half the weight?
3. A rod AB, 8 ft. long, weighing 6 lbs., rests with the end, B, against a smooth, vertical wall, and A, supported by a string AC, 10 feet long, fastened to a point C in the wall directly above B. Find the tension in the string.  
What would be the effect of lengthening the string?
4. Show how to find the ratio between the power and the weight in the inclined plane when the power acts along the plane.  
A person who can exert a force of 125 lbs. wishes to roll a barrel weighing 500 lbs. upon a wagon  $3\frac{1}{2}$  ft. high. How long a plank must he use?
5. Explain fully how to find the *sp. g.* of (a) cork, (b) milk, (c) flour.
6. Describe the siphon and explain the principle on which it acts. How deep a vessel of alcohol (*sp. g.* .8) can be emptied by a siphon, the barometer standing at 30 in.?  
A bent tube with equal legs is partly filled with water and the rest with oil. The instrument is inverted and the ends immersed in water, what will take place? If the ends are immersed in oil what will take place?
7. State Boyle's Law. If a bottle be inverted and sunk to a depth of 68 ft. under water, when the barometer is at 30 in., what volume of air will it contain?
8. A hollow spherical shell without weight, 14 in. in diameter, floats on nitric acid (*sp. g.* 1.5), how many cubic inches of mercury must be poured into the shell in order that it may float half immersed?
9. If the ordinary position of a ladder leaning against a wall be reversed, so as to have the leaning end against the wall, will the pressure against the ground be altered? In which position will the ladder be most apt to slide?

## CHEMISTRY.

1. (a) Indicate by an equation the reactions in the separation of hydrogen.  
(b) Show in the above-required equation the relative proportions by weight of each factor.  
(c) Explain how the process is carried on in the laboratory—noting the precautions to be observed, with reasons for the latter.
2. WATER.  
(a) Define absolutely pure water. (b) How obtained.  
(c) What causes hardness in water? (Names and formulæ.)  
(d) Ways in which impure water causes disease.  
(e) What impurities can be removed by filtering?
3. C. O.<sub>2</sub>—(a) Names? (b) How obtained? Properties? Relation to the animal and vegetable worlds?

4. [a] A piece of wood dropped in  $H_2S$ ,  $O_4$  is blackened ; explain.  
[b] What other experiment that you have made illustrates the principle differently ?
5. [a] Write formulæ for: red oxide of mercury, binoxide of manganese, hydric nitrate, quick lime, slacked lime.  
[b] Give all the names you know for  $H_2S$ ,  $O_4$ ,  $Cu$ ,  $S$ ,  $O_4$ ,  $Fe_2O_3$ ,  $H$ ,  $Cl$ .
6. You saw red oxide of mercury heated in a test tube ; describe and explain the changes you observed.
7. Describe as time permits any observations or experiments you have made independently at home or elsewhere.

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### GEOGRAPHY.

1. What are *isothermal lines*, *sun's declination*, *nodes*, *parallax*, *apsides*, *penumbra* ?
2. Upon what do currents of the ocean depend ? and describe the great equatorial current.
3. Account for the various appearances which the moon presents to us in her course around the earth.
4. Prove that the earth's shadow is always sufficiently long to envelop the moon.
5. Name the Counties of Ontario bordering on the rivers St. Lawrence and Ottawa ?
6. Give the relative positions of the States [United] east of the Mississippi, and south of the Ohio.
7. Trace the following rivers and name the principal cities and towns on each : Connecticut, Peace, Shannon, Danube, Rhine.
8. Name the Pr. possessions in Africa.
9. Where and what are Lombok, Bute Inlet, Yarmouth, Hobarts Town, Honolulu, Teneriffe, Mahe, Goa.
10. Name the seats of the principal hardware manufactures on the continent of Europe.

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### HISTORY.

1. Assign events in Roman History to the following dates : B.C. 509, 494, 451, 348, 202.
2. What were the terms of the first three Licinian Rogations ?
3. Give the date, cause, result, and last battle of the first Punic War.
4. What was the effect of the Conquest upon the tenure of land in England ?
5. Give an account of the Third Crusade.
6. Show how it was that James VI. of Scotland became king of England.
7. What were the enactments of Poynings' law ?
8. What was the cause of the war of the Spanish succession ? Who were the allies of Britain in the same ? Who commanded the allied forces, and what four great battles did he win ?

9. What were the main reasons for the separation of the old Province of Quebec into the Provinces of Upper and Lower Canada ?
10. What were the causes of the MacKenzie-Papineau Rebellion ? Who was the Governor of U. C. at that time ?

### ENGLISH LITERATURE.

#### "TRAVELLER."

1. "What criticisms have we not heard of late in favor of blank verse, pindaric odes choruses, anapaests and iambics, alliterative care and happy negligencè ?"  
Write a note on each of these, and state all you know about the criticisms referred to by Goldsmith.
2. "But there is an enemy to this art [poetry] still more dangerous—I mean Party."  
What was there peculiar in the relation of party to literature in Goldsmith's time ? How is it at present ?
3. "What reception a poem may find which has neither abuse, party, nor blank verse to support it, I cannot tell."  
Why does he mention these three qualities ? Name some poets noted for each in Goldsmith's time. What merits has this poem ?
4. "My aims are right."  
What are the aims of the "Traveller." Quote the lines containing them.
5. Paraphrase the introduction of the "Traveller."
6. Enumerate the blessings given by nature to all countries.
7. "Where wealth and freedom reign contentment fails,  
And honor sinks where commerce long prevails."  
In what connection does this couplet occur ? Explain fully, according to Goldsmith, the three statements it contains.
8. "But let us try these truths with closer eyes."  
What truths ? How does he prove them in the case of each country he examines ?
9. "Where rougher climes a nobler race display."  
Enumerate the advantages and disadvantages attributed by the poet to a "rough climate."
10. "For honor forms the social temper here."  
What is meant by "honor" here ? What are its merits, and to what does it lead if abused ?
11. "Hence all the good from opulence that springs,  
With all those ills superfluous treasure brings,  
Are here displayed."  
Of what country was this said ? Enumerate and explain the "good" and "ills" referred to, and state in what countries he points them out.
12. "Thine freedom, thine the blessings pictured here."  
Enumerate those blessings, and also the "ills" fostered by freedom.
13. "Thou transitory flower, alike undone  
By proud contempt or favor's fostering sun."  
What is the meaning of this couplet ? Allude to any historical circumstance to illustrate it. What is the literal meaning of "transitory" and of "fostering ?"

14. "Till half a patriot, half a coward grown,  
I fly from petty tyrants to the throne."  
[a] In what connection was this said? [b] Explain fully the poet's meaning, and give your own opinion of the political sentiment expressed in the lines.
15. "Have we not seen round Britain's peopled shore,  
Her useful sons exchanged for useless ore."  
[a] What is meant by the last line? [b] Explain his views on the subject of commerce, and compare them with those of any of his contemporaries.
16. "How small, of all that human hearts endure,  
That part which laws or kings can cause or cure."  
[a] What does cause or cure it? Explain fully his remarks on the subject.

"DESERTED VILLAGE."

- The following passage occurs in the dedication of the "Traveller :"
1. "How far you may be pleased with the versification and mere mechanical parts of this attempt I do not pretend to inquire; but I know you will object (and indeed several of our best and wisest friends concur in the opinion), that the depopulation it deplures is nowhere to be seen, and the disorders it laments are only to be found in the poet's own imagination."  
[a] State all you know of the person addressed?  
[b] What is meant by the "mechanical parts" and by versification? Write a note on each as far as this poem is concerned, and state how it compares with the schools immediately preceding and following Goldsmith's time.  
[c] Name some who have objected to Goldsmith's views with regard to the depopulation and disorders. How can it be said that he "errs in fact and in interpretation?"
2. What is the object of the *Deserted Village*?  
In what respect is Goldsmith right in this discussion?
3. Quote any passages in the poem noted for their descriptive force, and show clearly how this force is attained in each case.
4. Quote any passages [a] that might be considered ungrammatical; [b] where the poet refers to himself in either poem; [c] that might be considered humorous; [d] pathetic; [e] beautiful; [f] containing a logical reasoning.
5. "Dear charming nymph, neglected and decried,  
My shame in crowds my solitary pride."  
[a] Paraphrase this and give the substance of the apostrophe to poetry.  
[b] What was the condition of poetry in the time of Goldsmith? What other branches of literature attracted men's attention at that time? Name his works in each variety of composition, and those of his contemporaries.
6. Compare the *Traveller* and the *Deserted Village* as poems?
7. Contrast is a peculiarity of Goldsmith's style. Allude to passages in either poem that show this contrast.
8. Who is supposed to be the original of the "village parson." Where else does the same individual occur?
9. Quote examples from either poem of alliteration, of imitative harmony, of simile, of metaphor, of forcible expressions, of purely poetic expression, of metonymy.

## ENGLISH GRAMMAR.

That independence Britons prize too high  
 Keeps man from man, and breaks the social tie ;  
 The self-dependent lordlings stand alone,  
 All claims that bind and sweeten life unknown.  
 Here by the bonds of nature feebly held,  
 Minds combat minds, repelling and repelled ;  
 Ferments arise, imprisoned factions roar,  
 Repressed ambition struggles round her shore,  
 Till, overwrought, the general system feels  
 Its motions stopped or frenzy fire the wheels.

1. [a] Divide into propositions, stating their kind and relations.  
 [b] Analyze fully the first four lines.
2. *That*—[a] State its various uses. [b] Give the difference in usage between relative that and the relative who and which.
3. *Britons*—[a] Mention the different ways of forming the plural. [b] Account of the prevalence of the form in s. [c] What sounds does this s represent, and where do they occur ?
4. *High*—Account for the frequent coincidence in form of the adverb and adjective.
5. *The*—[a] Explain the value of the article in English. [b] Derive the articles and state where the change in their pronunciation takes place. [c] When is the definite article used before proper nouns ?
6. *Bind and sweeten*—[a] Give a complete classification of the verb. [b] Discuss the statement that conjunctions only connect propositions.
7. *Bonds of nature*—[a] Write a note on the influence of the Norman French on our grammar. [b] What is the meaning of this phrase when regarded as the objective genitive ? as the subjective ? Which evidently is it ?
8. *Feebly*—Adverbs are said to be formed from the old cases of nouns, adjectives and pronouns, by prefixes, and by affixes : illustrate this statement.
9. *Repelling*—[a] State the various parts of speech ending in ing. [b] Mention their origin. [c] Give rules to distinguish them.
10. *Her*—[a] What other possessive form have we, and where used ? [b] From what source do we obtain the plural ? [c] When have we true grammatical gender ? [d] State the advantage accruing to English from the principle on which the gender of nouns is determined.
11. *Overwrought*—Why are there so many anomalies in English orthography ?
12. *Its*—[a] What was the old possessive of it ? [b] Account for the change, and state when it was brought about.
13. Parse the words : independence, alone, claims, repelled, overwrought, and fire.

## LATIN.

## EXTRACT (A). VIRGIL—ÆNEID, BK. II.

Translate vv. 67—87.

