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MARCH, 1882.

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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC,

PUBLISHED MONTHLY, UNDER THE AUTHORITY OF THE PROTESTANT COMMITTEE OF
THE BOARD OF EDUCATION, AND CONTAINING THE OFFICIAL
ANNOUNCEMENTS OF THE BOARD.

EDITED BY R. W. BOODLE.

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MONTREAL:
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THE
EDUCATIONAL RECORD
 OF THE
PROVINCE OF QUEBEC.

No. 3.

MARCH, 1882.

VOL. II.

ANNUAL REPORT OF THE MCGILL UNIVERSITY,
 MONTREAL, FOR THE YEAR 1881.

*(Printed by permission of His Excellency the Governor-General, Visitor of
 the University.)*

*To His Excellency the Most Noble the Marquis of Lorne, K.T.,
 G.C.M.G., &c., Governor-General of Canada.*

MAY IT PLEASE YOUR EXCELLENCY:—

The following Report on the condition and progress of McGill University, Montreal, and its affiliated Colleges and Schools, for the year ending December 31st, 1881, is respectfully presented to Your Excellency, as Visitor of the University, by the Governors, Principal and Fellows.

In the present Session, the number of Students in McGill College is as follows:—

Students in Law.....	62
Students in Medicine.....	152
Students in Arts, Undergraduates.....	83
" " Partial and Occasional.....	40
Students in Applied Science.....	44
Total.....	381

Or, deducting students entered in more than one Faculty, in all 374.

The students in Morrin College, Quebec, are 16 in the Undergraduate course, and 14 Occasional.

The Students in the St. Francis College, Richmond, are 9 in the Undergraduate course, and 3 Occasional.

The teachers in training in the McGill Normal School are 132.

The pupils in the Model School of the McGill Normal School are 371.

The total number of persons thus receiving educational benefits from the University is 919.

Of the students and teachers in training in McGill College and the Normal School, more than three hundred are persons not residing in Montreal, but attracted to it by the educational advantages offered by the University and its affiliated institutions.

At the meetings of Convocation, held in March and May last, the following degrees were conferred:—

Doctor of Laws, in Course	1
Doctor of Civil Law	1
Doctors of Medicine	38
Masters of Arts—in Course	2
“ “ “ ad eundem	2
Bachelors of Civil Law	23
Bachelors of Arts	21
Bachelors of Applied Science	3

91

The degree of LL.D., *Honoris Causá*, was conferred, at the Convocation in March, on Alfred R. C. Selwyn, F.R.S., Director of the Geological Survey of Canada, in recognition of his services to Canadian Science; and at the meeting in May the same degree was conferred on M. Louis H. Frechette, in testimony of the distinction which he has attained as a poet.

We regret that no candidates sufficiently meritorious presented themselves to receive the Gold and Silver Medals offered by Your Excellency in Modern Languages, and in the Graduating Class of Applied Science.

The income of the Hannah Willard Lyman Endowment Fund was, as usual, given in prizes in the examinations of the Ladies' Educational Association of Montreal.

At the close of the session of the McGill Normal School, in July, the following diplomas were granted by the Hon. the Superintendent of Education:—

For Academies	6
“ Model Schools	27
“ Elementary Schools	48

81

The Silver Medal presented by Your Excellency to the Normal School was awarded to the student taking the highest place in the Classical and Mathematical Subjects, and passing creditably in the other subjects of study.

In the School Examinations of June last, 41 candidates were successful; of whom 31 passed as Associates in Arts, and 10 for the Junior Certificate. Eleven of the successful candidates were young women, and the candidates were sent up from seven schools, three of them in the city of Montreal.

One candidate passed in the Higher Examinations for Women, and received the diploma of Senior Associate in Arts.

Ten Scholarships and Exhibitions, of the value of \$100 to \$125, were awarded in the examinations held in September last. Of these, seven were the gift of W. C. McDonald, Esq., one of Mrs. Redpath, one of Charles Alexander, Esq., and one of George Hague, Esq. The whole number of Scholarships and Exhibitions, including those held for two years, was thus 14.

Two Scott Exhibitions of \$66, the gift of the Caledonian Society of Montreal, and a special prize given by the Dean, were awarded in the Faculty of Applied Science.

We have much pleasure in stating that W. C. McDonald, Esq., who has for many years aided the University by the annual gift of ten scholarships in Arts, has in the present year rendered this generous gift permanent by the donation of the sum of \$25,000 for the endowment of his scholarships. We have also to acknowledge with thanks the donation of a scholarship of \$125 for four years, by George Hague, Esq., and a scholarship of \$100 for competition in the subject of Institutes of Medicine, in the Medical Faculty, the gift of David Morrice, Esq.

The only appointment in the course of the year is that of Leonidas H. Davidson, M.A., B.C.L., to be Professor of Commercial Law, instead of Professor J. S. C. Würtelo, B.C.L., who after discharging the duties of the chair with much efficiency for fourteen years, has been under the necessity, owing to the pressure of other engagements, of retiring from active duty, retaining, however, the title of Professor *Emeritus*.

