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# The Canada School Journal.

AND WEEKLY REVIEW.

VOL. X.

TORONTO, JUNE 25, 1885.

No 25.

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will probably work mischief in the enforcement of the Act. This is especially true with regard to the discretionary powers allowed to medical men and druggists. Still the crucial test was on the wine and beer question, and on this the prohibitionists triumphed. If the promoters of the Act can so enforce its provisions in the counties which have adopted it, during the next few years, as to practically demonstrate that prohibition can be made to prohibit, their future course will be comparatively easy.

The answer of Sir John A. Macdonald to a question in regard to the protection of the Fisheries, gives ground for hope that the renewal of reciprocal trade relations with the United States is at least amongst the possibilities. The fact that the negotiations in respect to both the fisheries and trade relations has to be conducted through the British Colonial office, and that, as a matter of etiquette, no information can be given to Parliament but with the consent of that office, is likely to make itself uncomfortably clear during the next few months. It is not to be expected that in such matters the views and interests of Imperial statesmen will always coincide with those of Canadian representatives, nor have the former always shown that degree either of tact, or of local information, that is needful in such transactions. If any hitch should occur in the pending negotiations that could be regarded as in any respect due to the Home authorities, an argument would be put into the hands of the advocates of Canadian independence which they would not be slow to turn to account.

## The Canada School Journal and Weekly Review.

Edited by J. E. WELLS, M.A.  
and a staff of competent Provincial editors.

An Educational Journal devoted to the advancement of Literature, Science, and the teaching profession in Canada.

### —TERMS—

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## The World.

Lord Salisbury, if he really decides to take the reins of Government in England, will find himself in a most trying situation. He will have to lead that rather unmanageable body, the Commons, in the face of a hostile majority. He will almost inevitably have to choose between two ugly horns of a very bad dilemma in framing an Irish policy. His own opposition utterances and those of some of his colleagues, notably Lord Randolph Churchill, will return to harass his foreign office and make his relations with Russia particularly delicate. It seems almost reckless, under the circumstances, to think of making Lord Churchill Secretary for India, unless war is actually invited; though it is hardly credible that Russia could have sent such an ultimatum as that alleged in the despatches. Not for many long years has the political situation in England been so interesting or so critical.

Those who look to prohibition as the only practical way of escape from the evils of the liquor traffic will be glad that the Scott Act has escaped with, comparatively, so little mutilation. Some of the Senate's amendments which were allowed to stand

## The School.

The *Chicago Current* thinks the number of 18,061 young women, now studying in various colleges in the United States, decidedly too small, and it is undoubtedly right. The population of the United States is about twelve times that of Canada. One-twelfth of 18,061 is 1,505. Has Canada 1,505 female students receiving a College or University training? Has it half the number?

One of the changes made in the School Act of last session which will be of special interest to teachers, is that making it compulsory on trustees to pay teacher's salaries quarterly, and authorizing them to borrow money, if necessary, for that purpose. Another provision which should be carefully noted by trustees, makes it the duty of inspectors to withhold the grants where the Act and Departmental Regulations are not complied with. Trustees, will therefore, find it necessary to see that teachers are promptly paid, and school buildings kept in thorough repair.

The question of University-Federation has been pretty thoroughly discussed at the various conferences of the Methodist Church. At the London, Guelph and Niagara Conferences resolutions were passed approving of the scheme, but at Toronto the vote was unfavourable. It is clear, since the unequivocal refusal of the friends of Queen's to come into the

federation, that the result depends almost entirely upon the final action of Victoria. Upon the whole the indications are that the friends of the latter will decide in favor of federation.

It is always encouraging to us to hear that our efforts to furnish the teachers of the Dominion with a thoroughly practical and helpful paper meet the approval of intelligent patrons. This is what one occupying an important position in an Ontario institution writes anent the number for June 11th:

"Allow me to state my warm appreciation of last week's JOURNAL. It is full of matter which is vastly interesting, and worth gold to the practical teacher. In my opinion last week's number alone is worth the subscription."

We reprint in another column an article by a Western Superintendent on "The Ungrammatical Speech of Teachers." Much of the article is inapplicable, we hope, to the average Canadian teacher. Some of the solecisms and murders described are so flagrant that it is hard to conceive how any one guilty of them could manage to come into possession of a teacher's certificate. But there are others, such, for example, as the use of the word "can" for "may," which are without doubt quite too common. We learn our native language by the ear and by imitation. Early habits of speech are deep-rooted, and it is no reproach to say that very many members of the profession amongst us had not in childhood the privilege of associating only with those whose utterances were models of correctness and elegance. It is very desirable for the sake of our good mother tongue that no pains should be spared in correcting gross errors and teaching pupils to avoid them. Language lessons both oral and written should have a large place on every school programme. If a good deal of the time often spent in learning dry grammatical formulas was devoted to practical exercise in the use of language, it would be better for all concerned.

#### THE NEW TRAINING INSTITUTES.

We are sorry to see it announced that the Education Department has "all but completed arrangements for opening training institutes for assistant masters of High Schools, and for first-class teachers," and that consequently it will be necessary "for graduates who wish to teach in a High School to take a course at one of those institutes, before they can legally be employed as teachers." This is demonstrably making progress backwards. At a time when teaching is coming to be recognized more and more as a science, worthy of the highest rank in the curricula of the best universities, and demanding the undivided attention of the ablest professors, the Ontario Department of Education is treating it as a mere perfunctory art which may be taught as an appendage to the arduous and exhaustive duties of High School masters. It is far from a reproach to those masters to say that the management and discipline of a High School, in addition to the large amount of difficult teaching which usually falls to their lot, are enough to exhaust the energies of the ablest in the Province. In like manner the man, no matter what his ability and scholarship, who studies aright the philosophy of teaching, and prepares himself to give competent instruction in its practice, will have little time left for managing a High School, or teaching a dozen

of its classes. The absurdity of supposing that any one High School master can perform at once both these arduous and incompatible duties with any tolerable degree of efficiency, is unreasonable and absurd. To ask, or even permit, any one to attempt it is a blunder, which no Minister of Education should perpetrate. If pedagogy is not worth being taught as a science, by a specialist devoting his whole time and brains to the work, it is not worth being taught at all.

If the aim is simply to give the graduate who is preparing to teach, a little preliminary practice in his profession, the game is not worth the candle. It is merely requiring him to waste a few weeks or months of time. The practice he would have in the same space of time as actual master or assistant, under the full responsibilities of office, would be of much greater assistance and value. He might just as well experiment on the one set of pupils as the other. To say that he will be improved by observing the practice of a successful teacher is puerile, for almost every graduate has already passed through an efficient High School, and had the advantage of a full course of Collegiate instruction to boot.

Whatever is worth doing at all is worth doing well. These cheap economies usually turn out wasteful extravagances. A few months under the instruction of one or more able professors, who had made the science and art of teaching a study, and whose whole energies were devoted to the work of normal training would doubtless be of great value to young men preparing to teach. The same amount of time spent under the nominal instruction of those whose thoughts and energies are wholly pre-occupied with other exhausting duties, will prove a simple waste of time and money.

#### THE COUNTRY COLLEGE.

It has of late become fashionable in certain educated circles to disparage the Country Colleges as "one-horse" affairs, rather impeding than promoting the grand march of University education. The opinion is often freely expressed in high quarters amongst us in Ontario, that the Province is not able to sustain more than one University, and it is more than hinted that if in some way all the independent colleges could be merged into one great central teaching institution the cause of higher education would be greatly benefitted. To this view we most decidedly demur. While we are inclined to think that important advantages would be gained by a real federation of Ontario Colleges, on such equal terms as would stimulate the life and growth of each, we should consider the destruction or absorption of any one of the Arts Colleges as an educational calamity.

The Country Colleges are essentially an American institution. While many of them, by their undue pretensions and indiscriminate bestowal of degrees and titles have exposed themselves to deserved ridicule, it is nevertheless, we believe, true, that they have done a work for education in the United States such as would never have been accomplished by a few great central institutions. They have raised the level of intelligence, created a thirst for higher education, woven bonds of good fellowship, and laid the foundations of high moral character all over the union.

A late number of the *Christian Union* contains some excellent remarks on this subject. Speaking particularly of the New England Colleges which, it says, "have grown *pari passu*, with the general growth of the community." it claims that "they have retained the college idea, which had its distinct expression in New England, and thence has extended West, and they have modified that idea slowly and cautiously":

"What is this college idea? It might be difficult to give an answer which would be accepted in detail by all who have a right to an opinion on the subject, but in general terms most would agree upon some such formula as this: The college is an institution where young men, who have already received instruction in the groundwork of the humanities and science, are engaged for four years in study which is to mature their minds, so that at the end of the term they shall be prepared to take up the specific study of some one of the leading professions. As time has gone on, the meaning of the terms humanities and science has expanded, and the relation of the two great subjects of study toward each other has changed; the number of leading professions also has increased; and these facts have modified the earlier conception of the college, but the modification, as we said before, has been slow, and has not materially or radically changed the college idea. Whether the student shall learn a little less Greek or a little more biology, whether the proportion of ministers to doctors and lawyers shall be smaller, and whether the number of men who elect to be neither ministers, lawyers, nor doctors, but chemists, teachers, engineers, journalists, shall annually increase,—all this does not essentially disturb the college idea and its practical expression.