Namque ut spectu in medio turbatus, inermis,  
 Constitit, atque oculis Phrygia agmina circumspexit ;  
 " Heu ! quæ nunc tellus," inquit, " quæ me æquora possunt  
 Accipere ? aut quid jam misero mihi denique restat ?  
 Cui neque apud Danaos usquam locus, et super ipsi  
 Dardanidæ infensi pœnas cum sanguine poscunt."  
 Quo genitu conversi animi, compressus et omnis  
 Impetus. Hortamur fari, quo sanguine cretus,  
 Quidve ferat ; memoret, quæ sit fiducia capto.  
 Ille hæc, deposita tandem formidine, fatur :  
 " Cuncta equidem tibi, Rex, fuerit quodcumque, fatebor  
 Vera," inquit : " neque me Argolica de gente negabo:  
 Hoc primum ; nec, si miserum fortuna Sinonem  
 Finxit, vanum etiam mendacemque improba finget.  
 Fando aliquod si forte tuas pervenit ad aures  
 Belidæ nomen Palamedis, et inclyta fama.  
 Gloria ; quem falsa sub proditioe Pelasgi  
 Insontem, infando indicio, quia bella vetabat,  
 Demisere neci ; nunc cassum lumine lugent :  
 Illi me comitem, et consanguinitate propinquum  
 Pauper in arma pater primis huc misit ab annis.

1. Parse and give principal parts of the following verbs : *constitit, inquit, restat, poscunt, cretus, fatebor, finget, vetabat, lugent.*
2. Explain the construction or government of the following words : *fari, memoret, neci, illi.*
3. Give the parts in use of *inquit, fatur.*
4. Decline *Dardanidæ*, and classify the nouns of the first and second declensions, whose genitive endings are similar.
5. What figure is illustrated in V. 72, *poenas cum sanguine poscunt.*
6. Parse *insontem, cassum.*
7. *Aliquod.* Distinguish *aliquod* from *aliquid.*
8. Compare *falsa, pauper.*
9. Derive *inermis, agmina, pœnas, fatur, fuerit, primum, improba, nomen, Pelasgi, neci.*
10. Write notes on the proper names in the Extract.

## EXTRACT (B)

Translate vv. 220—231.

Ille simul manibus tendit divellere nodos,  
 Perfusus sanie vittas atroque veneno ;  
 Clamores simul horrendos ad sidera tollit :  
 Qualis mugitûs, fugit quum saucius aram  
 Taurus et incertam excussit cervice securim.  
 At gemini lapsu delubra ad summa dracones  
 Effugiunt, sævæque petunt Tritonidis arcem,  
 Sub pedibusque Deæ, clypei que sub orbe, teguntur.  
 Tum vero tremefacta novus per pectora cunctis  
 Insinuat pavor ; et scelus expendisse merentem  
 La occonta ferunt, sacrum qui cuspide robur  
 Læserit, et tergo sceleratam intorserit hastam.

1. Explain the construction of *quales, mugitus*.
2. Derive *simul, clamores, mugitus, excussit, securim, delubra, dracones, pedibus, clypei, tremefacta*.
3. Conjugate *excussit, teguntur, laeserit, intorsit*.
4. Give rule for the word of *laeserit*.
5. Decline *deae, robur, tergo*.
6. Give the possible meanings of the following words: *ducis, fugere, regis*.
7. Scan vv. 223-224.
8. Explain the terms *caesura, bucolic caesura, thesis, arsis, catalectic, acatalectic*.
9. Classify the uses of the subjunctive.
10. Name Virgil's productions.
11. From what sources did he derive materials for the *Æneid*.

## EXTRACT (C). CÆSER—BELLUM BRITANNICUM.

Translate chapter xxiv., book iv.

At barbari, consilio Romanorum cognito, præmisso equitatu, et essedariis, quo plerumque genere in præliis uti consuerunt, reliquis copiis subsecuti, nostros navibus egredi prohibebant. Erat ob has causas summa difficultas quid naves, propter magnitudinem, nisi in alto, constitui non poterant; militibus autem, ignotis locis, impeditis manibus, magno et gravi armorum onere oppressis, simul et de navibus desiliendum, et in fluctibus consistendum, et cum hostibus erat pugnandum: cum illi aut ex arido, aut paululum in aquam progressi, omnibus membris expediti, notissimis locis, audacter, tela conjicerent et equos insuefactos incitarent.

Quibus rebus nostri perterriti, atque hujus omnino generis pugnae imperiti, non eadem alacritate ac studio, quo in pedestribus uti præliis consueverant, utebantur.

1. Parse fully *genere, egredi, constitui, militibus, locis, manibus, desiliendum, consistendum*.
2. Mark the quantity of the penult of the following words: *egredi, ignotis, locis, impeditis, incito, omnino, imperiti*.
3. Prefix *con, ad, sub, in, per, to sequor*, and give their distinct meanings.
4. In what other way could *nostros navibus egredi* be expressed.
5. Prefix *per, ad, ex, bene, male, tremo, to facio*, making the necessary changes of letters.

## LATIN PROSE.

Let us go out of life joyful, and, returning thanks, submit and think ourselves to be discharged from prison, and released from bonds, that we may return to our eternal home, and to a (home) manifestly our own; and let us be of such a disposition as to consider that day, to others dreadful, happy to ourselves, and to regard nothing as evil which has been appointed either by the immortal gods, or nature, the parent of all; for we were not framed or created without design, nor by chance, but there was truly a certain power which should provide for the happiness of mankind; and should not produce or maintain (a being), which when it had completed all its labors, should then sink into the eternal misery of death: rather let us believe that there is a haven and a refuge prepared for us, whither I wish it may be allowed us to be borne with flowing sails; but if we shall be thrown back by opposing winds, it is notwithstanding necessary that we be carried thither a little later.

Exeo e vita lætus, et ago gratia pareo, emitto que ego e custodia, et levo vinculum arbitrator, ut in æternus et plane in noster domus remigro; isque sum

animus, ut horribilis ille dies alius, ego faustus puto; nihilque in malum duco, qui sum vel a deus immortalis, vel a natura parens omnis constituo; non enim temere, nec fortuito satus et creatus sum, sed profecto sum quidam vis, qui genus consulo humanus, nec is gigno aut alo, qui, cum exantlo omnis labor, tum incido in mors malum sempiternus: portus potius paratus ego, et perugium puto, quo utinam velum passus perveho licet; sin reflans ventus rejicio, tamen eodem paulo tarde refero necesse sum.

## F R E N C H .

## GRAMMAR.

1. Illustrate by examples the different uses of *quelque*, and give Latin equivalents corresponding to the several uses.
2. Translate into French:—
  - (a) She is quite wet. (b) It is the same sun that gives light to all. (c) One cannot read Telemachus without becoming better. (d) I have received his letter. I shall answer it.
3. Name and derive the indefinite pronouns.
4. Give a list of verbs whose second person plural present indicative ends in *es*.
5. Translate into French:—
  - (a) They quarrelled with everybody. (b) I had fallen asleep. (c) I wish there were more order in his conduct. (d) Somebody asked Diogenes at what hour people should dine: "If one is rich," replied he, "when one likes; if one is poor, when one can." (e) Here lies an honest man. (f) Our left wing beat the right wing of the enemy.
6. Classify the cases in which the article is omitted.
7. Give the respective places of personal pronouns when a verb governs two or more of them without a preposition.
8. Classify the principal uses of *de*, *a*.
9. Give rules for the formation of adverbs.
10. Give the third singular present indicative, future, and preterite definite of the following verbs: *s'en aller*, *envoyer*, *harceler*, *resoudre*, *battre*, *echoir*, *voir*, *vivre*, *prevaloir*, *savoir*.
11. (a) Name the relative pronouns: (b) Which of the relative pronouns are called relative pronouns *absolute*, and why are they so called?

## EXTRACT (A). SOUVESTRE.

Translate into English:

C'était le soir d'une fête publique. Les illuminations faisaient courir leurs cordons de feu le long de nos monuments; mille banderolles flottaient aux vents de la nuit; les feux de artifice venaient d'allumer leurs gerbes de flamme au milieu du Champ de Mars. Tout a coup, un de ces inexprimables terreurs qui frappent de folie les multitudes s'abat sur les rangs pressés; on crie, on se précipite; les plus faibles trebuchent, et la foule égarée les écrase sous les pieds convulsifs. Echappe par miracle à la mêlée, j'allais m'écarter, lorsque les cris d'un enfant près de périr me retiennent; je rentre dans un chaos humain, et après des efforts inouïs, j'en retire Paulette au péril de ma vie.

1. Write down the third plural present indicative, future, and pret. definite of *faisaient*, *courir*, *s'abat*.

2. Distinguish *soir* from *soiree*, *an* from *annee*.
3. Give the different meanings of *venir* according to the prepositions that follow, or the absence of a preposition.
4. Write notes on *banderolles*, *Champ du Mars*.
5. Trace the following words to the Latin: *Faisaient*, *champ*, *venaient*, *flamme*, *milieu*.
6. Derive *egarer*, *pres*, *chaos*, *peril*, and distinguish *pres* from *pret a*.

## EXTRACT (B)—SOUVESTRE.

Translate into English :

Il n'a point pris garde a mon exclamation, et a continue a contempler l'oeuvre de Jordaens dans une sorte d'extase.

—Quelle science de clair-obscur! mumuriat-il en grignotant sa dernière croute avec delices; quel relief! quel feu! Ou trouve-t-on cette transparence de tenites cette magie de reflets, cette force, ce naturel!

## EXTRACT (C).

La fièvre du siècle les a gagnées a leur insu.

## EXTRACT (D).

Du reste, ce serait grand dommage que le regret vint leur joie elle est si franche si expansive.

## EXTRACT (E).

Enfin, le garde barrière, qui sème une bordure de réséda, lui donne un reste de graines qu'il n'a pu employer, et la vieille fille s'en va ravie recommençant, a propos de ces fleurs en espérance, le rêve de Perrette a propos du pot au lait.

Arrive au quinconce d'acacias ou se célèbre la fête, je perds de vue les deux sœurs. Je parcours seul cette exhibition de loteries en plein vent, de parades de saltimbanques de carrousels et de tirs à l'arabeleto.

## EXTRACT (F).

Jeux émouvants de l'intelligence qui se repose, dans la fiction des lourdes banalités du réel.

## EXTRACT (G).

Translate into French :

However, I determined at last to overcome my timidity, and I accepted three hours ago an invitation to dine to-day with a man whose simple and frank manners left no doubt on my mind of a cordial welcome. Sir Thomas Bienvenu, who resides almost two miles away, is a baronet, and proprietor of an estate worth about £2,000 income, near the one which I purchased. He has two sons and five daughters, all of fine figure, who live with their mother and an old aunt, sister of Sir Thomas, on the estate of Bienvenu.

## MUSIC.

1. From what do musical notes take their names?
2. How many scales are there, and what are they called?
3. How many half steps are there in the major scale, and where do they occur?
4. What is a chromatic scale?
5. How many sharps have the keys of G, D, A and E?
6. How many flats have the keys of F, B flat, E flat and A flat?
7. What does the musical staff represent?
8. How many sharps and flats are there in the key of C?
9. Why is F sharp used in the key of G?
10. What is meant by transposition?