Amended regulations have been enacted respecting the degrees of Master of Arts and Doctor of Laws in course, providing for the examination of candidates for these degrees. By this means the value of the degrees will be enhanced, and they will afford evi-

dence of the progress of graduates in the higher culture, and of the practical use which they may have made of their academical training.

The Corporation and Faculties have had under consideration certain changes in the course of study for the Degree of Bachelor of Arts, which it is hoped will render this course more attractive and useful to students, by providing for a greater latitude of choice in the subjects of study, and allowing a larger amount of attention to be given to the more modern subjects, without detracting from the thoroughness and completeness of the curriculum. These changes are not yet matured, but may come into force at the beginning of next session, and if so, will be stated in detail in the forthcoming calendar.

The Peter Redpath Museum is making rapid progress, and the arrangement of the collections intended to occupy it is far advanced. It is hoped that it may be publicly opened on the occasion of the meeting of the American Association for the Advancement of Science in Montreal in August next. In the course of the year many important acquisitions have been made by gift and exchange, and the liberality of friends of Natural Science has provided for a portion of the labour of arrangement and labelling, and the acquisition of some rare and costly specimens, required to complete certain portions of the collection. These contributions will be acknowledged in detail in the calendar of next Session, and on occasion of the opening of the Museum.

The Library has received several valuable donations, which have been acknowledged from time to time, but want of funds has prevented any considerable increase by purchase. The number of volumes is now 19,63.

The Meteorological work of the Observatory, has been continued, as usual, in connection with the Probabilities Department for Canada, and daily and monthly reports have been published. Special information has also been afforded to persons desiring the same. The time observations have been regularly kept up; and extended telegraphic connections have been established, whereby the correct time is not only indicated at the Harbour and at different parts of the city, but is given to the railways centering in Montreal. A house in connection with the Observatory has been built by the Board of Governors for the observer, which will greatly facilitate his work. He reports the addition of an instrument for

registering the amount of sunlight, which is working satisfactorily. He much desires the addition to the observatory of a barograph and thermograph, to give continuous records of meteorological facts; and hopes that the Government may give the necessary funds to procure these instruments. He makes some practical suggestions with reference to the observation of the approaching transit of Venus, which it is hoped may commend themselves to the favorable consideration of the Government.

In accordance with an application made to the University of Edinburgh, the University Court has granted to this University the recognition of its degrees in Medicine, as qualification for the Science degrees of that University.

Understanding that amendments of the British Medical Act are in contemplation, a memorial asking for the recognition of the Medical degrees of Canadian Universities for qualification in Great Britain, under proper regulations, has been transmitted through the kindness of Your Excellency to the Medical Council of Great Britain.

We regret that the Government of Quebec has as yet been unable to restore the grant of the McGill Normal School to its former amount, and that in consequence certain diminutions in the course of study of the school have been rendered necessary, which have, however, been managed in such a manner as to prove as little injurious as possible to its usefulness. It is the more to be regretted that such economies have been necessary, at a time when the increase in the number of students and the demand for highly trained teachers indicate a need for advance rather than retrogression.

We also regret that no legislative provision has yet been made in the Province of Quebec for the relief of Graduates in Arts from disabilities with reference to the entrance on the study of learned professions, which we believe to be unique in their character, no country known to us, except this province, withholding adequate recognition of academical degrees, as testimonials for general education.

At the close of the last Academical year, the attention of the Board of Governors was directed to the alarming deficit in the annual income of the University, arising chiefly from the rapid fall in the rate of interest on investments. The most stringent measures of economy were at once entered on, and it was deter-

mined to appeal once more to the friends of the University for pecuniary aid. A statement was accordingly prepared, setting forth the condition of the University, the great benefits it is at present conferring on the country, and the causes and the amount of the deficiency in its revenue. This statement was widely circulated, and was followed up by a public meeting of the friends of Education, which was held on the 13th of October last. At this meeting, after full explanations and friendly discussion of the case of the University, the following resolution was unanimously adopted:—

“That in view of the explanations given by the Board of Governors as to the financial position of the McGill University, and the extent and value of the educational work it is at present carrying on, together with the importance of continuing this work without diminution, it is desirable that a renewed effort be made by the citizens of Montreal to increase the endowment of the institution, and thereby to place it in an independent and permanent position.”

In pursuance of this resolution, an influential committee was appointed to appeal to the citizens and others for subscriptions and endowments. The committee has not yet completed its labours, but has already secured subscriptions sufficient to reduce, at least in a temporary manner, the apprehended deficit, though not to arrest certain reductions of a very undesirable character in our expenditure. It is hoped, however, that the renewed attention thus invited to the claims of the University, and to its importance to the educational interests of the Province of Quebec and of the Dominion, will ultimately lead to the provision of endowments adequate not only to its present wants, but to its growth and enlargement. It is absolutely essential that the educational work of the University shall not be contracted within its present limits, but it is also most desirable that means should be provided for increase of salaries, for division of chairs, for additional scholarships and exhibitions, for the erection of buildings and for the growth of the library and apparatus.