The saving power which keeps the college idea vital and flourishing is in the fundamental method of its use. The classes are small, the men are all working together upon the same lines, their instructors are professors rather than tutors, and there is in general a solidarity about the institution which makes each member a conscious part of a clearly defined whole. For four years, the most maturing years of life, a young man is set to work in a curriculum which is no haphazard collection of studies, but the evolution of scholarship; he is saved from the vagaries of a merely impulsive, uncalculating fancy; he is saved also from the narrow views of a student life which aims only at some specific field of work. The influences of colleges thus concentrate his intellectual faculties, and his educational course is less experimental. Experiment is postponed until the student, trained to think, is in a mental position where he can safely follow the bent of his nature.

\* \* \* \* \*

In somewhat the same line of thought we may claim a virtue for the relative seclusion enforced by the country college. The college itself is a relic of the monastic system, and although, as now seen in America, it is but a faint shadow of its mediæval progenitor, it retains something of the power over youth, which the monastery held over its inmates. The regular hours, the tyranny of the bell, the separation of the community, the interior life so different from that of the troubled world without, the common purpose and the common ideals, all those tend to make college life a period of withdrawal from that world into which the student is soon to plunge. Many a collegian in after years, looks back upon the privacy of his four years with a half wonder at his own ingenuousness, his ignorance of worldly ways. Now, this seclusion is far more complete in the country college than in the university. The tendency of great institutions, as well as their historical growth, in this country, compel neighborhood to great cities, if not actual occupation of them. The student entering Harvard finds himself in a wider social life than the college alone affords, and his four years are often passed in so intimate association with city life that the boundaries of the college are scarcely apparent. They offer slight

barriers to his passage in and out. It is not so with the student in the country college. He is remote from cities, and outside the college walls he finds, it may be, wild nature. Which is better by way of surrounding? We answer unhesitatingly, for most students, Nature. Hawthorne, picking huckleberries with his friend Bridge outside of Bowdoin, was better off than the young Harvard student taking the last horse-car from Boston, after a first night of a new ballet."

## Special Articles,

"A Text-book should be brief.—A Text-book is not designed to present an exhaustive discussion of any subject, and it ought not, therefore, to be made too comprehensive. A suggestive text-book that leads the pupil to *original investigation* or the consulting of cyclopedias and dictionaries is much more valuable than one which attempts to be *exhaustive* in its treatment. True, a book may present all the most important facts and principles of a branch of knowledge, and be a good text-book; but the best books always leave much for the teacher to add, or for the learner to find out for himself.—*Albert N. Kaub, Ph. D.*—Principal of Central State Normal School of Pennsylvania."

### THE UNGRAMMATICAL SPEECH OF TEACHERS.

The following extracts are from a paper read by Superintendent A. F. Warden, of Sheboygan county, before a teachers' meeting at Plymouth:—

Prominent and serious among the just criticisms that may be urged against the teachers in our public schools, is that of ungrammatical speech. By this is not meant the mere lack of gracefulness of speech, nor the absence of rhetorical elegance of language in their daily intercourse with their pupils, but rather the serious and inexcusable violations of the commonest rules of grammar and good usage among those to whom pedantry is unknown. The real seriousness of this dreadful evil, for such it is, suggests itself most startlingly when we reflect that the children of our schools are thus constantly exposed to a contagion against which there is neither vaccination nor healing nostrum.

Ungrammatical speech may be the result either of ignorance or of carelessness. The first is woeful enough, and perhaps an unexpected surprise, and a shameful confession to have to make for teachers, but how much more aggravating and shameless, that, knowing how, we fail to express ourselves correctly through sheer indifference,—that we are not concerned in the moulding when shaping precious human minds. And in accounting for these grating and repugnant utterances of teachers, we have found it difficult to determine whether or not to attribute it most to ignorance or carelessness: and without a too careful and thorough investigation,—for the subject is hardly one for calm, dispassionate consideration,—we are inclined to attribute much to carelessness. This at least is the more comforting view to take so far as our personal duty and responsibility are concerned in the licensing of teachers—we may prevent an ignorant teacher, but less easily provide against a careless one.

To be practical in our criticism, we will say that these grammatical inaccuracies are most frequent and glaring in the use of the adjective and adverb, this and that and their plurals, irregular verbs, in combining principal and auxiliary verbs, expressing comparison, indulging in extravagant and slangy adjectives, etc., etc.; violations that all must admit are inexcusable and not to be expected among teachers, if pardonable among others, who are engaged in other pursuits in life and lay no claim to accuracy of speech nor competency to instruct others in the use of language.

To illustrate, we quote from memory a few school-room expressions which we have heard oft and again repeated in the schools of our county: Charles, who is a poor and rather indistinct reader is admonished by the teacher. "Try how nice and distinct you can read," and perhaps does his best only to be told when he has finished, that he has read "very bad." Mary and her little brother are reproved for tardiness upon entering the school, and after offering various excuses are overwhelmed, or should be, with the teacher's announcement: "I see you, myself, loitering down the road as I come to school." Subsequently, when they show their printed lessons, Mary is indeed shocked to be told: "Your little brother's is did the best." Johnny makes a picture on his slate, as little boys sometimes do to relieve the daily tedium of acquiring an education, and his seat-mate, for whose especial delight his genius has been exercised, is constrained to laughter, and Johnny is horrified in consequence by being told that he is an "awful bad boy." Thomas, a great big, sturdy fellow, with the strength of a man, may well be pleased in response to his request, to be greeted with the announcement: "You can go out," and out he goes in blissful ignorance that he has no authority of his teacher to do so. A mischievous little girl is brought to quiet, modest blushes and burning tears by the threat: "If you are not more quiet I will sit you with the boys," while her busy little mind goes on trying to hatch out some new and less offensive diversion etc., etc., not to mention the numberless broadly foreignidiomatic expressions, laughable in spite of their seriousness, which are constantly heard, but are perhaps more excusable in those employing them, owing to circumstances of birth.

Teachers, if you can believe it, we have heard just such ungrammatical expressions in the schools of our county, and it is no exaggeration to say that their exact counterpart is daily heard in dozens of school-rooms in our own, certainly, and perhaps as surely in other counties. Is it not a shame that such a state of affairs exists? Is not the remuneration of such teachers adequate for their attainments and instruction? And is it not time that we should call a halt, and personally investigate ourselves, and ascertain if we, too, are among those who are liable to such criticisms, that we may remedy the evil?

How may a remedy be secured, do you ask? In brief, acquire the ability to test the correctness of your own speech. This means greater familiarity with the definitions and rules of grammar, more knowledge of irregular verbs, the use of the different modes and tenses, and minor details which we pass unmentioned. And then when we have acquired the means to correctness of speech, let us heroically test our daily utterances and correct our own inaccuracies and blunders. A little effort, be assured, will produce most gratifying results. Is it asking too much to request endeavor in this direction?

### SCHOOL-TIME.

BY J. H. MAY.

The sunshiny day is beginning,  
And the school-room is full of its light;  
At my desk I'm sitting and spinning  
The thought I was spinning last night.  
Through the door comes the scent of the morning,  
And the song of the robin steals in,  
While the clock in the corner gives warning  
It is time for the school to begin.

They are coming, my lad's and my lasses,  
The door-yard is full of their noise,  
Their feet wet with dew from fresh grasses,  
And the girls just as glad as the boys.

They are brimming with innocent laughter,  
They are blushing like blossoms of spring,  
Will the fruit of their distant hereafter  
Be sweet as the blossoming?

In reverent silence they're sitting,  
Grave Bertie and frolicsome Leo;  
We are reading the verses so fitting,  
"Let the little ones come unto me."  
Our heads on our hands we are bowing,  
We are speaking the time-hallowed prayer,  
And the Father in Heaven is knowing  
Whether the spirit is there.

We are singing the airs of the May-time.  
The children are singing, and I  
Am listening to songs of the play-time,  
And the songs of the by and by.  
Their voices are ringing with pleasure,  
Their hands and their feet beating time,  
And my heart is made glad with their measure,  
As my soul to their joy makes a rhyme.

We are opening our books and our papers,  
We are ready to read or recite:  
The boys have forgotten their capers  
That troubled me so, yesternight.  
I am listening and looking and listening,  
And spinning my thread, as I look,  
And the tear in my eye-lid is glistening,  
And hiding the words of my book.

Ah! the smile to my eye-lid is creeping,  
And driving the tears to their bed;  
And, deep in my heart I am keeping  
The thoughts that would come to my head.  
And unto myself I am saying,  
As my children so funnily spell,  
I would that life's school were beginning  
And I could commence it well.

## Prize Competition.

### ARITHMETICAL PROBLEMS.

FOR CANADA SCHOOL JOURNAL COMPETITION PRIZES—FOURTH CLASS.  
BY "A TEACHER FOR FOURTEEN YEARS."