## ALLITERATION.

An Austrian army, awfully arrayed,  
 Boldly, by battery, besieged Belgrade.  
 Cossack commanders cannonading come,  
 Dealing destruction's devastating doom.  
 Every endeavor engineers essay,  
 For fame, for fortune—fighting furious fray.  
 Generals 'gainst generals grapple—great God!  
 How honors heaven heroic hardihood!  
 Infuriate—indiscriminate, in ill,  
 Kinsmen kill kinsmen—kindred kindred kill!  
 Labor low levels loftiest, longest lines—  
 Men march 'mid mounds, 'mid moles, 'mid murderous mines,  
 New noisy numbers notice nought  
 Of outward obstacles, opposing ought.  
 Poor patriots partly purchased, partly pressed,  
 Quite quaking, quickly quarter, quarter 'quest;  
 Reason returns, religion's right redounds,  
 Suwarrow stops such sanguinary sounds.  
 Truce to the Turk—triumph to thy train!  
 Unjust, unwise, unmerciful Ukraine!  
 Vanish vain victory, vanish victory vain!  
 Why wish we warfare, wherefore welcome where  
 Xerxes, Ximenes, Xanthus, Xaviere?  
 Yield, ye youths! ye yeomen, yield your yell!  
 Zeno's, Zarpater's, Zoroaster's zeal,  
 And all attracting—against arms appeal.

## NUTS CRACKED.

At the last Convention of the Teachers' Association for the County of Wentworth, the following questions handed in to be answered were not taken up owing to the want of time. At the request of the Convention I have undertaken to answer them in this journal:

1. "The haughty elements *alone* dispute our sovereignty." Parse "alone."

This word evidently is used here to limit the word elements, and is consequently an adjective. If it referred to the manner of disputing, it would then be an adverb, and would mean "with nothing else co-operating."

2. "And *even* the ranks of Tuscany could scarce forbear to cheer." Parse "even."

Many views have been taken of such words as this in similar constructions. It has apparently a relation to the word "ranks," and many grammarians are inclined to extend the definition of an adverb to meet the case of such words, and to admit that adverbs sometimes modify nouns. If we adopt this view we merely state that an adverb may sometimes be used as an adjective, and when we go to this extent we are virtually affirming that such words are adjectives, for the use of words—their function in a sentence—is the basis of the classification that gives us the parts of speech, and the function of an adjective is to form an attribute of an *appellative* word, while that of an adverb is to form the attributes of an attributive word. This use of the adverb is shown by such expressions as: "The *above* words," "The time *when*," "My *hither* way," "My *here* remain." These words must all be parsed as adjectives. The word "even," as here used, might be referred to the same construction and parsed as an adjective. According to Gould Brown "even" is a conjunction in "I, even

I," and, if so, it must be such in the expression before us. Neither of these methods is satisfactory. Although there is no doubt about the force or meaning of the word, there is some difficulty in ascertaining its function, in order to assign it to its proper place in the classification.

If "even" refers to "ranks," it is to be parsed as an adjective; if it is a mere strengthening word to "and," and refers to some other statement, it might be considered a conjunction. The most satisfactory way, however, is to consider "even" as used elliptically, modifying the *assertion*, and hence an adverb.

3. "Do abstract nouns have number?"

Properly speaking they do not, for when pluralized they become concrete in meaning and are no longer abstract. An abstract noun is the name of a quality *abstracted* from all reference to any substance. As all qualities have words to represent them, and these words are adjectives, hence every abstract noun presupposes the existence of an adjective. In order to constitute an abstract noun, the name of the quality or idea must be used in an unlimited sense, and hence is incapable of being pluralized. We sometimes, however, pluralize them without making them concrete, as when we speak of the affinities, etc.

Since they are thus sometimes used in the plural, it is advisable to say that abstract nouns *have* number, though that number is usually the singular.

4. Are such verbs as: "Occupy, bury," etc., that change *y* into *i* in the past tense, regular or irregular?

They are regular, of course. Regular means following the rule; the rule is to add *d* or *ed*, and these verbs do so. The change of *y* into *i* does not affect the classification in the least. In some

cases the *y* has been changed to indicate the pronunciation; in other cases the verb originally ended in *ie*, and it is the present tense that has changed. But the terms regular and irregular are now discarded, and have been substituted by the terms strong, weak and mixed; the latter meaning those exhibiting peculiarities of both the strong and the weak verbs, *i. e.*, a modification of the radical vowel and the addition of *ed*, such as *tell, told*.

5. "Twenty dollars was paid." Is this correct?

Yes. The expression "twenty dollars" is a compound term for a sum of money, and is singular. If reference is merely to the individual dollars, the plural should be used.

6. Parse "He possessed himself of the house."

"Possessed" must be taken here as a reflexive verb, with "himself" as its object. "Of" shows the relation between "possessed himself" and "house."

7. Parse the italicized words in the following: "Come see the Dolplain's anchor forged."

"See" is the gerundial infinitive, modifying "come." "Anchor" is the direct object of "see." "Forged" is the complementary adjective to "see," and qualifies "anchor." There are three uses of the adjective in the predicate:

(a) The predicate adjective proper, as "The sun is hot." "Hot" is asserted here of the subject.

(b) The adverbial adjective, as "The sun shines hot." Here "hot" is not merely asserted of the sun, but it also modifies the action, and hence partakes of the nature of the adjective and the adverb.

(c) "We think the sun hot." Here "hot" is part of the compound idea of the assertion. The verb is incomplete without it, hence it is called the complementary, and as it qualifies the object it is called the objective complement.

8. "All about the faces fiery grow." "All," an adverb modifying "about." "Fiery"="faces grow fiery," a predicate adjective, subjective complement to "grow" and qualifying "faces."

9. "All clad in leathern panoply, their broad hands only bare." "All," an adverb modifying "clad." "Only," an adjective qualifying "hands."

10. "The potent rod Of Amnam's son in Egypt's evil day Waved round the coast, up called a pitchy cloud

Of locusts, warping on the eastern wind."

"Rod up-called," rod is the subject of the verb. "Rod waved," waved a participle used as an adjective qualifying "rod." "Waved round coast," round is a preposition showing the relation between waved and coast. "Cloud warping." A participle used as an adjective qualifying "cloud."

11. "The city treasurer has the civic estimates for the current year all but completed. It would be well if the water committee came to a decision as to whether or not they will expend," etc.

"All but," an elliptical expression, but instead of supplying the ellipses the two may be considered as an adverbial phrase modifying "completed."

"Came." This is the subjunctive mood of the verb, and is used to make a supposition which is contrary to the present state of affairs. The compound form of the subjunctive, *i. e.*, "should come," would imply doubt merely. "As to," etc. One way recommended to treat such expressions is to consider "as to" as a compound or rather complex preposition, meaning "about." This would be an easy method of disposing of the difficulty, as the substantive clause commencing with "whether" would then be the object of the preposition "as to." But it is better if possible to explain the words without confounding them, and without taking "as" to be a preposition. Moreover, apart from mere classification, as the whole object of

parsing is to enable the child to understand the meaning and follow the reasoning, it will always be better to attempt to supply the ellipses that often occurs after "as," difficult though it may be. "As" is a relative word, and indicates how far the decision is to extend, and the words supplied should be to that effect; thus in this case we might supply "as (far as it refers) to," etc. Where "as" would modify "for," and "to" would show the relation between "refers" and the noun clause following.

12. "He kicked the cat *from under* the table."

The two prepositions here may be considered as one, although not written as one word. The same habit of doubling these words has given us such words as "into," "unto," "upon." If they are not taken together we must either consider one as an adverb or supply some awkward ellipsis in order to get the relation of "under."

13. "There is no reason for *our* being *beggars*."

It was formerly laid down as a rule in grammar that the participle in "ing," when used as a noun, took a noun or pronoun referring to it in the possessive, but further research into the older language has proved that the word in "ing," when so used, is more frequently not a participle, but a gerund or an infinitive.

(a) When these words are gerunds in derivation, they are used completely as nouns and may be qualified by a possessive, as: "Against the day of my *burying* hath she done this."

(b) When they are infinitives they do not admit a possessive before them, and if intransitive require the same case after them as before them; if they are participles they must agree with the noun or pronoun before them, and if derived from intransitive verbs they require the same case after them. Now the difficulty in such phrases as the above consists in ascertaining the case of the word following "being,"

an intransitive participial form with a possessive case before it, and consequently demanding a possessive case after it. But "beggars" is evidently not in the possessive case. Then what case is it in? If "being" is a pure noun it should not govern a case; if it is a participle or an infinitive, "our" should be "us," with which "beggars" would agree in case. Such sentences, consequently, when analyzed, involve an anomaly and are objectionable. Yet the phraseology is frequently used, and we are sometimes at a loss to know in what case to put the pronoun in such expressions as: "There is no doubt of its being he (or his) (or him)." We cannot use "his" because it is no longer a personal pronoun; "him" would require some governing word before "being," but as there is no such, the ear naturally requires the nominative, which seems to be the preferable case when a possessive precedes "being," and, as it has no governing word, it may be called a species of elliptical predicate nominative.

14. "And *bright* the lamps shone o'er fair women and brave men." It is better to consider "bright" here as an adjective for two reasons.

(a) It seems to point out an attribute of "lamps" as well as to modify the act of shining; hence it is one of those adverbial adjectives that qualify the subject as seen in the act, but not the mere act itself.

(b) Poetry being more picturesque than prose, naturally uses the adjective which conveys the idea of a quality, in preference to an adverb which expresses only a mode or manner of action.

15. "But hush! hark! *a deep sound strikes like a rising knell*." The words in italics are a simple declarative sentence. "Knell" is in the objective case governed by the adverb "like," or by "to" understood.

16. "He did hear that sound *the first amid the festival*." "First" is an adverb in the superlative, and modifies "did

hear." The article "the" is often used with the superlative of adjectives and adverbs; it is then an adverb. "Amid" is a preposition and shows the relation between "first" and "festival."

17. "Believe me, *for mine honor.*" This presents no difficulty.

18. "Had you rather Cæsar were living and *die* all slaves, than that Cæsar were dead to live all freemen?" Parse "die." On this passage I have the following remarks in my "Notes to the Fifth Reader": *Had you rather.*—This "had" is subjunctive and does not stand for "would have." It is the genuine inflected subjunctive, for which, after the inflection was dropped, "would have" has been substituted. The object of "had" is the following noun clause. "Rather" is an adverb qualifying "had."

*Die*—An infinitive depending on or governed by "had." "Had" is used so far transitively here as to take an infinite object. Perhaps the complete ellipsis of this sentence might be supplied as follows:—"Had you rather that Cæsar were living and (had you rather to) die all slaves than you had soon, or willingly that Cæsar were dead and than you had soon to live all freemen." Here there are four clauses, in two of which "had" had a substantive clause as object, and in the other two an infinitive phrase.

19. What is the meaning of the italicized in the following?

"Here comes his body mourned by Mark Antony, who, though he had no hand in his death, shall receive the benefits of his dying, a place in the commonwealth, *as which of you shall not?*"

As "here" stands for the preceding assertion, and if we substitute this assertion for it, the italicized sentence would be "which of you shall not receive a place in the commonwealth." If "as" is ever to be considered a relative pronoun, it is such here, for it connects its clause and stands for an antecedent. It may be, however, considered an adverb modifying "shall receive."