A list of the subscriptions announced up to the present date is appended, and the thanks of the University are specially tendered to the donors for these new benefactions, and to the members of the committee for their earnest and disinterested exertions.

(Signed),

CHS. D. DAY, D.C.L., LL.D.,
*President of the Royal Institution and
Chancellor of the University.*

STATEMENT of RECEIPTS and EXPENDITURE of the ROYAL INSTITUTION for the ADVANCEMENT of LEARNING, for the period 1st August, 1880, to 30th June, 1881, (11 months.)

RECEIPTS.		EXPENDITURE.	
GOVERNMENT GRANTS:—		ADMINISTRATION:—	
Provincial.....	\$ 2,500.00	Salaries, Principal, Secretary and Clerk.....	\$ 3,809.92
Superior Education Fund.....	1,550.00	Office Expenses.....	777.56
Dominion Gov't Grant, allowance to Observers.....	500.00	Porters' Account.....	1,146.90
	\$ 4,550.00		\$ 5,223.40
SCHOLASTIC FEES:—		GENERAL EXPENSES:—	
Faculty of Arts (Ordinary & library).....	1,248.00	Fuel.....	770.67
Faculty of Applied Science (Ordinary & library)...	1,250.00	Printing, Advertising, and Stationery.....	1,354.05
Botany & Zoology.....	260.00	Charges (including Gibson Annuity and Insurance)	1,271.01
Gymnasium.....	255.00	Law Charges.....	56.05
Registration.....	208.00	College Repairs.....	345.21
School Examinations, (2 years, 1880, 1881).....	340.75	College Grounds, Maintenance.....	264.52
Diplomas.....	400.00		4,070.51
	4,055.75	EDUCATION:—	
COLLEGE GROUNDS.	185.00	Faculty of Law.....	1,787.50
ASTRONOMICAL OBSERVATORY:—		Faculty of Arts and V. c.-Deunship.....	18,820.80
1 year's allowance, Harbour Commissioners.....	75.00	Faculty of Applied Science.....	5,681.76
	125.00	University Examiners.....	760.00
CASUAL AMOUNTS.		Observatory.....	1,116.79
ELECTION OF FELLOWS.....	200.00	School Examinations.....	320.41
ANNUAL DONATIONS:—		Diplomas.....	139.90
For Faculty of Applied Science.....	1,050.00	Gymnasium.....	583.31
for Scholarships and Exhibitions.....	1,473.43		1,495.00
	2,523.43	SCHOLARSHIPS and EXHIBITIONS.	369.20
INTEREST ON INVESTMENTS, &c.:—		MEDALS and PRIZES.	2,204.20
Due and accrued to date, including arrears from former year.....	31,885.56	LIBRARY, Maintenance and Assistance.	830.25
Received this year on same.....	21,796.77	LIBRARY, Purchase of Books.	1,124.77
	10,088.79		1,954.02
Leaving uncollected arrears of.....		ELECTION OF FELLOWS. ADDITIONS:—	48.50
		Museum, Maintenance, Purchases, &c.....	491.85
		Museum, Maintenance Apparatus.....	96.55
		Philosophical Apparatus.....	90.58
		Astronomical Observatory.....	175.50
		Medical College (New).....	423.99
		Sundries.....	1,218.47
			\$ 44,158.75
TOTAL ORDINARY RECEIPTS.	\$ 33,630.69	TOTAL ORDINARY EXPENDITURE,	\$ 44,158.75
INVESTMENT ACCOUNT:— Representing net amount of Investments repaid during year.....	77,493.84	OVERDRAFT on Bank Acc., 31 July, 1880, repaid with Int.	9,965.74
BALANCE IN INVESTMENT DEPOSIT ACC., 31 July, 1880.	581.76	AMOUNT OF CAPITAL re-invested during year.	28,207.74
SPECIAL SAVINGS BANK BALANCES then on hand.	78,075.60	JUNE 30, 1881.	
	1,406.03	SPECIAL SAVINGS BANK BALANCES now on hand.	948.63
	\$112,112.37	BALANCE IN GENERAL BANK ACCOUNT now on hand.	29,771.51
			\$112,112.37

MONTREAL, 2nd July, 1881. W. C. BAYNES, *Bursar.* A. H. PLIMSOLL, *Auditor.*

MCGILL UNIVERSITY.

INTERIM REPORT OF SUBSCRIPTIONS RECEIVED THROUGH THE CITIZENS' COMMITTEE OF 1881.

I.—Subscriptions in aid of the General Endowment. Each \$1,000 to entitle the donor to a Scholarship in the Faculty of Arts.

Hugh McLennan, Esq.....	\$ 5,000
G. A. Drummond, Esq.....	4,900
George Hague, Esq.....	3,000
M. H. Gault, Esq.....	2,000
Andrew Robertson, Esq.....	1,000
Robert Campbell, Esq.....	1,000
Joseph Hickson, Esq., and Mrs. Hickson.....	1,000
Mrs. Andrew Dow.....	1,000
Alexander Murray, Esq.....	1,000
Miss Orkney.....	1,000
Hector Mackenzie, Esq.....	1,000
O. S. Wood, Esq.....	1,000
J. S. McLachlan, Esq.....	1,000
J. B. Greenshields, Esq. (London).....	1,000
Mrs. Hew Ramsay.....	500
R. A. Ramsay, Esq.....	500
H. H. Wood, Esq.....	500
James Burnett, Esq.....	500
Charles Gibb, Esq.....	500
	\$26,500

II.—Subscriptions to Special Funds.