1. What cost a pile of firewood 16 feet long, 8 feet wide, and 8 feet high @ \$3.50 per cord? Ans. \$28.00.
2. A woman who has 7 gallons of honey to bottle, finds that each bottle will hold only 1 pint 3 gills. How many bottles will be required? Ans. 32 bottles.
3. A miller had in a bin 1 ton 19 cwts. 20 lbs. of flour, out of which he sold 10 bbls. of flour. What would be the value of the remainder @ \$6.10 per bbl.? Ans. \$61.00.
4. A man bought four fields joining each other, the sizes of which were 2 acres, 3 roods, 20 poles; 3 acres, 1 rood, 10 poles; 5 acres, 2 roods, 15 poles, and 4 acres, 35 poles. How much would he get for the whole if he sold it @ \$18.00 per acre? Ans. \$288.00.
5. A farmer who had 45 tons, 16 cwts., 1 qr. of hay, sold 28 tons 17 cwts., 3 qrs. of it. How much had he left? Ans. 16 tons, 18 cwts. 2 qrs.
6. A boy who lived 1 mile, 4 furlongs, 10 poles, from school, attended regularly for 10 days, taking with him his dinner. During that time how far did he travel in going to and from school? Ans. 30 miles 5 furlongs.
7. A man worth £1,095 15s. 9d. divided it equally amongst his 9 children. How much did each receive? Ans. £121 15s. 1d.
8. Thirteen men purchased together a lot of land containing 1,500 acres which was to be equally divided amongst them. How much would each receive? Ans. 115 acres, 1 rood, 21 3/4 poles.
9. If I sell to Mr. H. Ross 4 cords of firewood @ \$3.50, and 10 bbls. of potatoes @ \$1.20, and buy from him 2 bbls. of flour @ \$5.75, 6 lbs. of tea @ 45 cents, 10 lbs. of sugar @ 6 cents, and 4 gals. of oil @ 20 cents, which of us then owes the other? and how much? Ans. Ross owes \$10.20.

10. What is the weight of four loads of stone which weighed each respectively  $\frac{1}{10}$ ,  $\frac{1}{5}$ ,  $\frac{1}{4}$  and  $\frac{1}{2}$  of a ton? Ans.  $1\frac{1}{2}$  tons.
11. At 20 cents per cwt. how much freight must be paid on five pieces of machinery weighing respectively  $1\frac{1}{2}$ ,  $7\frac{1}{2}$ ,  $8\frac{1}{2}$ ,  $5\frac{1}{2}$ ,  $9\frac{1}{2}$  cwts. Ans. \$65.4.
12. From  $\frac{1}{2}$  of 5 take  $\frac{1}{3}$  of  $1\frac{1}{2}$ ? Ans.  $\frac{11}{12}$ .
13. From  $16\frac{1}{4}$  take  $9\frac{3}{4}$ ? Ans.  $6\frac{1}{2}$ .
14. What cost  $12\frac{1}{2}$  yds. of cloth @  $\$1\frac{1}{4}$  per yd.? Ans.  $23\frac{1}{4}$ .
15. What cost  $9\frac{1}{2}$  acres of land @  $9\frac{1}{5}$  per acre? Ans.  $\$87\frac{3}{10}$ .
16. If  $22\frac{3}{4}$  bushel of oats cost \$11 $\frac{1}{2}$ , what cost a bushel? Ans. 50 cents.
17. If  $\frac{3}{4}$  of a ton of hay cost \$6.00, what is the price of 1 ton? Ans. \$14.00.
18. If 1 bbl. of flour costs \$6.00, what will be the price of  $\frac{3}{4}$  of a bbl.? Ans. \$3.25.
19. If  $\frac{1}{11}$  of a bbl. of apples cost \$1.20, what would be the price of a bbl.? Ans. \$2.20.
20. Add  $\frac{1}{2}$  +  $\frac{1}{3}$  +  $\frac{1}{4}$ . Ans.  $15s. 8\frac{1}{2}d.$
21. From  $\frac{1}{2}$  of a ton take  $\frac{1}{10}$  of a cwt.? Ans. 15 cwts., 3 qrs., 15 lbs.
22. In £ s. d., find the value of 845 of a £? Ans. 16s. 10 $\frac{3}{4}$  and  $\frac{1}{2}d.$
23. How many cwts., qrs. and lbs. are in 7645 of a ton? Ans. 15 cwts., 1 qr. 4 lbs.
24. What fraction of a bushel is  $\frac{1}{7}$  of a gal.? Ans.  $\frac{1}{35}$  of a bus.
25. What fraction of a mile is  $\frac{1}{2}$  of a furlong? Ans.  $\frac{1}{10}$  of a mile.
26. What will be the price of 19 yds. of cashmere, if 6 yds. cost \$6.90? Ans. \$21.85.
27. If 5 gals. of oil cost \$1.75, what will 35 gals. cost? Ans. \$12.25.
28. If 9 men cut  $13\frac{1}{2}$  acres of wheat in a day, how much wheat will 4 men cut in 5 days? Ans. 30 acres.
29. Find the interest on \$550.00 @ 6% for 4 years? Ans. \$132.00.
30. At  $5\frac{1}{2}\%$ , what would be the interest on \$480.00 for 3 years 6 months? Ans. \$92.40.

MENTAL QUESTIONS.

1. What cost 25 yds. of cloth @ 72 cents per yd.? Ans. \$18.00.
2. What will be the price of 25 bushels of oats @ 48 cents per bushel? Ans. \$12.00.
3. Find the price of 125 lbs. of butter @ 24 cents per lb? Ans. \$30.00.
4. If I hire a man @ \$1.20 per day, what must I pay him for 125 days work? Ans. \$150.00
5. If  $1\frac{1}{2}$  gals. of oil cost 39 cents, what will be the price of 1 gal.? Ans. 26 cents.
6. What will be the price of 100 acres of land @ \$15.50 per acre? Ans. \$1550.00.
7. What will be the price of 1000 lbs. of sugar @ 7 cents per lb.? Ans. \$70.00.
8. What is  $\frac{2}{3}$  of  $\frac{3}{4}$ ? Ans.  $\frac{1}{2}$ .
9. What is  $\frac{1}{2}$  of  $\frac{2}{3}$  of  $\frac{1}{11}$ ? Ans.  $\frac{1}{11}$ .
10. What is  $\frac{1}{3}$  of  $\frac{2}{3}$  of a mile? Ans.  $\frac{2}{9}$  of a mile.
11. What fraction of a furlong is  $\frac{1}{2}$  of a po.? Ans.  $\frac{1}{8}$  of a furlong.
12. How many cwts., are in  $\frac{1}{10}$  of a ton? Ans. 14 cwts.
13. How many rods are in  $\frac{1}{2}$  of an acre? Ans.  $2\frac{1}{2}$  ro.
14. Three gals. is what fraction of a bushel? Ans.  $\frac{3}{8}$  of a bus.
15. What fraction of a year is  $\frac{1}{3}$  of a month? Ans.  $\frac{1}{36}$  of a year.

Examination Papers.

GEOGRAPHY.

FOURTH CLASS.

1. Define Latitude, Longitude. What is the greatest latitude a place can have? The greatest Longitude? Why?
2. Give with their boundaries, ten of the political divisions of Europe.
3. What and where are:—Arhabasca, Quinte, Obi, Crimea, Tunis, Zambesi, Lipari, Suakim, Everest, Khatoom?
4. Describe the River Systems of Asia; name and give the positions of five Gulfs or Bays of that continent.
5. By what different railroads may a person travel from Hamil-

ton to Potorboro? Name the counties he would pass through if he went by way of Port Hope.

6. Name and give the boundaries of the Zones. State clearly what determines these boundaries. Give as full a description as you can of each zone under one of the following heads:—Animal life; Vegetable life; Climate.

Value 10 each. Time 1 hour.

ARITHMETIC.

FOURTH CLASS.

1. How many gold coins, each weighing 11 dwt., 6 grs., can be made out of 4 lbs., 8 oz., 5 dwt., of standard gold?
2. Find the expense of carpeting a room 17 ft. 6 in. long, 12 ft. 8 in. wide, with carpet 27 in. wide, at 95 cents a yard.
3. If 12 men build 24 rods of wall in 30 days, working 8 hours a day, how many hours per day must 18 men work to build 72 rods in 40 days?
4. The average of ten results was  $17\frac{1}{2}$ ; that of the first three was  $16\frac{1}{2}$ , and of the next four  $16\frac{1}{2}$ ; the eighth was 3 less than the ninth, and 4 less than the tenth, what was the tenth result?
5. A piece of work can be done by A and B together in 14 hrs., or by B and C in  $10\frac{1}{2}$  hours, or by A and C in 12 hours. In what time could each person do it by himself?
6. A man after paying an income tax of  $15\frac{1}{2}$  mills on the dollar, and spending \$3.37 $\frac{1}{2}$  a day, is able to save \$1,230.87 $\frac{1}{2}$  a year of 365 days. Find his gross income.

Value 10 each. Full work required. Time  $1\frac{1}{2}$  hours.

GRAMMAR.

FOURTH CLASS.

1. Define:—Possessive Case, Active Voice, Relative Pronoun, collective Noun; and give examples of each in sentences with the examples in brackets.
2. Give rules for forming—(1) Plural of Nouns, (2) Possessive Case of Nouns, (3) the Comparative and Superlative degrees of Adjectives.
3. Analyse:—(1) He is the boy who I think did that. (2) Beyond the hill there was found a field with a stone in the centre of it.
4. Parse the italicised words in question 3 of this paper.
5. Correct the following, giving reasons in each case.
  - (1) Let each of the 4th class give their answers prompt.
  - (2) Will you go with James and I to them thore woods?
  - (3) I shall not be going to that school no more, I rather thinks.
  - (4) The man, and not the boys are wrong this here time.
  - (5) Who do you think I saw to-day, after I done my work?
6. Write a letter to a friend in Montreal of at least twelve lines, giving an account of your school work since you passed into the 4th class.

Value 10 each. Time  $1\frac{1}{2}$  hours.