20. What is the ellipsis in the following?

"Now lies he there, and none so poor as do him reverence."

Now lies he there and none (are) so poor as they would have to be poor to do him reverence.

21. What is the meaning of "no more" in line 6 of Hamlet's soliloquy?

The phrase is, "To die—to sleep—no more." Supplying the ellipsis this would be: To die is merely to sleep—it is no more (*i. e.*, nothing else). The meaning is evident. Death is affirmed by him to be nothing more than a sleep that renders us unconscious of the torments of life.

22. "There is the *respect* that makes *calamity* of so long life." What is the meaning? This passage may be paraphrased as follows: "There is the thought that makes us endure calamity so long," or, "that makes calamity so long lived," otherwise we would speedily end it by terminating our own lives.

23. Analyze the italicized in the following: "Who would fardels bear to *grunt and sweat under a weary life.*"

To grunt and (to) sweat are here gerundial infinitives, denoting purpose or object. The infinitive, when so used, is used as an adverb, and goes in the extension of the predicate; the remainder of the phrase depends on these verbs, and consequently goes in the extension, too, as modifiers of the infinitives.

24. Analyze the following: "And enterprises of great pith and moment, with this regard, their currents turn awry and lose the name of action."

Here it will suffice to indicate the divisions of the two propositions.

(a) *Subject*: (And) enterprises of great pith and moment. *Predicate*: Turn their currents awry with this regard.

(b) *Subject*: Enterprises of great pith and moment. *Predicate*: Lose the name of action.

"With this regard" is an adverbial phrase of cause, and modifies the verb "turn."  
T. C. L. ARMSTRONG.

## MATHEMATICS.

Notes on Euclid, Book II.

Prop. 1. This result is analogous to the Distribution Law in Algebra as applied to multiplication, viz.: Multiplications of numbers by one another may be distributed over a series of additions of the products of their parts.

Prop. 2. This is a particular case of the preceding, viz.: when the two lines are equal and the divided line is divided into two parts only. This is analogous to the algebraical identity

$$(a+b)(a+b) = a(a+b) + b(a+b).$$

Prop. 3. This is also a particular case of the first, viz.: when the divided line is divided into two parts only, and the undivided line is equal to one of these parts. This corresponds to

$$a(a+b) = a^2 + ab \text{ or } b(a+b) = ab + b^2$$

Prop. 4. This may be inferred directly from the two preceding props., thus:

$\overset{A}{\text{-----}} \overset{B}{\text{-----}}$   
 $\qquad\qquad\qquad \underset{C}{\text{-----}}$

Let AB be the given straight line divided into any two parts in the point C. Then the sq. on AB = rect. AB, BC together with rect. AB, AC (prop. 2).

But { Rect. AB, BC = rect. AC CB and sq. on BC (prop. 3),  
 Rect. AB, AC = rect. AC CB and sq. on AC.

Therefore sq. on AB = sqs. on AC and CB and twice rect. AC, CB.  
 The analogous proposition in Algebra is the well known

$$(a+b)^2 = a^2 + 2ab + b^2$$

*External Segments.*—If a straight line AB be produced to C, the line AB is said to be divided externally in the point C, and the lines AC, BC are called external segments of the line AB.

Props. 5 and 6 are the same prop. in the former, the line being divided internally, and in the latter externally. The two enunciations may be combined in one as follows:

If a straight line be bisected, and also be divided into two unequal parts, either internally or externally, the rect. contained by the unequal parts is equal to the difference between the square on half the line, and the square on the line between the points of section.

$$\text{Anal. Algebraical identity is } (a+b)(a-b) = a^2 - b^2$$

Prop. 7. This is prop. 4 with the line divided externally. The two may be enunciated together thus:

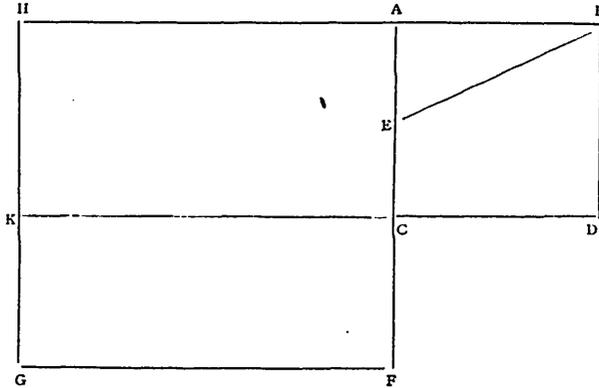
If a straight line be divided into any two parts, either internally or externally, twice the rect. contained by the two parts is equal to the difference between the square on the whole line, and the sum of the squares on the two parts.

$$(a-b)^2 = a^2 - 2ab + b^2$$

Props. 9 and 10 may be enunciated together also thus:

If a straight line be bisected and also be divided into two unequal parts, either internally or externally, the squares on the unequal parts are together equal to twice the square on half the line, and twice the square on the line between the points of section.

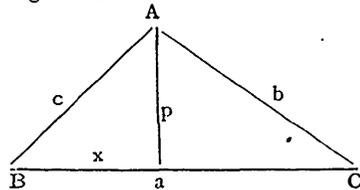
Prop. 11.



By following the construction given for this proposition, we may have the accompanying figure, to which Euclid's proof may be applied, and we shall have the rect. AB, BH equal to the square on AH, or the line will be divided externally, so that the rect. contained by the whole and one part may be equal to the square on the other part.

Prop. 13. By the aid of this prop. we may obtain the ordinary rule for finding the area of a triangle when the three sides are given.

Let ABC be any triangle, abc its three sides, p the perpendicular from A on BC, and x the line between B and this perpendicular.



Then  $b^2$  is less than  $c^2 + a^2$  by  $2ax$  or  $x = \frac{c^2 + a^2 - b^2}{2a}$

Then  $p = \sqrt{c^2 - x^2}$

Therefore area of triangle =  $\frac{1}{2}ap = \frac{1}{2}a\sqrt{c^2 - x^2}$

=  $\frac{1}{2}a\sqrt{c^2 - \left(\frac{c^2 + a^2 - b^2}{2a}\right)^2}$  =  $\frac{1}{4}\sqrt{(s+b+c)(a+b-c)(c+a-b)(b+c-a)}$

=  $\sqrt{s(s-a)(s-b)(s-c)}$  where  $2s = a + b + c$ .

Prop. 14. From the figure of this prop. we can readily see that the perimeter of a square is less than that of a rect. of equ. l area, for the perimeter of rect.  $BD = 2BE + 2ED = 2BF = 4BG = 4GH$ , while perimeter of square =  $4EH$ .

BOND QUESTION.

A correspondent asks for our solution to the following question :

To find the present value of a bond or debenture of \$1,000 payable in ten years and bearing interest at the rate of 6 per cent. per annum, payable half-yearly, so that the purchaser may make 8 per cent. on his money.

The solution is as follows : The purchaser has due him \$30 every six months for ten years, and a \$1,000 at the end of ten years. If, therefore, the present worth of each of these sums be found at 8 per cent. their sum will be the present value of the bond.

The present value of the 1st payment is  $\$30 \div \sqrt{1.08}$

“ “ 2nd “  $\$30 \div 1.08$

“ “ 3rd “  $\$30 \div 1.08^2$

“ “ 4th “  $\$30 \div 1.08^3$

and so on for the rest of the twenty payments. To this must be added the present value of the  $\$1,000$ , which is  $\$1,000 \div 1.08^{10}$ . The present value of the bond is therefore

$$30 \left( \frac{1}{1.08^{\frac{1}{2}}} + \frac{1}{1.08} + \frac{1}{1.08^{\frac{3}{2}}} + \dots + \frac{1}{1.08^{10}} \right) + \frac{1000}{1.08^{10}}$$

$$\text{which} = \frac{30 + \frac{1.08^{10} - 1}{\sqrt{1.08} - 1} + 1000}{1.08^{10}}$$

An approximate result may be obtained by using 1.04 instead of  $\sqrt{1.08}$ .

The following is the general formula to be applied in such cases:

If we suppose  $A$  to be the amount of the bond,  $r'$  the yearly rate of interest borne by the bond,  $r$  the rate reqd. by the purchaser,  $n$  the number of years, and  $R = 1 + r$ . Then the sum due every six months =  $\frac{1}{2}Ar'$  and the sum of their present values is

$$\frac{1}{2}Ar' \left( \frac{1}{R^{\frac{1}{2}}} + \frac{1}{R} + \frac{1}{R^{\frac{3}{2}}} + \dots + \frac{1}{R^{10}} \right) = \frac{\frac{1}{2}Ar'}{R^{10}} \frac{R^{10} - 1}{R^{\frac{1}{2}} - 1}$$

To this must be added the present value of the bond which =  $\frac{A}{R^{10}}$

Therefore the reqd. present value is  $\frac{A}{R^{10}} \left( \frac{r'}{2} \frac{R^{10} - 1}{R^{\frac{1}{2}} - 1} + 1 \right)$

#### HORNER'S SYNTHETIC DIVISION.

The following explanation of Horner's synthetic method of division is given partly because most of the text books used by intermediate and second class candidates contain no allusion to it, and partly for the reason that the explanation usually given would not be readily comprehended by lower school pupils.

Let it be required to divide

$$x^4 + x^3 - 5x^2 + 15x - 8 \text{ by } x^2 - 2x + 3.$$

Performing this division in the usual way we get:

$$\begin{array}{r} x^2 - 2x + 3 \ ) \ x^4 + x^3 - 5x^2 + 15x - 8 \quad ( x^2 + 3x - 2 \\ \underline{-2x^3 + 3x^2} \phantom{+ 15x - 8} \\ 3x^3 - 8x^2 \phantom{+ 15x - 8} \\ \underline{-6x^2 + 9x} \phantom{- 8} \\ -2x^2 + 6x \phantom{- 8} \\ \underline{4x - 6} \\ 2x - 2 \end{array}$$

It will be observed here that the first term in each subtrahend has been omitted, being always the same as the first term in the minuend, and therefore leaving no remainder.

Now, if we bear in mind that subtraction in Algebra is effected by changing the signs of the terms in the subtrahend and then adding together the subtrahend and minuend, it will readily be seen that if the signs of those terms in the divisor which produce the subtrahend be changed the subtrahend will be formed

ready for adding, and no change of sign will be required. The sign of the first term in the divisor is not to be changed, as it helps to form no part of any of the subtrahends used.