W. C. McDonald, Esq.....	To endow Ten Scholarships in } the Faculty of Arts.	\$25,000
Mrs. Redpath.....	For the endowment of the Wm. } Wood Redpath Library Fund.. }	1,000
The Local Committee for the recep- } tion (1881) of American Society of } Civil Engineers.....	{ For the purchase of appliances } for the department of Civil } Engineering in Faculty of Ap- } plied Science.....	475
		\$26,475

III.—Subscriptions for Current Expenses.

Principal Dawson.....	\$ 1,000	Being.....	\$ 1,000
J. H. R. Molson, Esq.....	1,000	Per annum, 5 years, being	5,000
George Stephen, Esq.....	1,000	" " " "	5,000
David Morrice, Esq.....	200	" " " "	1,000
Messrs. Gault Brothers & Co.....	200	" " " "	1,000
Messrs. A. S. & S. H. Ewing & Co.....	200	" " " "	1,000
Hon. Robert Mackay.....	300	Per annum, 2 years, being	600
Jonathan Hodgson, Esq.....	100	Per annum, 5 years, being	500
Thomas Craig, Esq.....	100	" " " "	500
Geo. M. Kinghorn, Esq.....	100	" " " "	500
John Rankin, Esq.....	200	Being.....	200
John Duncan, Esq.....	200	".....	200
Robert Benny, Esq.....	100	".....	100
Miss E. A. Ramsay.....	100	".....	100
Hugh Paton, Esq.....	50	For 2 years, being.....	100
George Brush, Esq.....	25	For 5 years, being.....	125
J. M. Douglas, Esq.....	50	Being.....	50
James Court, Esq.....	50	".....	50
J. H. Burland, Esq.....	100	For a Scholarship in Ap- } plied Science, for 3 } years, being.....	300
A Lady.....		For Museum expenses.....	1,000
For this year.....	\$5,075	In all.....	18,325
			\$71,300

APPENDIX.

EXTRACT FROM THE REPORT OF THE SUPERINTENDENT OF THE OBSERVATORY.

The transit of Venus across the sun's disc, which will occur on December 6th, 1882, is looked forward to with much interest. In order to be as fully as possible in possession of all the information necessary to secure satisfactory observation, the University Professor of Natural Philosophy has opened a correspondence with the Astronomer Royal. The construction of an artificial transit, and the necessary training involved will require a considerable outlay of money, which it is hoped the Dominion Government may anticipate by a special grant. The weather record at this station for December 6th, in past years, has not been of the most favorable character. To meet the possibility of bad weather here, it is proposed, should the necessary means be at our disposal, to send one or more of the smaller telescopes possessed by the University, to such places at a distance from Montreal, as upon investigation may promise the greatest probability of clear weather.

The geographical position of this Station, now fairly established, will, during the next summer be determined with the greatest possible accuracy. This anticipation is based on the fact that in the past summer the summit of Mount Royal was occupied as a heliotrope station by General Cutts of the United States Coast Survey. The triangulation will be completed early in next summer.

 THE BEGINNINGS OF FRENCH TEACHING.

MEMORANDA TO TEACHERS OF FIRST PRIMARY CLASSES, IN THE PROTESTANT SCHOOLS OF MONTREAL.

By S. P. ROBINS, LL.D.

1. Remember that the beginning of language is speech. Written language follows spoken, at a considerable interval. Your work is to teach something of the French *tongue*. This should be your sole aim. Leave it to those who shall succeed you to introduce written French.

2. Remember that children understand before they speak. To be successful in teaching French you must use that language only from the beginning. Every English word used in a French class of very young children is a positive drawback. In the French class pupils should be surrounded by an atmosphere of French thought and speech. No English word should break the uniform French suggestion and association of ideas. You should try every

means of sign-making for the explanation of a French word or phrase, rather than translate it. Such words and phrases as you cannot render intelligible without recourse to English you should not introduce. Translation of French into English, and the converse, though valuable exercises, are but of secondary value, and find their place not in the earliest but in later stages of instruction.

3. Remember that the first act of the understanding in learning the mother tongue is the association of names with things. Begin, therefore, by pointing out objects while uttering their names, as "Voici la table." This exercise must be restricted in the first instance to objects that are before the class. Afterwards it may be extended to objects represented in pictures. A list of suitable names in a suitable order is given in Table 1. The result of this exercise will be to call up the idea of an object by the use of its French name without the intermediation of the English language.

4. Remember that the first sign of understanding a child can give is obedience to command. A well-trained child obeys long before he speaks. As early as possible use commands in French, explain them by gesture, and enforce obedience. These commands must be such as can be obeyed at once, as "Touchez la table." For a list of suitable commands see Table 2.