HISTORY.

FOURTH CLASS.

1. Give a description of the Britons when first visited by the Romans, under the following heads:—their religion; their modes of warfare; their methods of obtaining a livelihood.
2. What benefits were conferred on England by Julius Agricola, Alfred the Great, Henry I. and Edward I.?
3. Give a short account of Thomas Becket, Simon de Montfort, John Balliol, Robert Bruce, William Caxton.
4. Tell how William the Norman came to be king of the English, and how he made his rule strong.
5. Between whom were the following battles fought, for what were they fought, name some of the results, and give the dates:—Stirling, Creecy, Bosworth and Flodden?
6. Sketch the reign of Elizabeth under the heads, (1) her character; (2) her ministers; (3) her relations with Spain and its outcome; (5) her sailors, her scholars and her statesmen.

Value 10 each. Time 1 hour.

Nothing is trivial in life; even the pen in your hand, what wonders can be accomplished with it if it bears Esterbrook's stamp.

## Practical Department.

## DRAWING.

BY A. G. HENDERSON, WHITBY COLLEGIATE INSTITUTE.

1. Construct a square on one of its sides 3 inches. Within inscribe the largest circle; within the circle two equilateral triangles interlacing; about the square a border of original design  $\frac{1}{2}$  inch.

Describe a circle 3" radius; within the circle construct the largest possible hexagon. Within this a parallel hexagon  $\frac{1}{4}$ " less radius. Make the centre of the circle the centre of a trefoil  $\frac{3}{8}$ " radius. About the trefoil describe circle  $\frac{3}{8}$ " radius. Fill intervening space between circle and inner hexagon with a rose, shamrock and thistle. Let the stems pass under the trefoil and unite at its centre.

Construct square on one diagonal 3"; within construct 4 circles, each touching two others, and also two sides of the square. Half-tint exposed parts of square.

Describe octagon 1" side, and pentagon  $1\frac{1}{2}$ " side. Fill surface of octagon with maple leaf design, and pentagon with long leaf design.

Draw inside area of room showing one window, two doors, two arm-chairs and centre table—on table large family bible, water pitcher and two goblets—scale at pleasure.

A square pavement ten feet wide, touches the picture-plane with its near edge: its centre being 2 feet to right. Place centrally upon it a square plinth 6 feet side and 2 feet thick, on which erect an obelisk square section 4 feet at base, and 2 feet, 8 feet from ground—make top surface base of a pyramid 4 feet high—surround the pavement on three sides with a wall 8 feet high and 2 feet thick. Height, 12 feet; distance, 6 feet. Scale  $\frac{1}{4}$ .

Put into perspective a flight of five stone steps; the rise is 6", and the tread 10", and the length of the steps 8 feet when standing, so that their long edges are parallel with picture plane, the end elevation being at 5 feet on the right of the spectator. Scale,  $\frac{1}{2}$ . Height of spectator 5 feet, and his distance 14 feet.

## THE INDIAN CHIEF TO THE WHITE SETTLER.

FOR FRIDAY AFTERNOON.

"White man, there is eternal war between me and thee! I quit not the land of my fathers, but with my life. In those woods, where I bent my youthful bow, I will still hunt the deer; over yonder waters I will still glide, unrestrained in my bark canoe. By those dashing waterfalls I will still lay up my winter's store of food; on the fertile meadows I will still plant my corn.

"Stranger, the land is mine! I understand not these paper rights. I gave not my consent, when, as thou sayest, these broad regions were purchased, for a few baubles, of my fathers. They could sell what was theirs; they could sell no more. How could my father sell that which the Great Spirit sent me into the world to live upon? They knew not what they did.

"The stranger came, a timid suppliant,—few and feeble, and asked to lie down on the red man's bear skin, and warm himself at the red man's fire, and have a little piece of land to raise corn for his women and children; and now he is become strong, and mighty, and bold, and spreads out his parchment over the whole, and says, 'It is mine.'

"Stranger, there is not room for us both. The Great Spirit has not made us to live together. There is poison in the white man's cup; the white man's dog barks at the red man's heels. If I should leave the land of my fathers, whither shall I fly? Shall I go to the south and dwell among the graves of the Pequots? Shall I wander to the west? The fierce Mohawk, the man-eater, is my foe,

Shall I fly to the east? The great water is before me. No, stranger; here I have lived, and here will I die; and here if thou abidest, there is eternal war between me and thee.

"Thou hast taught me thy arts of destruction; for that alone I thank thee. And now take heed to thy steps; the red man is thy foe. When thou goest forth by day, my bullet shall whistle past thee; when thou liest down by night, my knife is at thy throat. The noonday sun shall not discover thy enemy, and the darkness of midnight shall not protect thy rest. Thou shalt plant in terror, and I will reap in blood; thou shalt sow the earth with corn, and I will strow it with ashes; thou shalt go forth with the sickle, and I will follow after with the scalping knife; thou shalt build, and I will burn.—till the white man or Indian perish from the land. Go thy way for this time in safety,—but remember, stranger, there is eternal war between thee and me." EDWARD EVERETT.

## THE LADY OF THE LAKE.

BY J. E. WETHERELL, B.A.

## THE THREE UNITIES.

According to Aristotle there are three so-called *Dramatic Unities*,—of *Action*, of *Time*, and of *Place*.

1. The action of the drama must be one. The interest or attention must not be distracted by several plots. Everything must be subservient to the main action.

2. All actions must take place on the same day.

3. Everything must happen on the same spot, or very nearly so.

## QUESTIONS.

1. To what extent is "The Lady of the Lake" dramatic?

2. Does it possess the Aristotelian Unities?

3. In the highest forms of the English drama, are the critical precepts of Aristotle rigidly observed?

## UNITY OF ACTION.

1. Criticise the plot of "The Lady of the Lake" with reference to Unity of Interest. Has the prominence of the main stream of the narrative been uniformly upheld?

2. In what cantos does the stream of events flow most rapidly, and in what does it almost stagnate?

3. Name some episodes and digressions that distract the reader's attention.

## UNITY OF TIME.

1. Show that each canto, if viewed as a little drama of a complex story, follows exactly the rule of Aristotle.

2. Allocate to their respective cantos these references to the six mornings of the tale:—

(a) "But when the sun his beacon red  
Had kindled on Benivoirlich's head."

(b) "The summer dawn's reflected hue  
To purple changed Loch Katrine blue."

(c) "Morn's genial influence roused a minstrel gray."

(d) "That early beam, so fair and sheen,  
Was twinkling through the hazel screen."

(e) "Thus spoke young Norman, heir of Armandave,  
What time the sun arose on Vennachar's broad wave."

(f) "At dawn the towers of Stirling rang  
With soldier-step and weapon-clang."

3. Distribute these references to the six evenings:—

(a) "Thus giddy rumour shook the town,  
Till closed the Night her pennons brown."

(b) "And the brave foemen side by side,  
Lay peaceful down like brothers tried."

(c) "The hall was cleared—the stranger's bed  
Was there of mountain heather spread."

(d) "Then landing in the moonlight dell,  
Loud shouted of his weal to tell."

(e) "Thrice it arose, and lako and fell  
Three times returned the martial yell;

It died upon Bochart's plain,  
And silence claimed her evening reign."

(f) "Haup of the North, farewell! The hills grow dark  
On purple peaks a deeper shade descending."

4. Show that the events of the sixth canto occupy only a few hours,—that the story terminates "at morning prime," and that the twilight scene at the end of the last canto furnishes a *finale*, not for the canto, but for the whole poem.

#### UNITY OF PLACE.

1. Within what area do the events of the entire poem occur?
2. From what point does the action of the first canto proceed, and where does it rest?
3. Locate the island where all the events of the second canto occur?
4. "Fast as the fatal symbol flies."—Describe the course of the Cross's flight. Where was the rendezvous?
5. Describe the movements or the location of the *dramatis personae* in the fourth canto.
6. How does the poet in the fifth canto, carry the reader from the scene of the combat to the scene of the burghers' sports?
7. In the last canto by what device does the poet nominally preserve a sort of unity of place, and yet give us a vivid description of the battle?

### ENTRANCE ENGLISH LITERATURE.

#### OCEAN.—PAGE 252.

By J. D. McIlmoyle, Head Master, Separate School, Peterborough.

Line 1. Roll on—Roll.—Anaphora, a repetition of a word or phrase at the beginning of several sentences.

This poem in style is a Mixed Epic and possesses a mixture of sentiment, satire and moralizing reflections.

It is selected from canto IV. "Childe Harold's Pilgrimage" and is the last six stanzas of this canto but two.

The Metre consists of eight Iambic Pentameter lines followed by a rhyming verse of twelve Iambic syllables, called an Alexandrine.

"Deep and dark."—Alliteration.

Line 2. "Ten thousand fleets."—Hyperbole.

Sweep over thee in vain,—ships do not injure the ocean.

Line 3. Man—ruin,—by war he destroys towns and cities and leaves desolate homes in the wake of his army. Control stops—ceases to have effect further than the shore and consequently cannot injure the ocean.

Line 6. What change of construction takes place in this line?

Line 7. Like a drop of rain.—Simile.

Line 8. Depths from deep, we have also dip, dive, duck from dippan—to dip.

Groan.—Imitation Harmony.

Line 9. Unknelled, &c.—Alliteration.