The process of division would then be as follows :

$$\begin{array}{r}
 x^2 + 2x - 3 \ ) \ x^4 + x^3 - 5x^2 + 15x - 8 \ ( \ x^2 + 3x - 2 \\
 \underline{2x^3 - 3x^2} \\
 3x^3 - 8x^2 \\
 \underline{6x^2 - 9x} \\
 -2x^2 + 6x \\
 \underline{-4x + 6} \\
 2x - 2
 \end{array}$$

Here two terms ( $-8x^2, 6x$ ) occur which may be advantageously omitted. The first of these is the sum of  $-5x^2$  and  $-3x^2$ , to this sum is added  $6x^2$ , and thus the term  $-2x^2$  is obtained as the sum of  $-5x^2, -3x^2$  and  $6x^2$ . The term  $-8x^2$  is therefore quite unnecessary, and so also is the term  $6x$ . Omitting these quantities the operation of dividing would then be this—

$$\begin{array}{r}
 x^2 + 2x - 3 \ ) \ x^4 + x^3 - 5x^2 + 15x - 8 \ ( \ x^2 + 3x - 2 \\
 \underline{2x^3 - 3x^2} \\
 3x^3 \\
 \underline{6x^2 - 9x} \\
 -2x^2 \\
 \underline{-4x + 6} \\
 2x - 2
 \end{array}$$

That is—

$$\begin{array}{r}
 x^2 + 2x - 3 \ ) \ x^4 + x^3 - 5x^2 + 15x - 8 \ ( \ x^2 + 3x - 2 \\
 \underline{2x^3 - 3x^2 - 9x} \\
 6x^2 - 4x + 6 \\
 \underline{3x^3 - 2x^2 \quad 2x - 2}
 \end{array}$$

Now, since in adding any number of terms together the order in which they are taken is immaterial, the third and fourth columns may be rearranged thus:—

$$\begin{array}{r}
 x^2 \quad \quad \quad \left| \ x^4 + x^3 - 5x^2 + 15x - 8 \ ( \ x^2 + 3x - 2 \\
 2x \quad \quad \quad \left| \ \underline{2x^3 \quad 6x^2 \quad -4x} \\
 -3 \quad \quad \quad \left| \ \underline{-3x^2 \quad -9x + 6} \\
 \quad \quad \quad \quad \quad \quad \underline{3x^3 - 2x^2 \quad 2x - 2}
 \end{array}$$

The object of this arrangement is to have all the terms obtained from the same term in the divisor in the same horizontal line. Thus the three quantities,  $2x^3, 6x^2, -4x$ , are obtained from the  $2x$  in the divisor by multiplying it respectively by the three terms in the quotient, and the terms  $-3x^2, -9x, 6$ , are obtained from  $-3$  in the divisor. This arrangement is greatly facilitated by writing the divisor in a vertical column instead of horizontally. The division may then be effected as follows: Obtain the first term in the quotient by dividing the first term of the dividend by the first term of the divisor. The remaining terms of the divisor are then multiplied by this part of the quotient, and the results placed one under  $x^3$  and in the same horizontal line with  $2x$ , the other under  $-5x^2$ , and in the same horizontal line with  $-3$ .  $3x^3$  is then obtained by addition, and from this the second term of the quotient is obtained, and then the other terms of the divisor are multiplied by this new part of the quotient and the results,  $6x^2$  and  $-9x$ , arranged diagonally as the former ones were, and so on.

But even yet two quantities occur which may be omitted. These are  $3x^3$  and  $-2x^2$ . The  $3x^3$  is used to obtain the second term in the quotient, but this may quite readily be done without writing the  $3x^3$ , and thus the place now occupied by it may better be filled by the term in the quotient which it produces, and so also with the  $-2x^2$ . We shall thus have—

$$\begin{array}{r|l} x^3 & x^4+x^3-5x^2+15x-8 \\ 2x & 2x^3 \quad 6x^2 \quad -4x \\ -3 & -3x^3 \quad -9x+6 \\ \hline & x^2+3x-2 \quad 2x-2 \end{array}$$

We have now only to omit the letters, retaining the detached co-efficients, and we have Horner's method—

$$\begin{array}{r|l} 1 & 1+1-5+15-8 \\ 2 & 2 \quad 6 \quad -4 \\ -3 & -3 \quad -9+6 \\ \hline & 1+3-2 \quad 2-2 \end{array}$$

## THE LITERATURE OF GOLDSMITH'S AGE.

This brief sketch of the literature of Goldsmith's age is intended simply to indicate its most prominent features, rather than to give an exhaustive exposition of it. To comprehend clearly the various influences which were at work during this epoch, and which left their impress upon the literature of the period, it will be necessary to take a brief review of the history of the nation for the preceding century; for the literature of a people is indissolubly connected with their growth as a nation, since it is the indisputable office of literature to reflect the prevailing tone of public opinion, to record the intellectual, moral and material progress or decline of a nation, with calm satisfaction on the one hand, or with undisguised sorrow on the other; and if no regret be apparent for national degradation, it must be regarded as the greater evidence of universal degeneracy.

The rule of the Commonwealth, although it undoubtedly tended to elevate the national life and thought, and thus confer dignity on its literature, was yet felt by the majority of the English people to be somewhat sombre and ungenial, repressive as it was of many recreations which were not only

innocent in themselves, but even beneficial. The stage, for instance, with all its bright memories of the past, was ruthlessly destroyed, and it has not to the present recovered its lost influence, and in all probability never will; for the polluted stage of the Restoration period can in no sense be termed the legitimate outgrowth of the glorious Elizabethan drama.

The wild license introduced by the Restoration proved, unhappily, to be a change that was welcomed by no inconsiderable number of the British people. The tone of the court, abandoned to the vices which the King and his nobles had acquired during their exile in France, is only too faithfully reflected in the literature, especially in the comedies, of the time. The school of literature that now became established in England is usually termed the French or Classical, in contradistinction to the Romantic or Italian. The former reverts to the masterpieces of the ancient Greeks and Latins as the sources of its inspiration and as the exemplars of its style; whereas the latter, after the manner of the great Italian poets of the middle ages, professes to study nature direct, and to reproduce the impressions thus received. Dryden

was the first great writer in this French period, a poet who displays in his best works a fondness for satire and argumentation, and who manifests strength of intellect rather than depth of feeling. Although tinged with the licentious immorality of his day, "the long-resounding march and energy divine" of his verse will ever cause him to take high rank in the select number of famous English poets.

The celebrated Revolution tended to purify the moral atmosphere, and consequently in the revival of literature during the reign of Queen Anne a change for the better is observable. This period is noted for the appearance of Pope, Addison, Steele, Swift, and Defoe. The French school now attained its greatest fame, and we may now consider its chief characteristics. We observe then, that great attention was devoted to the outward form, to the mere expression of literary composition: in verse, elegance of diction, harmony of numbers, everything essential to smooth versification, were assiduously cultivated; in prose, latinized words, sonorous periods, and everything pertaining to rhetorical effect, are to be met with. In choice of subjects we notice that it prefers those of a satiric, philosophical, didactic, and even political nature; and in the elaboration of these subjects we mark the decay of imagination, passion, and the absence of that strict fidelity to nature or natural truth which is so distinguishing a characteristic of the Elizabethan writers. We may say, briefly, that the influence of the French school was beneficial to style, but detrimental to those more sterling qualities which style is meant to embalm.

Pope, who exercised more influence on his contemporaries and successors than any other writer of his age, reflected all the elements of the French school. His chief merit is that of having perfected the form of English verse.

The succeeding age of Goldsmith was influenced by the French school

in its methods of expression, in literary form, yet it exhibited in many respects a change in tone and sentiment; so that it is usually regarded as a transitional period from the Classical school to that of the Romantic. To estimate the better the various elements that enter into this period we may review briefly each of the departments into which literature is divided.

In poetry we find that Pope, the chief exponent of the Classical school in verse, was regarded as the great model in versification, in melody, in polish of language, and in sententious antithetic effect. We find that at first the didactic and satirical elements of the French school are reflected in the works of Young and Akenside, in the satires of Johnson and Churchill. We next find that the current of poetical composition flows in the direction of sentimental reflection as apparent from the works of Collins, Gray and Goldsmith. A short time before this, the poetry of natural description, of nature, was introduced by Thomson, a writer who, from his nationality and education, escaped the then prevailing influence of the French school. This species of poetry constitutes no unimportant element of Goldsmith's verse, and it is afterwards dwelt on to a greater extent by Cowper and Wordsworth. We find that an interest in the romantic past was excited by three works, namely: Bishop Percy's *Reliques of Ancient English Poetry*, Macpherson's *Ossian*, and Chatterton's *Forgeries*. Of these the first mentioned exercised the greatest influence, and it has been termed the salvation of English poetry at that particular time, as it tended to divert it from the extreme artificialty of the Classical school to the natural freedom of the Romantic. Another result was that the ballad came once more into favor.

The earlier English classics, Shakespeare, Chaucer and Spenser, were now assiduously studied, and the ef-

fects of this study are seen in the works of the time. Shenstone in his *School-mistress*, Beattie in his *Minstrel*, and Thomson in his *Castle of Indolence*, followed the stanza and peculiar style of Spenser. In prose we find that the characteristics of the Classical school are still to be found, and in their most exaggerated form, in the pages of Johnson, in which "art cannot be more consummate or nature more forced." This last remark, however, is not strictly applicable to the novelists, historians and periodical essayists of the time, whose style frequently exhibits much natural ease and gracefulness. Criticism still plays a prominent part, Warton and Johnson being the principal writers. Warton favors the canons of taste of the Romantic school, Johnson those of the Classical, hence their divergent opinions.

We notice now the rise of the novel, that is, that work of fiction in which the chief interest is placed on the development of character, instead of being excited by variety of incident, as in the romance. The first novelist was Richardson. Then we have Fielding, Smollett, Sterne, Johnson, and Goldsmith.

History was first raised to the rank of literature during this period by the works of Hume, Robertson and Gibbon.

The dramatic literature of the time is worthy of note. It was very voluminous and consisted principally of comedies. The principal writers of comedy were Garrick, Foote, Goldsmith, and Sheridan. Of these, the authors whose productions attracted most attention were Goldsmith and Sheridan. In tragedy there was Johnson's *Irene*, and Home's *Douglas*.

The revival of the periodical essay forms a distinguishing characteristic of

this age. Some desultory attempts, it is true, were made to supply the place of the *Tatler*, *Spectator*, and *Guardian*, but they did not meet with much success. Of the periodicals of this time we may mention the *Museum*, to which Walpole, Akenside, and the Wartons, contributed; the *Rambler*, published by Dr. Johnson, who afterwards edited the *Idler*; the *Bee*, of Goldsmith; the *Connoisseur*, principally written by George Colman. Then occurred another interval: Goldsmith's *Citizen of the World* exhibiting more of the nature of a novel than of a periodical essay. In Scotland it was revived by Henry Mackenzie, in the *Mirror*. The *Lounger* was another of his publications.

One peculiarity to be noticed about the literature of this age is that it was a party one. From the time of Dryden and Pope, authors had identified themselves with one or other of the great political parties. On the accession of George III. the violent war of parties broke out with renewed fervor, and we have the appearance of the celebrated *Letters of Junius*, Wilkes's *North Briton*, and Smollett's *Briton*.

On the philosophy of politics, Burke is the only writer worthy of note.

We observe also the rise of literature, during this period, into a profession; heretofore writers were dependent on the court or nobility, but all this was henceforth changed, and authors wrote for popular favor and support. Women also take now a prominent part in literature, especially in the lighter varieties of literary composition. The names of Madame D'Arbly, the learned Miss Elizabeth Carter, Mrs. Macaulay the republican historian, Mrs. Hannah More, Mrs. Barbauld, and Lady Mary Wortley Montagu, are familiar to all.

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# THE QUARTERLY.