5. As the next exercise let children give commands to one another like those used by the teacher. This exercise will give zest to the lesson. Pupils now begin to speak. Interest will be excited if a pupil is permitted to address his command to one of his fellows after another until he is obeyed, the right of command passing to that one who obeys.

6. From commands we may pass to questions by the teacher answered by the pupils. The first questions must be so framed that they can be answered by names only, as "Qu'est-ce que je touche? La table." See list of appropriate questions in Table 3.

7. You should constantly describe in a simple manner what you do, and what your pupils are doing. Thus, if you wish to introduce the verb "toucher" to the notice of children, you say while touching the table "Je touche la table." Then touching the bell you say, "Je touche la cloche," and so on through many illustrations. Presently to some bright pupil you say "Touchez la table." He obeys. As he does so you address him, saying with an air of satisfaction and pleasure, "Oui, vous touchez la table." Then

addressing the class you say, "Il a touché la table." Thus will you prepare the way for the next exercise.

8. Questions may be given by the teacher as in paragraph six, but answers must now be given in full, so as to make complete sentences. As "Qu'est-ce que je touche? Vous touchez la table." At this stage the negative may be introduced. As "Avez-vous touché la table? Non, mademoiselle, je n'ai pas touché la table, j'ai touché la chaise."

9. From this point progress is easy. Articles, nouns, pronouns, and verbs have been introduced, and many inflections have been used. It will be a simple matter to introduce a few adjectives, prepositions, conjunctions and adverbs in modes similar to those above detailed, and so to complete the ordinary forms of simple sentences. So long as you adhere to your rule of using no English in the class you cannot outrun your pupils. Their work will be to them delightful, and to you satisfactory.

10. Take a word of final caution. Though you use many parts of speech and forms of inflection, do not bewilder your pupils with grammatical terms. Right forms will be familiar and habitual. One of your pupils is not likely to say to you "Le table," or "Nous avez." If he should it will be sufficient for you to say and make him repeat "La table," "Nous avons." As the first question in the examination of little children I have heard "How many forms of the article are there?" until I am weary of it. Give us a little French first. Afterwards French grammar will be more intelligible, more interesting and more useful.

Table 1. A list of suitable nouns in a suitable order:—

La table, la chaise, le livre, le papier, la plume, l'encrier, l'encre, l'ardoise, le cahier, le crayon, la craie, le tableau, le mur, la porte, la fenêtre, le plancher, le tiroir, l'armoire, la cloche, with their plurals. La tête, les têtes, ma tête, votre tête, vos têtes, and similarly with la face, les cheveux, le front, la tempe, la bouche, le sourcil, l'œil, la paupière, l'oreille, la joue, le nez, la lèvre, la dent, la langue, le menton, le cou, la gorge, le dos, la poitrine, l'épaule, le coude, la main, le poing, le doigt, le pouce, la pomme, l'ongle, la jambe, le genou, le pied, le talon, le chapeau, la cravate, le pantalon, le gilet, l'habit, la robe, le mouchoir, la botte, le soulier, le bouton, la bague, la montre, le gant, le bas, le parapluie, le garçon, la fille, l'homme, la femme. Put also un and une before the foregoing words. Monsieur, madame, mademoiselle.

Table 2. A list of suitable commands:—

Voici, voilà, touchez, prenez, tenez, fermez, ouvrez, emportez, apportez, montrez-moi (lui, nous, leur), donnez-moi, &c., portez à ôtez de, mettez sur (sous, dans.)

Table 3. Questions:—Qu'est-ce que je touche, (il touche, &c.) ? Qu'est-ce que j'ai touché (nous avons touché, &c.) Qu'est-ce que je prends (j'ai pris, &c.) ? tiens ? ferme ? ouvre ? emporte ? apporte ? vous mentre ? leur donne ? porte à ? ôte de ? mets sur ?

When pupils advance to the exercise mentioned in paragraph 8 add such questions as "Qu'est-ce que je fais ? Est-ce que je touche la chaise ? Touchez-vous le menton ?" &c., &c.

THE UTILITY OF THE STUDY OF GREEK LITERATURE

BY PRINCIPAL SMITH, ST. FRANCIS COLLEGE, RICHMOND.

(Continued from p. 61.)