Line 10. Paths (A. S. *patha*) to go. The routes travelled between sea-ports by ships may be considered paths hence man's steps are upon the ocean. If the bed or bottom is meant divers travel there also to a limited extent.

Line 12. And shake him.—During storms.

Line 12. Vile strength, &c.—Wicked power of armed forces.

Line 16. Howling to his gods.—Byron here expresses contempt for a class of men who never think of God until their lives are in danger; but when the terrible realities of death stare them in the face with fear and agony they implore their Creator to save them from the impending danger.

Lines 16, 17, 18. Haply lies his petty hope, &c.—Notwithstanding his hopes for safety through prayer and his nearness to some port or bay he is lost by the overpowering strength of an ocean storm, and his body cast up on the shore.

Line 18. Lay.—The correct word is "lie."

Line 19. Armaments and leviathans and these are in opposition.

Leviathan.—A huge aquatic animal, here the ships are meant. Iron leviathans would be an appropriate name for war vessels now.  
Line 23. The "clay creator" of ships is man, the creator of the marine leviathan is God.

Line 23. The vain title take of lord of thee.—England in Byron's time and even now claims to be mistress of the seas. In the song, "Britannia Rules the Waves," would be a "vain title" if it meant she had complete control over them; but of course it means England is the strongest nation by sea.

Line 25. As the snowy flake.—Simile.

Line 26. Yeast, makes a froth by fermentation and the waves by agitation.

Line 26. Which mar alike the Armada's pride, etc.—The Spanish Armada was principally destroyed by a storm, and it was a storm that destroyed many ships after the fight at Trafalgar. See history of Elizabeth and George III.

Line 28. Assyria occupied the basin of the Euphrates, and extended her authority, it is said, as far west as the Mediterranean for a short time. The capital was Nineveh, which was burned by the Medes and Babylonians about 600 B. C. Read the books of Genesis and Jonah for an account of this city.

If Byron had used Persia instead of Assyria, it would have been more suitable, as the shores of Persia bordered on the Arabian, Red, Mediterranean and Caspian Seas, and the Persian kingdom included the country of the Assyrians. Greece at the southern part of Turkey was conquered by Alexander the Great, (about 330 B. C.,) who extended his conquests to Persia, Turkey in Asia, Egypt, Afghanistan, Beloochistan, Turkestan, and part of India.

Rome. The Roman Empire included all the countries around the Mediterranean, Britain, south of the Danube, west of the Rhine, north shore of the Black Sea, Turkey in Asia, and North Africa.

Carthage included Northern Africa, Portugal, Spain and colonies elsewhere.

Line 31. Many a tyrant has wasted them since, is the construction.

Tyrant, formerly meant a master or ruler. What does it mean now?

Line 31. Their shores obey the stranger, slave or savage.—The Turks who came from the neighborhood of the Altai Mountains, are the "strangers" who rule Assyria, Persia and Greece to a limited extent.

Slave.—The Austrians and French were once the slaves of Rome, and were in possession of Rome in Byron's time.

Savage.—Carthage is in possession of the savages of Africa, at least they were savages when this poem was written.

Their decay has dried up realms to deserts.—Much of the once highly cultivated Carthaginian kingdom is now a desert, caused by fierce invasions during the sixth and seventh centuries by the Romans and Saracens.

Line 32. Stranger, slave, savage. (Fig. of speech.)—Aparithmesis, an enumeration of particulars for the sake of effect.

Line 37. Almighty's form glasses.—The poet thinks God reflects his wonderful power, and therefore himself, in the tempest.

Line 42. The ocean is the image of eternity.—That is endless.

Line 44. Deep.—Metonymy.

Zone.—Name the zones and give their boundaries.

Zone.—Gr. *zōnē*=a girdle.

Line 46. Fig. of speech Epiphonesis.

Like thy bubbles.—Simile.

Line 48. From a boy I wanted, etc.—Probably at Aberdeen where he lived then.

Line 58. Billow, belgan—to swell, big bilge, bulge.

Mane, the waves, metaphor.



## ONE WAY OF TEACHING GRAMMAR.—(VIII.)

BY MISS IDA M. GARDINER, IN N. E. JOUR. OF ED.

**Topic:** Verb.

**Definition:** A verb is a word which may be used as a predicate or as a copula. (This definition is sufficient while the pupil is studying analysis. When he studies the parts of speech, preparatory to parsing, a more specific definition may be substituted).

**Method:** In the sentence, "Ill habits grow by unseen degrees," how is the word "grow" used?

*Ans.*—As the predicate.

In the sentence, "Fidelity is the sister of Justice," how is the word "is" used?

*Ans.*—As the copula.

A word that may be used as a predicate or as a copula, is a verb. Define.

## EXERCISE I.

Select the verbs on page—of your Reader. In each case state whether the word is used as a predicate or as a copula.

## EXERCISE II.

Write twelve sentences containing verbs. In the first six let the verbs be predicates; in the last six, copulas. Underline the verbs.

In the sentence, "The statement has been proved false," notice that the copula is "has been proved." *Sometimes*, as in this case, the copula consists of more than one word. In the sentence, "The injury must have been occasioned by a fall," observe that the simple predicate is, "must have been occasioned." Hence we see that the verb is sometimes expressed by several words (Farther on, the expressions, "verb phrase" and "compound verbal forms," employed by Prof. Whitney, may, if preferred, be substituted.)

## EXERCISE III.

Select the verbs in the following sentences, stating in each case whether the verb is a predicate or copula

1. Men have been bought for gold.
2. The Picts were driven from Britain by the Angles and Saxons.
3. The Picts are said to have been conquered by the Angles and Saxons.
4. Man became a living soul.
5. Charles II. was joyfully received by the people.
6. Albert Durer may be called the Father of German Art.
7. I will listen to your song.
8. The foe and the stranger will tread o'er his head.
9. A little weeping would ease my heart.
10. The snow shall be their winding-sheet.

**Topic:** Adverbial element.

**Definition:** An adverbial element is whatever limits a verb, and answers the question, Why? How? When? Where? or How often? We sometimes have an adverbial element, answering the question, How? or How much? limiting an adjective or an adverbial element.

**Method:** Observe the following sentences:—

1. Then comes thy glory in the summer months.
2. Speak gently.
3. Treat old age with reverence.
4. Press onward.
5. The splendor falls on castle walls.
6. Look in the sky to find the moon.
7. Therefore will I go.
8. Flowers never emit so sweet a fragrance as before a storm.
9. Most gladly will I yield
10. They seldom fail who die in a just cause.
11. He speaks far more rapidly than John.

What does "Then" in the first sentence limit? What question does it answer?

*Ans.* It limits "comes" and answers the question "When"?

What does "in the summer months" limit? What question does it answer?

What does "gently" in the second sentence, limit? Answers what question?

Take the third sentence. What does "with reverence" limit? What question does it answer?

Proceed in a similar way with "onward," and "on castle walls," in Nos. 4 and 5; with "therefore," and "to find," in Nos. 7 and 6; with "seldom" in No. 10.

Whatever limits a verb and answers the question, Why? How? When? Where? or How often? is an adverbial element.

In the eighth sentence we have the word "so." What kind of a word does it limit?

*Ans.*—An adjective.

What question does it answer?

*Ans.*—It answers the question, How?

What kind of an element is "gladly," in the ninth sentence?

*Ans.*—An adverbial element.

Then what does "most" limit?

*Ans.*—It limits an adverbial element.

It answers what question?

*Ans.*—The question How?

By what is "more," the adverbial element in No. 11 limited?

*Ans.*—By "far."

What question does this element answer?

*Ans.*—How much?

"So," "must," and "far," are also adverbial elements. Add to your definition of an adverbial element this statement: We sometimes have an adverbial element, limiting an adjective or an adverbial element, answering the question, How, or How much?

## EXERCISE I.

Select the adverbial elements in the following sentences, and state what question is answered by each.

1. Now fades the glimmering landscape on the sight.
2. How gloriously springs above us the tented dome of heavenly blue.
3. Civilization depends on morality.
4. Love is swift of foot.
5. Some evils are cured by contempt.
6. Great thoughts originate from large hearts.
7. After the battle of Ams comes the battle of history.
8. The temperate are the most truly luxurious.
9. One morn, a Peri at the gate of Eden stood.
10. Cowards die many times before their deaths.

## EXERCISE II.

Write sentences containing adverbial elements. Present an example for every question that an adverbial element can answer.

## EXERCISE III.

Analyze the sentences in Exercise I.; also those given in "Method," under the "topic," Adverbial Element, with the exception of Nos. 6, 8, 10, and 11.

(Definitions may now be omitted, save of terms last taught.)

## Educational Notes and News.

The closing exercises at Alma Ladies' College takes place on the 20th—24th inst. An interesting programme is published.

The annual meeting of the Whitby Mechanics' Institute, was held in the Reading Room, on Tuesday evening, June 16th, 1885. The President, Mr. Wilts, in the chair. The Librarian reported the number of issues of books during the year as 2,237.—*Whitby Gazette*.

The names of the graduating class at the Wesleyan Ladies' College at Hamilton are as follows:—Misses Ben, Bright; Mann Hamilton; McClung, Toronto; Watson, Brampton; Wakefield, Thorold; McDonagh, Sarnia; Holmes, Wingham; Huff, Florence; Keayes, Hamilton.