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*Nous travaillerons dans l'espérance.*

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HAMILTON, JULY, 1878.

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## INFLUENCE OF CLASSICAL STUDIES.

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For many generations the study of the Latin and Greek classics has been regarded as chief among the acknowledged elements and badges of a liberal education. The primary object of all true education is the symmetrical development and training of the mental faculties; and by a *liberal* education we mean such a mental culture as is free from all bondage to narrow aims and objects outside of itself. The classical use and the etymology of the term shed light upon each other. It is more than probable that the title *liberal* arose from its being applied to denote the culture and acquisitions suited to a Roman gentleman of leisure, who was free (*liber*) from other avocations, and at liberty to pursue his own improvement exclusively.

It is difficult to find any study that can take the place of the ancient classics as a means of intellectual discipline. In the analysis of words and sentences, in order to ascertain their construction and meaning, there is a constant task and drill of the mental powers. Memory, comparison, judgment, and reasoning, are all called into active exercise. If the sentence is a simple and easy one, the merest tyro will soon see that the construction and translation are necessitated by all the force of an irresistible conclusion. In difficult passages, however, there must be a nice balancing of probabilities, a careful induction of particulars, and an intense exercise of all those powers which are called into play when the mind has to deal with the facts and possibilities of actual life. Every kind of reasoning, both probable

and demonstrative, inductive and deductive, engages the mental faculties. The more accurate the acquaintance with the minutiae of a language, and the clearer the insight into the force of its particles and connections, the more perfectly will this rich result of a due training of the intellectual powers be attained. Few studies do more to stimulate and strengthen the mind to that precision and energy which are demanded in the sphere of all liberal culture.

It is obvious, moreover, that it is possible to make the study of the ancient languages a framework on which may be set much instruction, not only in Greek and Roman history and antiquities, but also in the elements of mental and moral science. Language, which is the utterance of thought, is constructed in accordance with the laws of thought. It both illustrates and is illustrated by them. These laws constitute the science of logic. Indeed language, logic, and psychology, interpenetrate each other like body, soul, and spirit. The simplest grammatical analysis brings the mind to deal with subject and predicate. The different persons in grammar lead directly to the subjective and objective in thought. The study of Plato, or of such Latin works as Cicero *de Officiis*, affords ample opportunity to ventilate questions in metaphysics and ethics, which have engaged the best thought of Christendom for ages. In poetry and oratory also, the classical student is familiarized with those magnificent productions of ancient genius, which still command the admiration and thrill the heart of the educated world; while their perusal affords also the amplest opportunity of illustrating great principles, and showing how art, science and criticism may all be blended together.

But it is as a guide to an effective knowledge of our own language, and as a discipline in the cultivation of a pure rhetorical taste, that the influence of classical studies is especially beneficial. There can be no mastery of words so

complete as that which arises from tracing their present use, through any change they may have undergone, up to their etymological root. So largely do the Latin and Greek enter into the composition of our own and the other languages of the cultivated nations, that classical study gives us possession of a large share of the most important vocabularies of modern Europe. Besides, the classics are models of clearness and terseness, of precision and felicity of expression. In their study the mind becomes accustomed to these qualities of style; a severe yet appreciative taste is promoted; and a disrelish is begotten for the style of bombastic swell, and tinsel glitter, and vulgar barbarism, which is the besetting vice of the rhetoric of the period. And surely that culture must be of the highest character and value which fosters a chaste, elegant, and nervous diction, such that the language neither dims nor deforms the thought, but clothes it with strength, beauty and brilliancy.

V. D. M.

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### THE SENIOR LITERARY SOCIETY.

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It was our intention, at one time, to give in this number a sketch of the Literary Society from its first inception up to the present time, tracing it from its small but eminently successful beginning through the various stages of its existence, and placing it before our readers in its true light, as one of the most rapid in growth, both as to numbers and importance, of the institutions of a similar kind in the province.

This being but the second number in a volume, we thought it better to defer such a *resumé* till the close of the year, when it would be more appropriate to deal with such a subject. We would therefore say that our readers may look forward to the December number for a full account of the origin of our Society, which has now attained

to such an enviable position, an account which cannot fail to interest all who are friends of such enterprises, especially those who take a deep personal interest in the welfare of its members.

Three months ago we were able to chronicle unparalleled success in almost every feature of the Society, and had the privilege of announcing to the public at large that our membership was considerably over one hundred; we can further state now, that a steady increase in our numbers has been going on, so that notwithstanding the frequent withdrawals during the past term, we have still enrolled some five members more than at the close of the previous one. We do not lose sight of the fact, however, that numbers alone will not make a successful literary society. There must be the conviction in the minds of all that it is a place for instruction, a place where mutual benefits are to be derived by all who participate in its various workings: and, as a proof of this feeling, every one must enter heartily into the exercises in order to make it at all successful, either as regards pleasure or profit. That the members did so during the past term was clearly shown by the great interest taken in all the meetings up to the very last, although nearly all were on the eve of an examination of one kind or another. It is our custom to hold the last meeting of this term about the middle of June, so as to give those intending to write at the Matriculation Examination of Toronto University the privilege of attending every meeting, and also to close for the summer when everything is in good working order, and not to wait till press of work would compel many of its staunchest supporters to withdraw from active service.

The general working of the Society has been so often mentioned in our columns, that it would be needless repetition to say anything on that at this time, suffice it to say, that all such institutions are not conducted on the same principle; almost every one

having something different from every other one. We, of course, think our own as good as any we know. The main point to be looked at, however, in them all, is the practical turn they give to the ordinary school-boy education, and the one which is the most successful in this way is, in our opinion, the one deserving of the greatest amount of praise.

Nothing has a more disheartening effect on the members, or acts more to the detriment of a society, than the frequent absence of those appointed to carry out the programme: and the healthy state in which we and ours is owing mainly to the promptitude with which all performed the part allotted them.

We labor under a great disadvantage when compared with many others, in respect to members.

The great majority of literary societies are composed of those who have been members for years, and thus gain the advantage of experience; while ours, on the other hand, has scarcely a member in it whose connection reaches back beyond a year, the greater number, in fact, having been connected with it for only a very few months. In this way our attainments are limited, for a member no sooner begins to feel himself at home facing an audience, than his affairs cause him to take his departure, and his place is supplied by a raw recruit. Notwithstanding all these drawbacks, we notice a marked improvement in the general tone of our meetings, and trust that the future may reveal a greater measure of success than we have been favored with in the past.

The officers elect for the coming term are:

- Mr. W. HUNTER, President.
- “ J. J. ELLIOTT, 1st Vice-President.
- “ H. R. FAIRCLOUGH, 2nd Vice-Pres.
- “ A. LAWSON, 3rd “ “
- “ GEO. GRAHAM, Sec.-Treasurer.
- “ R. C. TIBB, Councillor.

## THE JUNIOR LITERARY SOCIETY.

This Society, which, as yet, is only in its infancy, is progressing favorably, and we may safely say is in a fair way for competing with the Senior Society. The number of members on roll is sixty-five, with an average attendance of fifty.

The attendance would undoubtedly be larger were this the winter session, for in the summer months our young people find more enjoyment in outdoor exercises than in literary pursuits.

The general success which has attended its efforts is very encouraging, and the willing manner in which the members respond to the committee reflects much credit upon them.

The young debaters have shown themselves earnest workers, by their carefully prepared speeches, and the hearty manner in which they enter the contest.

A debate was recently conducted by young ladies, and it is needless to state that it was a complete success, the chief characteristics being distinctness of utterance and close application to the subject.

At each meeting, during the quarter an essay has been read, and a marked improvement is noticeable, owing no doubt to the instruction received by hearing one read every week, and to the just criticisms given on each.

The general interest taken in the meetings by the members is very greatly increased by the rendition of a couple of pieces of music, one at the commencement, the other at the close, of the programme.

It is the general opinion of all that the ladies make the best critics, owing in all probability to their quickness of preception. During the whole term the meetings have been characterized by the very best of order, as indeed it would have been entirely out of order to have even suspected anything different with such a worthy gentleman as Mr. A. Rennie in the chair, who,

though small, commanded the respect of the audiences over whom he presided during the past three months.

Mr. H. Sutherland of the Senior Society has manifested a great interest in the welfare of the Society, and has done much to advance its standing by timely hints and suggestions.

A public entertainment was given by the Society on the 31st of May. The programme consisted of an essay, two readings, and a debate, interspersed with several very well rendered selections of music. The attendance was good and the public expressed themselves as well pleased with the Society's first entertainment.

The officers elect for the next term are :

Mr. G. F. BELL, President.

“ W. J. H. MILNE, 1st Vice-Pres.

“ E. WATSON, 2nd “ “

“ A. E. RENNIE, 3rd “ “

Miss J. MACALLUM, Sec.-Treasurer.

“ RYALL, Councillor.

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### H. C. I. GLEE CLUB.

This Club, which from its then recent organization we could simply mention in our last *Quarterly*, has now attained a position which places it on a level with all the other attainments of the Institution to which it belongs.

It is at present composed of about 50 members, who, under the excellent tuition of Mr. Johnson, are making rapid progress. This may be substantiated by the fact that they have sung three times to Hamilton audiences, and, being well received at first, have steadily gained in favor.

Their first concert was given at the end of the last quarter, and was a successful one. They also sang at the meeting of the Wentworth Teachers' Association, and later they furnished an evening's entertainment for the Y. M. C. A., at Pronguey's Hall.

It may be asked by some of our readers, are the students of the Institute justified in thus spending their

time over a useless accomplishment? first let us discuss whether it is a *useless* accomplishment or not. If the members simply use its practice as a pleasant way of killing time, they might be better employed, though even then they may be indirectly benefitted. But these practices are no time-killing pleasantries, as any one can testify who has attended one of them; for what might be possible under a less energetic man is not possible under the present leader, who both assigns work to do and sees that it is done, and done efficiently. Now, with these advantages, each member becomes acquainted not only with the theoretical, but, what is of infinitely more importance, with the practical use of music, and surely no heart is so utterly dead as not to be roused by the sweet strains of music. Having shown, then, that it is not a useless attainment, we think we may safely draw the conclusion that we are justified in spending our time as we do, the more so, since we do it at such a time as not to exclude other studies, as our practice is held immediately after four, when, wearied with the day's work, the students usually stroll through the many pleasant walks of the city.

The Glee Club is justly popular with the students, for it is one of the great social ties which seem to bind the students of this Institution in one, and at the same time it is a link which connects students and masters, since it was by their kindness we were furnished with a piano for the exclusive use of the school.

R.

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### OFFICERS OF THE "QUARTERLY."

<i>Principal Editors.</i>	(MR. JAS. RATCLIFFE, MR. C. J. ATKINSON, MISS DAISY STEWART, MISS JENNIE EDGAR.
<i>Educational,</i>	MR. R. C. TIBB.
<i>Poetry,</i>	MISS MAGGIE WHITE.
<i>Mathematical,</i>	MR. W. MARTIN.
<i>Wit and Humor</i>	MISS CARRIE MOORE.
<i>Business Managers.</i>	(MR. J. P. BOWMAN, MR. BRENNAN.