Indefiniteness and want of precision in the use of language are a powerful cause of error in philosophy. The want of mental discipline induced by the extension of mental effort over a great variety of subjects, none of which can be thoroughly fathomed, is another. To counteract these evils, what can be better adapted than the study of a noble language, and a hardy literature like the Greek ? There is needed, in the early stage of education, an intellectual discipline which shall inure the mind to patience in the pursuit of truth, and perseverance in overcoming difficulties, and by which the pupil, at the same time, shall be accustomed to high ideal standards of excellence. There is needed a discipline that will make it painful to leave any subject after a superficial investigation, or to dismiss any task till it has been wrought and polished with the utmost labour and skill. In the study of Greek, while the mind is living in the midst of the most admirably finished models, so that the general taste is becoming more and more refined, the separate powers of the intellect are invigorated, and habits of industry and energy, in their application, formed and established. The study of language is not merely mechanical ; it teaches the pupil to *think* while he is studying. Other studies may occupy merely single faculties of the mind at a time ; this study exercises them all, and it *beguiles* the mind into the habit of close thinking, with scarce a consciousness of the labour. It forms the mind to habits of accurate distinction, and to coolness and impar-

tiality of judgment, and thus prepares it for the calm and liberal investigation of moral and philosophical subjects. It is favorable to clearness of view. It is utterly impossible to translate an author with misty conceptions of his meaning. The precise thing for which the words stand must be more clearly imaged to the mental vision, than natural objects are to the sensible vision in the clearest atmosphere of the brightest morning in Autumn. Thus, the habit of clear views and precise knowledge, becoming a part of the mental constitution, is carried into all the other intellectual pursuits. A keen philologist is not in the habit of being satisfied with cloudy, indefinite views on any subject. This advantage has been gratefully acknowledged by some of the most eminent critical scholars.

If much has been said on the excellence of the study of language as a mental discipline, there never was a time when so much is needed to be said. We are now more than ever in danger of forgetting that the purpose of education is not so much to fill the mind with knowledge, as to prepare it for vigorous action in every department of life. At present we are beginning to think that an education is nothing unless the youth be an abridged encyclopædia. The grand question ought to be—what kind of education will best develop and strengthen all the intellectual faculties. "In vain," says a distinguished French philosopher, "will they put into the head of the child the elements of all the sciences; in vain will they flatter themselves that they have made him understand them: if there has been no endeavour to develop his faculties by continued yet moderate exercise, suited to the yet weak state of his organs; if no care has been taken to preserve their just balance, so that no one may be greatly improved at the expense of the rest, this child will have neither genius nor capacity; he will not think for himself; he will judge only after others; he will have neither taste nor intelligence nor nice apprehension; he will be fit for nothing great or profound; always superficial; learned, perhaps, in appearance, but never original, and perpetually embarrassed whenever he is put out of the beaten path; he will live only by his memory, which alone has been diligently cultivated, and all his other faculties will remain, as it were, distinct and torpid." The more experience we gain, the more we become practically convinced that *intellectual* and *moral discipline* ought to be the sole object of our education. The *knowledge* we obtain while young does not remain with us as knowledge (for we forget it, save in the

general outline,) but in its results as mental discipline: and we have to re-commence and re-examine, at a time when our powers, by such discipline, have become manly and vigorous, and our view comprehensive, the very knowledge we acquired at college, in order to make it of practical utility. As a means of development for the intellectual faculties, "the study of the dead languages" (this quotation is from the same philosopher) "is really in itself, and independently of the matters of which these languages are the vehicle, the best and most useful subject of public instruction; so that no other species of instruction can with advantage be substituted for it, whatever may be the destination of those who learn; and to say all in one word, if, by some prodigy or natural disease, a scholar should find himself on leaving the first class, bereft, all at once, of all the ideas he had acquired, and reduced to know nothing, not even a single word of Latin or Greek provided he preserved his faculties in the same state of development and perfection they had attained at the moment of this change, this scholar, ignorant as he might be left, would probably be better educated and better prepared for whatever vocation he might be destined to in life, than any other boy of his age, to whom the best possible education, with the exclusion of Latin and Greek had been given, and who should have, moreover, the advantage of having lost nothing of the ideas he had acquired." That is sometimes said to be lost time which is spent upon the dead languages. "The real way to gain in education is to lose it;" that is, to give it up to the natural development of the faculties; not to be in haste to construct the edifice of knowledge, but first to prepare the materials and lay deep the foundations.

The time that is yielded to the mind for unfolding itself, though slowly, is not lost; but to derange its natural progress by forcing on it premature instruction is to lose not only the time spent, but much of the time to come. Give your pupil memory, attention, judgment, taste; and believe whatever his vocation of life may be, he will make more rapid and more certain proficiency, than if you had loaded him with knowledge which you cannot answer for his bringing to any result, and which his organs, weak and variable, and his unconfirmed faculties are as yet little able to bear.

Many men think no employments practical, but those that are immediately mechanical; or those that minister to our bodily necessities; or those that afford knowledge, whose application