A meeting has been held in Philadelphia in the interests of industrial education among the colored people. It is proposed to raise \$30,000 for an educational establishment. *The National Baptist* says: "It is a strange thing, if a colored man wants to study Latin, Greek, Hebrew, Astronomy, Metaphysics, Theology, he has the best facilities which the world affords, and perhaps has all free, but if he wants to learn how to make a boot there is no opening."

John Seath, B.A., High School Inspector, visited Essex Center on May 21st, and met the High School Board of Trustees, who agreed to make necessary changes in the frame Methodist church before September, to engage two masters at salaries of \$1,000 and \$600, and provide apparatus at an initial cost of \$400, and also to erect a new building for High School purposes, in two years. Essex Centre's High School will therefore be at once recognized by the Department and will be opened for pupils after the midsummer vacation.—*Dutton Enterprise*.

Mr. A. C. McKay, B.A., the gold medallist in mathematical physics of this year at Toronto University, is an ex-pupil of the present head master of Lindsay High School, under whose tuition Mr. McKay studied the honor mathematical work for matriculation. Another ex pupil, Mr. A. W. Reid, B.A., having received similar tuition, obtained the matriculation scholarship in mathematics and graduated with the mathematical gold medal in 1881.—*Victoria Warder*.

At the late University Examinations at Toronto, Mr. Frank McNamara, of Walkerton, passed his second year very creditably, gaining first class honor in English, Logic and History; second class honors in Classics, French and Mental Science, and in general proficiency. Mr. J. McD. Duncan, son of Rev. J. B. Duncan, of Paisley, formerly of Perth, at the same time also gained at his third year examination first class honors in Mental and Moral Science, Civil Polity and Oriental Languages, and coming out Prizeman in Oriental Literature.—*Perth Courier*.

It seems that there are at present one hundred and two pupils in the junior department of the Milton Public School, where there is not proper accommodation for more than half that number, and the poor children are packed like herrings into a small room and in a stifling atmosphere. We are informed that this state of things has existed for considerable time, and that about a year ago the late Mr. Little, Public School Inspector, notified the trustees that it would have to be remedied, but so far, nothing has been done, though all the expense which would be necessary would be the salary of an extra teacher, as there is an unoccupied room in the school building into which half the children could be sent. It is true that taxes in Milton are high, and trustees would therefore be justified in any reasonable economy, but economy at the expense of the health of the unfortunate children whose interests are committed to their charge is inexcusable.—*Milton Champion*.

At a special meeting of the Board of Trustees of Woodstock College, held on the 29th May, it was unanimously decided to go forward with the canvass for the \$56,000, upon which Senator McMaster's gift of \$32,000 is conditioned, and to press it with vigour until the full amount is obtained. It was also resolved to at once mature comprehensive and most careful plans and specifications for the necessary extension and improvement of the buildings; including suitable rooms for permanent teachers; the thorough renovating of the main building by renewing much of the woodwork, replastering, painting, etc.; putting in all the buildings the most approved system of heating by hot water; refurnishing the remaining rooms; and the introducing of water and gas, etc., etc. As soon as the prospect for funds will warrant such a step the contract for the most urgently needed of the above will be let.

The following circular to Municipal Treasurers has been sent out from the Education Department:—

SIR,—In order to simplify the mode of paying the Municipal and Legislative grants Inspectors are instructed to make out a tabulated statement of the amount apportioned to each School Section in the Municipality, and to send the same duly certified to the County Treasurer as soon after the receipt of the semi-annual returns as convenient. All sums so apportioned are payable to the order of the Public School Trustees, but such order must be attested by the Corporate Seal of the section. On the presentation of such an order by any person, the County Treasurer is required to pay the amount set opposite the No. of any School Section in the tabulated list supplied by the Inspector—the order of the trustees being his voucher for the payment of the money, and the tabulated list supplied by the Inspector being his authority for such payment.

Vouchers should be endorsed and numbered according to the sections which they severally represent.

**TORONTO NORMAL SCHOOL.**—The closing exercises in connection with the Toronto Normal School, were held on the evening of Friday, the 19th inst. The attendance of citizens was large, and a programme of varied exercises was successfully carried out. Principal Kirkland announced that the Prince of Wales' medal had this year been awarded to Miss Maggie Thomson, who was called to the platform and presented with this distinguished mark of her ability. The presentation was made by Prof. Young, of University College, who presided at the meeting, and who complimented Miss Thomson in high terms. The pupils were addressed by Inspector Smith. Mr. O'Donovan, Inspector, read the following list of those students who have passed the second-class professional examinations. Certain of the unmentioned students will be required to pass a special examination in some subjects, of which they will be duly notified:—Messrs. Agar, Brown, Bennett, Buchanan, Bradley, Brick, Cope, Cotham, Dow, Dumbui, Earney, Foster, Hoath, Harper, Howe, Harrop, Kaiser, Luckham, Middlebro', Malloy, Muir, McDonald, McLean, McLaughlin, Plummer, Rolston, Rice, Seaborn, Sherman, Scott, A. S., Scott, T. B., Shaw, Weilenhammer, Wiseman. Females—Anderson, H., Andrews, Anderson, A. E., Anderson Janet, Armstrong, Abram, Brown, Bran, Barr Isabella, Bell, Boughner, Barr Lydia, Bird, Crossen, Corkoy, Craig, Catley, Cooper, Canefield, Cronin, Crawford, Durrant, Easson, Fielding, Gourlay, Ghent, Graham, Head, Hepburn, Harvey, Hendrie, C., Hendrie, Annie, Hamilton, Howard, Helper, Keen, Kirk, Keefer, Keddie, Kyle, Kipp, A. E., Kipp, M. L., Kerlake, Laing, Logan, Lewis, Loan, Marty, Morter, Moore, Miller, McLaren, McCusker, McKenzie, McBean, McColl, McMillan, McDermaid, Newton, Nattrass, Nowhouse, Perley, Ryan, Roddick, Ross, B. A., Rogers, M. A., Ross, M. J., Rogers, Kate Rogers, S. C., Richards, Ross, C. E., Smith, Margaret, Smith, Isabella, Smith, M. E., Smith, M. J., Sturgeon, Scott, Sutherland, Sinclair, M., Sinclair, C., Simpson, Shepley, Taylor, Thomson, M., Thornton, Thompson, C. E., Thuresson, Vair, Wright, Wells, Walrond, Waters, Wilson, Weir, Young. The grade of the certificates of the following candidates is raised from "B" to "A":—Males—Harrop, Luckham, Malloy, McLaughlin, Plummer, Shaw, Hoath, Middlebro'. Females—Caulfield, Easson, Kyle, Keddie, Mackenzie, Smith, M. E., Sinclair, C., Thornton, Thomson, M., Wells, Lewis, Rogers, S., Taylor. The unmentioned candidates' course in the Normal School, and result of examinations have been of such a character that they should be specially mentioned:—Mr. Kaiser. Females—Sarah L. Anderson, H. Anderson, Margaret Thomson, winner of Prince Wales' medal.

#### NOVA SCOTIA.

From our own Correspondent.

The Graduating Class of Yale College, numbers this year 125.

The number of students at Vassar Ladies' College for the year just closed was 279.

The average attendance at Alma Ladies' College during the past year was 112. Total number enrolled 154.

The Nova Scotia educational Association meets at Truro on the 15th and 16th of July. Chief Superintendents Crockett, of New Brunswick, and Montgomery, of Prince Edward Island, have accepted invitations to attend and participate in exercises.

There were on the roll of Victoria University during the current year 157 students in the Faculty of Arts, 66 in Theology, 26 in law, 14 in science, and in Toronto and Montreal 95 in medicine. The total attendance was 449. At the last Convocation in May 103 degrees were conferred.

At a meeting of the Governors of Dalhousie College held on the 2nd inst., Professor Forrest was chosen Principal in succession to Dr. Ross, retired on account of advanced years. The Principal elect will bring to the important position which he has been chosen to fill great energy of character and much administrative wisdom.

The ensuing meeting of the Associated Alumni of King's College is looked forward to with much interest. Four members are to be elected to the Board of Governors in relation to office. The result of the pending regulations between King's and Dalhousie in the matter of consolidation may depend on the individuals who shall be chosen. It is understood that both the friends and opponents of union are making an active canvass for proxies. The former deserve to succeed. Recent events have sadly impaired the status of King's.