## OUR BOATING CLUB.

We announced in the last number of the *Quarterly* that the students of the school had organized a boating club. We have now to state that this club, like all other enterprises in connection with our school, has been an entire success as regards both the interest taken in it by its many friends, and the realization of the objects which its originators had in view, viz.: to afford pleasure to the mind, vigor to the intellect, and muscle to the body. It is evident that these results have been experienced by the members of the club. Rowing is admitted to be one of the most enjoyable exercises; and not only is the exercise enjoyable by delightful associations, pure exhilarating atmosphere, and many pretty scenes that one meets with on the water, but it adds materially to the enjoyment to be derived from rowing. The members of the club have appreciated all these things and enjoyed them heartily. Had any one been with one of the crews on any evening, and seen the sparkle of their eyes, and listened to their witty talk and gay laughter, he would have thought them a happy crowd—and indeed they were—and as he looked upon the many interesting scenes around him, as he witnessed the futile efforts of the noisy urchins in their scow to keep up with him, or gazed in wondering admiration after the young champion who flew by him in his shell, or glanced at the fat woman rowed leisurely along in her comfortable boat, or looked longer at the merry maidens who smiled at him from their pretty skiff, and as he saw in the distance innumerable boats crossing and recrossing each other's course in pleasing confusion, or listened to the sounds of sweet music and the loud ha! ha! he would have said that all is not toil and worry in this life, that there is pleasure on the water. There is a blank in the life of every student who did not connect himself with this club. Again, the time spent has not been

lost. Some students have urged the objection that they had not time to go out rowing, that they were obliged to devote their whole attention to their studies. We wouldn't give much for a man who devotes his *whole attention* to his studies. You will find such a one weak in body and dull in intellect. And it is his inability on this account to get up his work that leads him to believe that he has not time to take exercise, whereas were he to pull an oar for an hour or so a day, his appetite would be increased, his body strengthened, and his mind made clearer and more retentive, so that he could do his work in half the time he formerly did it. This has been clearly demonstrated in the case of many of the students. Rowing, then, invigorates the mind. It also gives muscle to the body. At the present day physical strength is not so generally cultivated as it was in days gone by—an evidence of man's degeneracy. It is unfortunate that it should be so. To those, however, who wish to become muscular, we would strongly commend the "blades." Our men have derived great physical benefits from their use, and, moreover, they have learned how to row—they can row well. Over each crew there has generally been appointed a captain, who has some knowledge of the science, and under his instructions the men have improved rapidly. Such expressions from him as, "feather, you lubber," or, "steady, number two," or, "shoot that 'crab,'" were generally sufficient to keep the boys down to their work, and rivet their attention on their business.

There have been several races. A double scull race for the championship of the school, and a beautiful gold and silver badge presented by Messrs. Hogan and Graham, was of greatest interest, and attracted a large number of spectators. The badge is to remain in the Institute, and we hope that in coming seasons it will serve as an incentive to aquatic sports among those students who may be so fortunate as to attend our school.

## THE PIC-NICS.

The social qualities of our students have been called forth during the past term by two pic-nics, projected and carried out by the members of the Senior Literary Society. The first of these pic-nics was held on the first day of June. The place chosen for the scene of festivity was the Oaklands, a popular summer resort within easy reach of the citizens of Hamilton. These fine grounds present many and varied attractions, and a more suitable place for a pic-nic could scarcely be desired. The day chosen proved all that could be wished for, a fair omen of the success of the pic-nic. The steamer Bouquet left James Street wharf early in the afternoon, and in a short time reached Oaklands, with a gay party of embryo ministers, doctors or members of the legal profession, together with the ladies of the Society, to whom it is due to state that the arrangements were made and carried out solely by them, and in a manner highly creditable to their enterprise.

Various amusements were provided for the entertainment of the visitors, some entering heartily into them, while others preferred a quiet stroll beneath the spreading boughs of the oaks from which these grounds derive their name. And when early in the afternoon the party sat down to partake of a sumptuous repast prepared by the ladies, all seemed to feel that nothing was wanting to complete the enjoyment. Early in the evening the boat left the wharf for Hamilton, and after spending a most enjoyable time on the water, the party separated for the evening, all apparently more than satisfied with the day's enjoyment.

Shortly after this, a second pic-nic was got up by the gentlemen of the Society; the ladies were cordially invited, and the Bouquet was again called into requisition to convey a party of pleasure seekers to Oaklands.

It is not necessary here to enter into a detailed account of the day's amuse-

ments, suffice it to say that the afternoon passed off pleasantly to all concerned. Every one seemed to feel an individual interest in making the pic-nic a success, and they were not disappointed. The benefits to be derived from such social gatherings must be apparent to all.

We believe that the time thus spent is not lost, but, on the contrary, is profitably employed. Not only is a few hours' innocent amusement afforded the students, but the social qualities are drawn forth, harmony is promoted, and the mind refreshed and invigorated, thus lightening the hard studies for some days to come.

Many of the students have already left or are about to leave our Society and the Institute, to enter the Universities, or some profession, but we feel sure that in whatever spheres they may mingle in the future, they will always cherish happy recollections of the two pleasant afternoons in "the leafy month of June" spent with the members of the Literary Society at Oaklands.

## CURIOSITIES OF AUTOGRAPHS.

During the season just ended, a mania for *purchasing* and *circulating* those beautiful little volumes dignified with the title of Autograph Albums, has prevailed amongst many of the young men and maidens of the Collegiate Institute.

Whether the custom of writing in Autograph Albums has been handed down to us from the Egyptians, or transmitted to posterity by the great Chinese Philosopher Kong-foo-tsg, or whether, as many suppose, it has originated in the fertile brains of the people of the nineteenth century, we shall not take upon ourselves to determine.

However this may be, we are safe in asserting, that the perusal of the various contributions affords an excellent means of studying the beauties and peculiarities of the different poets and poetesses, who may have conde-

scended to enrich the pages of these albums with the magnificent creations of their gigantic and original intellects. Take the following specimen, an emanation proceeding from a young man, who, pining in the desert of single wretchedness, evidently looks forward with a longing eye upon the verdant oasis of matrimonial felicity, which, like a mirage, is looming up before him in all its splendor, in the near future, —

"Now single I am,  
But married will be  
As soon as my sweetheart  
And I can agree."

No true lover of poetry can fail to observe the genuine poetic spirit that breathes forth from every word of this extract, and nobody understood this better than the author (?) himself, who felt it his duty to inscribe this production of his youthful genius upon the page of more than one album, and on more than one page of each. Though the beauty of the little gem consists in its brilliant imagery and in its truly delightful and refreshing disregard of the syntactical rules laid down by all great English grammarians, yet no one would have the temerity to deny that the verb *agrees* with its subject.

A young lad who has not been much from home in his early years, and who is about to leave the city for a few days, apparently finds that "the parting gives him pain," and consequently pours forth the pent-up feelings of his lacerated soul in these sadly-sweet and mournful strains, which forcibly remind us of the tender and pathetic ballads of the middle ages :

Kindest friend, and must we part?  
Oh then! oh then! and must we part!  
Adieu! adieu! oh then adieu!  
Adieu! adieu! adieu! adieu!  
Adieu! adieu! oh then adieu!  
Adieu! adieu! and fare thee well!

This young man will probably return, and we hope as much pleasure will be afforded by the reunion as sorrow was caused by the parting.

The following quotation appears to be a great favorite with those ladies

and gentlemen who, while ostensibly repudiating all claims to originality, endeavor, though unsuccessfully, to exhibit that quality in the lines themselves :

You ask me for something original,  
To write within;  
But there's nothing original in me  
Except original sin.

Having a personal acquaintance with several of those who have made use of this extract, we are willing to admit the truth contained in the last two lines of the quotation given above, yet it is not entirely true, for no person, after carefully scrutinizing the stanza can fail to notice a trace of originality in the metre, for

"In all our wanderings round this world of care,  
We ne'er have seen such metre as is there."

A young man endeavoring to be facetious breaks out into the following effusion :

When this you spy,  
Remember I.

A couplet which certainly does credit to the writer, and to the institution in which he was trained. Ere long he will doubtless take his place by the side of Tom Hood, Mark Twain and other distinguished humorists who delight mankind with their fresh and original wit.

In every album that has passed through our editorial hands, we observe indications that lead us to the conclusion that there is in our midst a youthful genius who combines in a high degree of excellence the rare qualities of artist and poet.

"In every page so pure and white,  
Where he a few short lines doth write."

Whether the color be black, brown, green or yellow, he causes to flourish an immense tree of exotic growth whose ungainly proportions, and, above all, the foliage of the arboreal specimen, instantly suggest to our minds the verdancy of him whose pencil has reared such a monument to herald his fame to future ages. In addition to this beautiful production of art, he invariably introduces some immature verses, replete with sickly sentimentalism, fan-

tastic moralizing and religious instruction, which altogether make up a picture too ridiculous for censure, and too painfully pitiful to excite our risible capabilities.

The following gushing strains indicate clearly their author's frame of mind :

"\_\_\_\_\_ is your name,  
Good is your reputation,  
That man will reach the goal of fame  
Who changes the appellation."

The writer of the lines given above is supposed to be *that man*, and we would warn the gay young Romeo who sighs for the honorable distinction of changing the name of the bewitching Juliet, that,

"The paths of glory lead but to the grave."

But now our eyes are riveted on a production of an epic nature, which, for sublimity of style, classical elegance and occasional obscurity of meaning, rivals, nay, in the last respect, even surpasses, the most glorious of Milton's works. Here we see poetry in its perfection. It is written in blank heroics, contains graceful expressions of thought, innumerable illusions, matchless ambiguities, and indeed all the qualities which characterize true poetry.

Owing to its great length, we are unable to give our readers the poem in

full, or even a synopsis of it, but it matters not, as the majority of people, even though they should have the privilege of perusing it, would fail to comprehend the author's meaning, because of his vast knowledge, similies and lofty flights of imagination. After repeated failures in our attempts to interpret the meaning and discover the beauties of this singular poem, we are led to exclaim with its author,

"Needless more search."

All the extracts are natural and beautiful, some of them displaying considerable simplicity of style, some elegance of diction, and most of them great pathos and tenderness. One class of autographers we have forgotten to mention, viz.: that consisting of those persons, who, despising the homely tongue of our Saxon forefathers, in a barbarous style endeavor pedantically to express their little thoughts in the elegant language of the Latins. We hope the praises we have bestowed on the various extracts which we have mentioned will have the effect of inducing the muses to make the Ambitious City their native Helicon and to become permanent inhabitants of a region which is clearly so congenial to the development of poetic excellence.

### BOAT SONG.

Come out for a sail on the bonnie blue Bay,  
Our boat at her mooring sits saucy and gay ;  
Let us dip in the waters the far-glancing oar,  
And sing as we paddle from shallow to shore.  
Out o'er the wave, ever sparkling and clear,  
O'er hidden deeps without danger or fear—  
Out to the point where the green willows weep  
O'er the calm waters that mirror their sleep.  
Now sunset is purpling the heights o'er the way,  
Yon pale stars are watching the last hours of day ;  
We will wait, till they cluster from tiller to prow,  
Like lillies of light in the dark wave below.  
By the dim, leafy shadow of Rock Bay we'll sail ;  
Sweet echo, who haunteth the cliff and the vale,  
May mock our gay laughter as thither we rove,  
But will not repeat the low whisper of love.  
Then come for a sail on the bonnie blue Bay,  
Where health, love and pleasure await us—away !  
Let us dip in the waters the far-glancing oar,  
And sing as we paddle from shallow to shore !