is immediate and evident. To such men, the employment of Milton, while writing *Paradise Lost*, would have seemed less practical than that of the shoemaker next door; nor would it alter their views to represent that all the shoes the man could possibly make in a whole life-time, would be worn out in a few years, while the *Divine Poem* would be a glorious banquet and a powerful discipline to all good men and great minds for ages. Whatever in any degree disciplines the mind for effort is practical, though for everything else it be practically useless. Sir Humphrey Davy, when studying grammar at school, was not engaged in a less practical business than Sir Humphrey Davy when meditating on the nature of fire-damp, and constructing his celebrated invention. Whatever exercises the immortal part of man's being; whatever calls him away from sense, directs him to the cultivation and refinement of his intellectual faculties, turns his eye inward, fires and strengthens his imagination,—whatever does this, is, in the noblest and best sense of the word, practical. Thus, Plato was a more practical philosopher than Locke. Thus, Poetry and Painting are among the most practical arts with which man can be conversant. The *instrument* is practical so far as it enables the soul to dispense with the labours of the body, and leaves man at leisure to cultivate the noble part of his being. And every employment that will result in the growth of the human mind or the benefit of society, is practical, though attended with no advantage, but perhaps, with injury and loss to the individual so employed. The study of the dead languages would then be practical and useful, though all its multiplied advantages were reduced to one—the admirable discipline it affords the mind; nor will any scholar be inclined to deny that Greek, compared with other languages, affords such discipline in the greatest variety and degree. The very act of carrying a Greek verb through the synopsis is one of the best intellectual exercises we can mention. How many faculties are called into operation, what different, yet simultaneous efforts of attention, memory, comparison, judgment, taste, and even imagination, are involved in the simple act of following one word through all the niceties and combinations of its different meanings in the voices and moods of a Greek Paradigm.

The study of Greek, as a language merely, enriches the imagination almost as much as the study of the poetry of modern nations.

If the power of words is to be learned anywhere, it is in this wonderful language. With what surprising clearness does it depict the most timid, retiring, shadowy abstractions. It is, moreover, the world's storehouse for scientific nomenclature; and when we look at the ease, subtilty, and variety of its compounds, and the readiness with which it adapts itself to the advancement of knowledge, so that whatever unheard of accessions are made, it is at no loss to exhibit them,—one might imagine that it was given to the explorer of all science and philosophy for the perfect classification and communication of his discoveries.

In conclusion I would state that none have a more sincere and cordial sympathy with what we sometimes called the modern studies, than they who appreciate the real worth of the classics; and I believe that the right teaching of the classics has no truer well-wishers than the true men of science.

CANON NORMAN ON THE REVISION.

BY THE REV. J. F. STEVENSON, D.D.

In a tone of modesty, almost of apology, Canon Norman* speaks of his undertaking, "to add one more to the many written opinions upon the Revised Version of the New Testament." But for such a *brochure* as he has given us there is more than ample room. We receive it with nothing but pleasure and gratitude. It is a calm, scholarly, and respectful, but at the same time, entirely frank and impartial review of the work done by the Revisers, and if read in the spirit in which it is written, can do nothing but shed light on the many delicate and difficult questions involved in the subject of Biblical revision, especially, of course of that of the New Testament. We shall not be understood to mean that we agree, in every case, with the views expressed by the writer. But all he has said deserves the most careful consideration, and the tone in which he has said it, leaves nothing to be desired. With Canon Norman's pamphlet in his hand an intelligent reader of the Revised Version will obtain a far better idea of the work attempted by the Revisers, and of the degree of their success, than he can gather by an equal amount of reading from any other source with which we are acquainted.

* "Considerations on the Revised Edition of the New Testament." By Rev Canon R. W. Norman, M.A., D.C.L. Montreal: *Gazette* Printing Co.

There is, in fine, an entire contrast between the manner of Canon Norman and that of those who have written with pert confidence of the Revised Version after a few hours' examination. He never forgets that he is dealing with the work of scholars, carefully selected, and devoting to their task many years of diligent labour. This is what was to be expected, for it is ignorant men who know everything; men of research and learning respect the like qualities in others.

Canon Norman's verdict on the Revision is on the whole favourable. He contends that revision was necessary, and could not have been much longer deferred. Praising highly the idiomatic strength and melodious English of the Authorised Version, he yet shows that, in the light of modern scholarship, it had become deficient in accuracy, partly because of the discovery and collation of MSS. since the time at which it was made, and partly in consequence of the general advance of critical scholarship. Canon Norman examines also, and on the whole approves, the composition of the Committees of Revision. He thinks it right that others than members of the Anglican Church should have been included, and, though hesitating a little as to the presence of a member avowedly unorthodox, sees even in that a ground of belief that no narrow or merely ecclesiastical spirit would be likely to dominate the revisers.

It is generally known that as a preliminary to the revision of the Authorized Version, the Committee adopted some alterations in the Greek Text. The question, how far revision of the Greek Text lay within their province is a delicate one, and on this Canon Norman does not commit himself. He seems to think, however, that they have gone further than there was need to go in this direction, and in particular that they have given a somewhat undue authority to the Sinaitic and Vatican codices. It is here, if anywhere, that we should not quite go with Canon Norman, but what he says is so guarded and moderate that our difference is not great. It is enough to say that, so far as our opportunities of examination have gone, our confidence in these codices tends rather to increase than otherwise. And yet the objections of Canon Norman, and of Dean Burgon, whom he quotes, are so weighty as to merit careful consideration. In this view the remarks, on pp. 33 and 34, should be attentively read.