The annual Convocation of Acadia College for the conferring of degrees, took place at Wolfville, on the 3rd inst. (June.) President Sawyer occupied the chair, and was surrounded on the platform by a brilliant array of educationists and gentlemen of other professions. The Provincial Government was represented by Hon. W. S. Fielding, Provincial Secretary, and the Hon. Messrs. Longley and Johnson. After the opening prayer by Rev. Mr. Goodspeed, the following orations were delivered by members of the graduating class, and interspersed with music by Wolfville village choir:—"The English Cabinet System," Mr. Walker; "Temyson's in Memoriam," Miss Fitch; "Inductive Sciences, Illustrated by Geology," Mr. Lingley; "The Public Life of Milton," Mr. Freeman; "Imperial Federation," Mr. Cummings; "The Ancient Classics—their Educational Value," Mr. Ford; "A Completely Fashioned Will, the End of Education," Mr. Ross. Degrees were conferred as follows:—D.C.L., Professor Foster, M.P.; D.D., Rev. George Day, Yarmouth; D.D., Rev. T. A. Higgins, Wolfville; M.A., John March, St. John. The degree of M.A. in course was conferred upon Revs. G. F. Currie, W. B. Bradshaw, S. M. Black, C. R. B. Dodge. Graduates Walker and Ford received honors in history, and Freeman and Ross, education diplomas. The associated alumni held an interesting meeting at 4.30 a.m., on Wednesday, and an adjourned meeting at 9 a.m. to-day. A resolution was passed expressing some dissatisfaction with the act regarding academic institutions passed by the House of Assembly last winter, and the Executive Committee were authorized to co-operate with the Board of Governors to seek some amendments to this Act. The following officers were elected—President, R. H. Eaton, M.A.; Vice-President, R. A. Coheon, M.A.; Secretary—Treasurer, F. Andrews, B.A.; Directors—Prof. R. B. Jones, M.A., Hon. J. W. Johnstone, Rev. C. Goodspeed, M.A., Rev. W. H. Warren, M.A., E. D. King, M.A., W. F. Parker, B.A., A. J. Denton, B.A. The following were nominated to represent the society in the Senate:—H. C. Creed, M.A., Prof. J. F. Tufts, M.A., Rev. G. O. Gates, M.A., L. S. Morse, M.A., Wallace Graham, B.A., Q.C., J. F. Parsons, B.A. The alumni of Acadia College held their annual dinner this afternoon. The room was comfortably filled with ladies and gentlemen, though doubtless the falling rain kept many from attending. Judge Johnstone acted as chairman. At the right sat B. C. Fraser. The Provincial Secretary, Hon. Mr. Longley and Dr. Saunders. On the left Prof. Forrest and Dr. Allison. Around the tables were the well-known faces of many of Acadia's friends, whose names have already been mentioned. The following toasts were responded to:—"Acadia," by Wallace Graham and Mr. Cummings, of Truro; "The Ladies Seminary," by J. F. L. Parsons; "Sister Colleges," by Prof. Forrest; "Our Guests," by Hon. Mr. Fielding; "McMaster Hall," by Rev. C. H. Cline; "Associations," by Mr. Fraser; "Graduating Class," by H. T. Ross, A.B.

### Literary Chit-Chat.

A volume of letters written by Lord Beaconsfield to his family, will shortly be published in England.

Frank R. Stockton's "Discourager of Hesitancy," a continuation of "The Lady or the Tiger," will appear in the July *Century*.

Dr. Newman Smyth's "Sermons for Working Men," have been reprinted from the *Aurifer Review*, in pamphlet form, at a low price.

Henry Holt & Co., New York, have published an ambitious and scholarly book, by Frederick May Holland, entitled "The Rise of Intellectual Liberty, from Thales to Copernicus."

A series of autobiographical papers and letters of Thackeray, which have been in the possession of an intimate friend of the novelist, will shortly be published by Charles Scribner's sons.

An English capitalist proposes a new and original scheme for the gratification and education of artistic taste amongst the middle classes. The suggestion is to establish a Circulating Picture Loan Society. In consideration of an annual payment, subscribers will be entitled to the loan of one or more pictures by living artists of every grade of talent, according to the amount of the subscription. The pictures would be changed every three or six months. The proposal is well worth considering in the interests of both artists and the public.

In the July number of the *North American Review*, President Bartlett, of Dartmouth, makes a contribution to the discussion of the subterranean history of man, David Dudley Field and Henry George converse on land and taxation, President Augell of Michigan University, George Ticknor Curtis, and Justice T. M. Cooley, debate on the extradition of dynamite criminals and Dorman B. Eaton, Chief of the United States Civil Service Commission, gives his views on the results of that reform. Other contributors are William Clarke, on Imperial Federation; Thomas W. Knox, on the Progress of European Influence in Asia; Gail Hamilton, on Prohibition in Practice; and Rev. Dr. C. H. Parkhurst, on the decline of Christianity.

### Question Drawer.

#### QUESTIONS.

Would you kindly inform me if the law regarding the payment of teachers for vacation in proportion to the number of days taught during the year, is in force? A SUBSCRIBER.

Please inform me through your valuable paper of the names of the gentlemen who form the Central Committee. SUBSCRIBER.

#### ANSWERS.

A SUBSCRIBER.—Yes. This is a provision of the Amended Act of last session, which is now in force.

SUBSCRIBER. The members of the Central Committee are:—Prof. Young, University College; Dr. McLellan, Director of Teachers' Institutes; J. E. Hodgson, High School Inspector; J. C. Glashan, School Inspector for Ottawa; J. F. White, Separate School Inspector, J. Deane, Inspector for East Middlesex.

### Miscellaneous.

#### ROBERT BURNS.

On January 25th, 1759, on the banks of the Doon, near the town of Ayr, the "Ayrshire ploughman" was born. His father was then following the profession of gardener. He was a well informed, silent, austere man, who endured no idle gaiety and while somewhat relaxing the stern creed of the covenanting times enforced all work day as well as Sabbath day observances.

Burns' mother, we are told, was of a different disposition. She was one who loved "while busied in her household concerns to sweeten the bitterer moments of life by chanting the songs and ballads of her own country."

In the seventh year of Robert's life his father took Mount Oliphant Farm. The lease extended from 1766—1777. Here the land proved sterile, the seasons rainy and rough and the united efforts of that small family availed but little. Then came the death of the landlord, who had always been generous with them. The strict terms of the lease, as well as the rent, were exacted by a harsh factor and with wife and children he was obliged to relinquish the farm and seek shelter on the grounds of Lochlea, about ten miles distant.

In later years, when his son Robert was dealing with men's characters, the factor sat for that lasting portrait of insolence and wrong in the "Twa Dogs." Lochlea farm also proved a failure. Though their poverty was great and work almost incessant, yet those days were not without their bright spots. Education was not neglected but rather pursued as one of life's most sacred duties.

When Robert was five years old he had been sent to school to Alloway Mills and when the family removed to Mount Oliphant, his father with several neighbors engaged a young man named

Murdoch, for a small salary, to teach their children. He taught them Arithmetic, Grammar, Latin and French. Robert he found to be quick of apprehension and not afraid to study when knowledge was the reward.

When Murdoch's term expired the father himself undertook the education of his children, teaching them after working hours. The reading of that household was wide, varied and unceasing. The books which Robert mentions as forming part of his reading besides ordinary school books are : Locke, "On the human understanding," Shakespeare, Thomson, Milton, Pope and Young. These books which fed his young intellect, were devoured only at intervals snatched from toil. In Robert's sixteenth year he says—"I first committed the *Æn* of Rhyme." In his case, as in the case of Sappho, it was love that taught him song. He further says, "You know our country custom of coupling man and woman as partners in the labor of the harvest. A bonnie, sweet, sensive Lassie had been assigned mine. She sang sweetly, and the tones of her voice made my heart strings thrill like an Aeolian harp." Her singing first gave him the thought of writing song. The first song he composed, he dedicated to her, it was entitled "Handsome Nell." Thus with him began poetry and love. Some time later he went to school at a distance from home to study mensuration and surveying. He made good progress in his studies until a charming young girl who lived near upset his trigonometry. "It was in vain," he says, to think of doing any more good at school."

This irresistible attraction towards what he calls the adorable half of the human species seemed destined to exert a constant and controlling influence upon his whole life. He says, "My heart was completely under and was eternally lighted by some Goddess or other." From this time for several years love-making was his chief amusement, or rather his most serious business. Towards the close of his 22nd year he first thought seriously of marrying, but the object of his love did not return his affections. To her was addressed his "Mary Morrison." In 1781 he went to Irvine, at that time the centre of the flax-dressing Art. Here he met and associated with smugglers and adventurers with whom the town swarmed. His sojourn there was short. Short though it was, it was fruitful of much ill. It was to him the descent to Avernus from which he never afterwards in the actual conduct of life escaped to breathe the pure upper air.

He returned home to find misfortunes deepening round the family and his father on his death-bed. Robert being the eldest, now stood at the head of the family. He gathered together all that misfortune and law had left and took a farm at Mcsgiell. Here again he was unsuccessful. The crops of two years failed, and their failure seems to have had something to do in driving him to fall back on his own internal resources. Here he seems to have awakened to the conviction that his destiny was to be a poet. He therefore set himself to work with great resolution to fulfil this mission.

The dawning hope began to gladden him, that he might one day take his place among the Bards of Scotland. He now conceived the idea of becoming a national poet. From the autumn of 1784 to 1786, the fountains of poetry were unsealed and flowed forth in a continuous stream. That most prolific period saw not only the production of his satirical poems, but also of those characteristic epistles in which he reveals so much of his own character and of these other descriptive poems in which he so wonderfully delineates the habits and customs of the Scotch peasantry.

About the year 1785 he formed a *liaison* with Jean Armour, daughter of a respectable masterman of the village, whom he secretly married. The year following, her father's anger compelled Jean to give up her lover, and destroy the document that vouched

their marriage. The same year she became the mother of twin children. Maddened by Jean's desertion, Burns determined to leave Scotland. He resolved to go to Jamaica and become a slave-driver. Before going, however, he decided to have his poems published, to defray the expenses of the journey. They were accordingly published, and were so favorably received, that after all expenses were paid he cleared about £20. This success entirely changed his plans. Instead of going to Jamaica as he intended, he determined to go to Edinburgh and make the acquaintance of men of letters of the day. "The attentions he received there," says Dugald Stewart, "would have turned any head but his own." Here he was first introduced to James, Earl of Glencairn, who, ever afterwards befriended him, and on whose death a few years later he composed one of his most beautiful and pathetic elegies.