—J. L.

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## WIT AND HUMOR.

Advice to a young orator :

"When you can't talk sense, talk metaphor."

Even if a boy is always whistling, "I want to be an angel," it is just as well to keep the preserved pears on the top of the pantry.

Canine Arithmetic : To make a dog add, multiply or subtract, tie up one of his paws, and he will put down three and carry one.

"My dear," said a husband in startling tones, after awaking his wife in the night, "I have swallowed a dose of strychnine!" "Well then, do for goodness' sake lie still, or it may come up."

"What is a fort?" asked one of the teachers. "A place to put men in," was the answer. "What is a fortress, then?" The answer was prompt—"A place to put women in."

Fond father: "Well, my son, how do you like college? Alma Mater has turned out some great men." Young Hopeful (just expelled): "Yes, sir; she has just turned me out."

A backwoodsman describing a steam-boat said, "It has a saw-mill on one side, a grist-mill on the other, a blacksmith's shop in the middle, and a great big pot down stairs a boilin' all the while."

An old woman going to the chandler's for a farthing candle, and being told it was raised to a half-penny on account of the war with Turkey, "Bad luck to them" she exclaimed; "and do they fight by candle-light?"

A little girl in Clinton was teaching her little brother the Lord's Prayer the other night, and, when she had said "Give us this day our daily bread," he suddenly called out: "Pray for syrup, too, sister; pray for syrup, too."

"Maria," observed Mr. Holcomb, as he was arranging his toilet, "There ain't no patch on these unmentionables yet." "I can't fix it now, I'm too busy." "Well, give me the patch then,

an' I'll carry it around with me. I don't want people to think I can't afford the cloth."

How like a man! A lady returning from a visit found her household locked up. After infinite trouble she managed to gain entrance through a back window, and then discovered on the parlor table a note from her husband, reading, "I have gone out; you will find the key on the step."

"Do you suppose nobody has got a conscience but yourself?" said a vigorous-tongued lady to a severe cross-examining barrister. "My conscience is as good as yours, and better, too, for it has never been used during the course of my life, while yours must be nearly worn out."

A sentimental young Hamiltonian picked up a thimble. He pressed it to his mouth, saying, "Oh, that this were the fair lips of the owner!" He was startled by a black girl, from an upstairs window close by, calling out, "Please jist give me dat fimble, massa; I've bin and dropt it."

An Irishman in a cavalry regiment was brought up for stealing his comrade's liquor ration, and his defence was unique. "I'd be sorry, indade, sur, to be called a thafe. I put the liquor in the same bottle, and mine was at the bottom, and shure I was obliged to drink his to get at my own."

Mrs. Mills was asked the other day how she managed to get along so nicely with Dr. Mills, and frankly replied: "Oh, I feed him well. When a woman marries, her happiness for a little while depends upon the state of her husband's heart; but after that it's pretty much according to the state of his stomach."

Scene after examination.—Excited Canadian freshman, "Did I pass my examination, professor?" Professor (with proud scorn): "No, sir!" Off dances Freshie, radiant with smiles. Professor: "You understood me; you failed, sir." Incurable Freshman,

"Ah! but I won a bet, you see." Professor staggers.

A luckless undergraduate on being examined for his degree, and failing in every subject upon which he was tried, complained that he had not been questioned on the things he knew. The examiner tore off about an inch of paper, and pushing it toward him desired him to write upon all he knew.

A lady was recently questioning her little daughter in geography, and said, "Daisy, who first went through the Straits of Magellan? Daisy quickly answered, "Magellan and his squadron?" What is a squadron? The question was not in the book, but Daisy did not hesitate. "One of those women who are not quite white," she triumphantly answered, evidently having the idea of a quadroon in her mind.

Scene at the water side: Youth with sad love-struck air—"O wilt thou not be mine, my own dear girl? I love you deeply, fondly, passionately, wildly! I cannot live without you. Say, oh, say thou wilt be mine!" Maiden, with downcast eyes—"Willie, is there anything the matter with my dress? I saw the school girls just now look at me curiously. Does my hair set all right?" Willie discontinues his love-making.

A little boy who went to church, was told to remember the text, which was: "Why stand ye here all the day idle? Go into my vineyard and work, and whatsoever is right, that I will pay thee." Johnny came home, and was asked to repeat the text. He thought it over for a while, and then cried out: "What do you stand round here doing nuffin' for! Go into my barn yard and go to work; and I'll make it all right with you."

An erring husband, who had exhausted all explanations for late hours, and had no apology ready, recently slipped into the house about one o'clock, very softly, denuded himself gently, and began rocking the cradle by the bedside, as if he had been awakened out of

a sound sleep by infantile cries. He had rocked away for five minutes, when Mary Jane, who had silently observed the whole manœuvre, said, "Come to bed, you fool you; the baby ain't there."

A young prince, seven years old, was admired by everybody for his wit. Being once in the society of an old officer, the latter observed, in speaking of the young prince, that when disclosing so much genius in their early years, they generally grew very stupid when they came to maturity. "If that is the case," said the young prince, who had heard it, "then you must have been remarkable for your genius when you were a child."

The difference:—Uncle Sam had a neighbor who was in the habit of working on Sundays, but after a while he joined the church. One day he met the minister to whose church he belonged. "Well, Uncle Sam," said he, "do you see any difference in Mr. Posey since he joined the church?" "Oh, yes" said Uncle Sam, "a great difference. Before, when he went out to mend his fences on Sunday, he carried his axe on his shoulder, but now he carries it under the tail of his coat."

## THE COLLEGIATE INSTITUTE.

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The work of preparing students for the Universities is made a specialty. The following classes are maintained for this purpose:

1. Class for senior matriculation—honors in all departments.
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  3. Class for junior matriculation—pass.
  4. Class for matriculation in medicine.
- There are also classes for all grades of certificates—FIRST, SECOND and THIRD CLASS.

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The special features of the school are:  
1st. Each department of the upper school is taught by a University trained man, who has made the subjects of his department a specialty in his University course.

2nd. Complete equipment for doing the work of both upper and lower school. Not only is there a full staff of masters, but there is an ample supply of maps, mechanical apparatus used in applied mathematics, chemicals and chemical appliances for experiments, and apparatus for illustrating physics.

3rd. Large classes reading for matriculation in the Universities. Arrangements are made for those who have all the subjects for matriculation prepared, except classics and modern languages, to join special classes in these subjects, to enable them to advance more rapidly than they would in the lower school.

4th. A course of instruction in practical chemistry. Students will be taught both to manipulate and extemporize apparatus.

5th. A large collection of fossils and minerals; also several cases of Canadian birds, human skeleton, etc., to illustrate the lessons in physiology.

6th. Two flourishing literary societies among the students for the purpose of improving themselves in public speaking, reading, writing of essays, and in general literature.

7th. A course of lectures on Shakespeare's plays, by Prof. D. C. Bell, late of Dublin. The following plays of the series have been read: *King John*, *King Richard the Second*, *King Henry the Fourth* (part 1 and 2), *King Henry the Fifth*, *King Henry the Sixth*, *King Richard the Third*, *King Henry the Eighth*, *As You Like It*, *The Merry Wives of Windsor*, and *Much Ado About Nothing*. The series will conclude for this season with the Roman historical tragedy of *Julius Cæsar*.

8th. Classes in free-hand, oil and water-color drawing.

9th. Publication of a school journal by the Literary Societies.

10th. Advanced class in vocal music.

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### THE SCHOOL AT THE UNIVERSITIES.

During the last four years 40 students of this School have entered Toronto University; of these 29 are now attending lectures.

During 1877, 28 of our students passed University examinations; of these, 2 passed the first year's examination in Arts direct from the School, 1 passed in Engineering, 5 passed the Matriculation examination held in June, 1 passed the Senior Matriculation examination held in September, 1 passed the first year's examination in Arts at the McGill University, 15 passed the McGill examination for Associate in Arts, and 3 matriculated in Medicine.

The following Scholarships have been won by the pupils of the School since 1873:—

- In 1873—2 Scholarships at Toronto University.
- " 1874—3 Scholarships at Toronto University, and 1 at London (Eng).
- " 1875—3 Scholarships at Toronto University, and 1 at Knox College.
- " 1876—3 Scholarships at Toronto College.
- " 1876—3 Scholarships at Toronto University, and 2 at Knox College.
- " 1877—2 Scholarships at Toronto University, and 2 at Knox College.

Altogether, 13 at Toronto, 1 at London (the Dominion Gilchrist Scholarship), and 5 at Knox College, making a total of 19 Scholarships.

In addition to the foregoing it may be stated that the School ranked *first* at the primary examination at Osgoode Hall last May, *first* at the school examination held at McGill University in Mathematics and Science, *first* at the three intermediate examinations; our School was the *first* to send girls to University examinations, eight having passed the McGill examination in May, and one passed the regular Matriculation examination in June.

Taking the four intermediate examinations together, no fewer than 93 passed.

- At the 1st Intermediate Examination 21 passed.
- " 2nd Intermediate Examination 23 passed.
- " 3rd Intermediate Examination 16 passed.
- " 4th Intermediate Examination 33 passed.

We make no distinction between intermediate candidates and those for second-class certificates; the two classes of candidates received the same instruction and pass on the same examination papers; nor do we include in our list, as is sometimes done, those who had passed the examination.

Last year *two* of our students obtained *first-class* certificates of qualification as Public School teachers.

During the session ending June 28th, 1878, 30 students of the school passed University examinations; of these *one* matriculated in Queen's; one entered Albert University; *nineteen* passed the examination of McGill University for the certificates of the University and the title of Associate in Arts, *four* matriculated in law, *five* matriculated in medicine and one in pharmacy. In addition to all this, a *large* class is now passing the matriculation examination of Toronto University.

Arrangements were completed during the month of May for having the University examination for women, provided by the senate of Toronto University, held in Hamilton. This examination is now proceeding under the superintendence of a local University committee. It is gratifying to see so many of the young ladies of the School availing themselves of the opportunity thus afforded them of testing the thoroughness of their acquirements, and of gaining a recognized collegiate standing. The following ladies of Hamilton were appointed by the senate of Toronto University as members of the Local University Committee:

Mrs. J. R. Thomson, Mrs. Sinclair, Mrs. Locke, Mrs. Burns. Mrs. C. J. Hope, Mrs. McKellar, Mrs. Munro, Mrs. Turner, Mrs. Hugh Murray, Mrs. Thos. Beasley, Mrs. J. B. McQuestion, Mrs. B. J. Morgan; the following gentlemen are associated with the ladies in carrying out the regulations of the senate: J. M. Gibson, M. A., LL. B., E. G. Patterson, M. A., W. F. Walker, M.A., LL.B., Dr. Billings, Dr. Malloch.

Truth sometimes tastes like medicine; but when it does, it is an evidence that we are ill.

Take away from mankind their ambition and their vanity, and but few would claim to be heroes or patriots.