Throughout all he retained the same simplicity of manners that always characterized him; his dress was plain and unpretending. Invitations were now fairly raining on him. His company during the season of festivities was courted by all who wished to be considered either gay or polite. In fact he was lionized. In the spring of the same year, the ostensible object of his visit was attained,—the second edition of his poems appeared. This volume was published by subscription for the sole benefit of the author, and the subscribers were so numerous that the list covered thirty-eight pages. Nothing equal to the patronage that Burns at that time received had been since the days of Pope's *Iliad*. The proceeds of this made him the possessor of £500. This enabled him during the same year to make a border tour, at the close of which he made his way back to his friends at *Mossiel*. He had left them comparatively unknown, but returned to them with his poetical fame established, and the whole country ringing with his praise. After spending a short time at home he again returned to Edinburgh, and in a short while set out for a tour to the Northern Highlands. This tour produced little poetry, but what it did produce was of the best. In the autumn we again find him in Edinburgh. The object of his return was to obtain a settlement from Creech, the publisher, and while wasting time here waiting for the tardy publisher, he again fell under evil influences. As was to be expected, under those circumstances, his second winter here passed with less welcome and more frosty civility than the first. It must be confessed his associating with low companions had much to do with this. Besides, the gloss of novelty of the inspired "ploughman" had worn off; and the doors of the titled which had first opened so willingly now unclosed for him with a tardy courtesy, and he was seldom requested to repeat his visit.

He saw all this with a sinking heart, and decided to resume the plough. He left Edinburgh, returned to Ayrshire and married Jean Armour. He then took a lease of "Ellisland Farm," and after settling here he wrote his patron, the Earl of Glencairn, asking him to get him an appointment in the excise. This the Earl granted. This office paid him £50 a year, and he retained the position till his death. Fortune again smiled on him at Ellisland. He found the land fruitful, and the people intelligent. Here the muse again visited him. Ellisland first saw the production of the world-renowned poem "Tam O' Shanter" (which was the work of a single day). Here he also wrote that surprisingly beautiful and touching poem "Highland Mary." Here also was written his "Banks of Doon," and many other of his beautiful poems. For a while he seemed to prosper on the farm, but again fortune deserted him. We next find him beginning town life in Dumfries. From the day of his departure from Ellisland is dated his downward career. The cold neglect of his country had driven him back to the plough, and he hoped to gain from the furrowed field that independence which it was the duty of Scotland to have provided for him. But in this

he did not succeed. One dissipation followed another; the poet's health began to fail. Anxiety for his own health also for the health of his wife (who was delicate, now haunted him. Added to this was the pressure of some small debts and wants. In this strait he was obliged to apply to friends for assistance, which was given. Soon he began to sink rapidly. When he found he could not get well he wrote his father in law, begging him to hasten to his wife, and speak words of comfort to her. He died in July, 1796, at the early age of 38. His burial was a mournful and impressive scene. They laid our poet in St. Michael's churchyard, where his grave remained for a time unmarked by any monument. After a few years, Mrs. Burns placed at his head a small, unpretending stone. Nearly twenty years after his death a huge unsightly mausoleum was erected by public subscription. This structure was adorned with an ungraceful figure in marble representing *Genius* finding the poet at the plough and casting her mantle over him. He died in great poverty, leaving a wife and four small children to mourn his early death.—By K. J. Kennedy.

### UNRELIEF.

There is no unbelief;  
Whoever plants a seed beneath the sod  
And waits to see it push away the cloud,  
He trusts in God.

Whoever says when clouds are in the sky,  
"Be patient heart, light breaketh by and by,"  
Trusts the Most High.

Whoever sees 'neath winter's field of snow  
The silent harvest of the summer grow;  
God's power must know.

—Butler.

### Teachers' Associations.

**DUFFERIN** The Dufferin Teachers' Convention met in the village of Shelburne, on the 12th and 13th inst. A. L. McIntyre Esq., presided and opened the proceedings with an interesting and practical address. Mr. K. Johnston, gave an exercise in Grammar, illustrating his method of teaching pupils to recognize and distinguish the parts of speech. Dr. McLellan dealt with the subject of Grammatical Analysis in an excellent address, characterized by his usual grasp and thoroughness. The subject of drawing was well treated by R. A. Gray, B.A., of Orangeville, and that of "Cultivation of Observation" by J. W. Gray B.A., of the same place. The subject of the Ontario School Law, was treated by Mr. McArdle, Principal of Orangeville Public Schools. Psychology was the subject of another able address by Dr. McLellan. Arthur J. Reading, of Toronto, gave an address on the subject of Drawing, and Dr. McLellan took up the A. B. C. of Fractions. On the evening of the 12th, Dr. McLellan lectured in the Town Hall, on the subject of education in Ontario, to a very large audience. During the session a committee was struck to prepare a memorial in reference to the late Dr. S. McCormack, so long Principal of Orangeville Public School. The Association was on the whole an enthusiastic and successful one.

**ONTARIO** In the absence of the President Mr. McGee of Uxbridge, Principal Embree was chosen chairman. Able and practical addresses were delivered by M. L. Nutting of Cannington on "Map Drawing," and by S. H. Preston of Toronto, on "How to teach music in the Public Schools." in the forenoon session. The afternoon session opened with an address on "Composition" by J. J. Tilley, Esq., Director of Institutes, which was listened to with great attention by the teachers, followed later in the day by a clever address on Reading and Education, by J. Orway Page, B.A., of Port Perry.

**Thursday Evening.**—By 8 o'clock when Principal Embree, of the Collegiate Institute called the meeting of teachers and their friends from town and the surrounding country to order, the town hall was comfortably filled with an audience that Inspector Tilley in his address paid the compliment of saying was perhaps the largest and finest he had yet met. Two college songs were sung by a detachment of Collegiate Institute boys under Mr. J. T. Fotheringham's leadership and piano accompaniment by Miss Lawder. Mr. Holliday sang several songs to Mr. A. N. Jewell's accompaniment and his melody of Irish and German comies was applauded roundly. Mr. Tilley spoke for an hour on the relation of the state to education, his remarks being listened to with the closest attention and at pleasing or stirring points enthusiastically applauded by the audience. Mr. A. H. Gross read an erudite essay on the educational department of Johns Hopkins University at Baltimore, Md., U. S., where he has been since September last, attending lectures with a view to his qualification as a professor. Addresses, short and to the point, were given by the other gentlemen on the platform, and after votes of thanks had been carried and tendered to Mr. Tilley, the speaker of the evening, Mr. Gross, and those who had furnished musical entertainment, the meeting was closed by singing the national anthem. From 9 to 10:30 in the forenoon of Friday, Mr. Tilley again gave the teachers the benefit of his wide experience as a teacher in teaching "Fractions" to a class of five boys of from 9 to 10 years of age, pupils of the Model School. The auditors' report and the election of officers consumed the closing hour of the morning session. Mr. L. E. Embree B.A., the popular and talented Principal of the Collegiate Institute was elected President for the new year, and Mr. Jno. Spence, Principal of the Brooklin Public School, and who has so efficiently discharged the duties for the past year, was re-elected Secretary-Treas. Port Perry was selected as the next place of meeting and the sessions to be held once a year. The afternoon and closing session of the Institute was taken up with an instructive address on "Freehand Drawing," illustrated with models by Mr. A. J. Reading of the Art School, Toronto; and an exceedingly practical address by Mr. Tilley on "Relation of the Teacher to his Work." The afternoon exercises were varied by a cleverly rendered recitation from Mr. Kennedy of Toronto, and a song from Mr. Halliday, of Audley. The meetings throughout were an entire success.—Condensed from *Whitby Chronicle*.

### Literary Review.

**EASY SELECTIONS FROM THUCYDIDES**, by E. H. Moore, M.A., Assistant Master at Plymouth College, Rivington; 1885.

This little book might have been styled, "Thucydides made easy." It is a Greek Reader composed of episodes of the Peloponnesian War neatly strung together. All speeches and all involved sentences of the narrative have been omitted. In English schools with a flexible curriculum, the volume will become popular, but our rigid Canadian System of text-book authorization forces us to look askance at all such new-comers, however attractive and valuable. We could almost pardon a teacher for conducting his boys clandestinely on a six months' jaunt, through this interesting historical course.

**VARSITY BOOK, Prose and Poetry** This little volume, to which we referred in advance of publication, quite fulfils any reasonable expectations raised by its announcement. It has been very neatly printed by the Mac John Department Printers. Its contents are, as was intimated, entirely made up from past numbers of "The Varsity." From this tolerably wide and, of late, well cultivated garden, it must have been easy to cull this little hamper of varied and toothsome fruits. Most of the selections are brief. They consist of prose and poetry in about equal proportions. As was to be expected they vary considerably in merit, but almost all are sufficiently above the level of college journal mediocrities, to warrant reproduction in this more permanent form, while here and there one meets with little essays such as those on "Forgetfulness" and "Spectacles," which contain good thinking as well as neatly turned sentences, and little poems like "Livingston River" and "The Great North West," which are worthy of a place in the coming Canadian literature. It will not we hope, be thought ungracious if we suggest in passing that, possibly, the compilers could have afforded to adopt even a somewhat lower standard of excellence for the sake of introducing a larger number of writers and avoiding the frequent recurrence of the same names. But the book is of good omen and cannot fail to give a healthful stimulus to the most difficult and the most profitable of all college exercises.