Canon Norman points out seven classes into which the correc-

tions of the revisers fall, namely: 1. Greater precision in the translation of tenses, especially the aorist and the perfect. 2. The insertion of the definite article in many places where it is present in the original, and adds force or clearness to the meaning. 3. The substitution of intelligible words for words now obsolete or altered in meaning. 4. The retaining as a rule, one English equivalent for a frequently-recurring Greek word. 5. The more literal and forcible translation of the Hellenistic genitive (e. g. "Body of our humiliation," and "Body of His Glory," for "Vile body" and "Glorious body," respectively.) 6. The better translation of the Greek prepositions, so that the gain in the way of clearness and depth of significance, has been enormous. 7. The great pains taken to give the exact English meaning of every word in the original. All these features are fully illustrated, and the illustrations carefully grouped. The conclusion is that the Revised Version gains greatly in accuracy upon any previous revisions. But so much can scarcely be said for its English style. The Revisers of King James's time (for it should always be remembered that the Authorized Version is itself a Revision of previous translations) were, as Canon Norman says, "Absolute masters of the English tongue." The melody, the manly force, the pathetic tenderness, the rhythm of their sentences, which give to their translation, as the writer says, "all the swing and freedom of an original," must fill all subsequent revisers with a mixed emotion of admiration and despair. The Revised Version is inferior in these qualities, and greatly so. But as a companion volume, and for purposes of critical comparison it is of great value.

Several criticisms of great force and beauty are made by Canon Norman on particular passages. Those on the narrative of St. Paul's conversion, on p. 19, and on the passages quoted pp. 20 and 21, are very valuable, as well as the critical remarks pp. 23 and 24. We ask attention to the striking remarks on the words "My God, my God, why hast thou forsaken me?" as well as to the phrase, "I am he" (pp. 25, 26), without, however, committing ourselves to Canon Norman's views.

The Appendices are highly valuable. They give, in tabular form, the principal changes in the text, and in the translation, whether improvements, or open, as the writer thinks, to criticism, as well as those readings of the American Committee, which he prefers to those adopted by the English Revisers. The student has thus the

chief materials of comparison under his eye, and can take them in almost at a glance. Canon Norman has not spared his own work, and he has therefore greatly saved ours.

We have no space to enter on the history of the English translations of the Scriptures. But we would urge upon our readers to examine the interesting and instructive story. The earliest translators were Aldhelm (died A.D. 709), and Guthlac, a hermit of Crowland, near Peterborough. Then come the "venerable" Bede and King Alfred. After them follow a number of translations of various smaller portions of the Bible, especially the Psalms and the Gospels. The "Wicliffite" version follows, in the fifteenth century, then that of Tyndale, in the sixteenth. Miles Coverdale follows Tyndale, and then come in their time and place Matthew's Bible, the Great Bible, the Genevan Bible the Bishop's Bible, the Douay Bible and the Rheims Testament, the Authorized Version of 1611, and finally, for the New Testament, the Revised Version of 1881. Each of these has a history, often a noble and pathetic history, too. We may say of many of our translators and revisers "They were persecuted, afflicted, tormented, of whom the world was not worthy." The beauty and power of our English Bible is the growth of centuries. It has been "plunged in baths of hissing tears, and battered by the shocks of doom to shape and use." Well may we love and honor it. We can promise our readers much profit from the study of its history. If it does no more, such a study will bring into their faces a flush of honest national pride, and into their hearts a glowing sense of gratitude for an ancestry so brave and good.

Meanwhile, no better help can be found to the study of the Revised Version than this learned and thoughtful pamphlet of Canon Norman's.

Tonic Sol-fa System.—Dr. Stainer, organist of St. Paul's Cathedral and Principal of the National Training School for Music, has written a letter on the subject of the Tonic Sol-fa system. He believes the Tonic Sol-fa notation to be the true notation for voices, while he regards the Staff notation as best for instrumentalists. The Tonic Sol-fa system is invaluable as a logical and philosophical method of teaching singing. Dr. Stainer thinks that the Staff presents special difficulties to would-be singers who cannot play on any instrument, and that the Tonic Sol-fa removes these difficulties. For elementary schools, rural choirs, and persons generally who have no time to devote to an instrument, he considers Tonic Sol-fa the best possible system.—*The Athenæum*.

OUTLINES OF ENGLISH LITERATURE. No. IX.

Anglo-Saxon Period.

BY CHAS. E. MOYSE, B. A.

[To ensure accuracy, when studying Literature, an Atlas and a History should be used. Green's *Short History of the English People* is the best. There is no History of English Literature written in English answering to Green. Prof. ten Brink's *Geschichte der Englischen Litteratur* perhaps takes the first place. Morley's Introduction to *English Writers* is conceived in Green's spirit and is the most valuable of brief surveys of the inner thought of our Literature; his *First Sketch of English Literature* shows wide and genial sympathy but its plan is inconvenient, and the history of the Celtic and Anglo-Saxon portions needs revision. Monographs on the obscurer parts of the history of Anglo-Saxon Literature are being rapidly produced in Germany. The outlines which follow these notes are merely a short-hand guide, and are not intended to pander to an examinational spirit or to foster that present educational tendency, happily called by Prof. Huxley "book bibbing". A little well known will lead to scholarship, but not the *rudis indigestaque moles* so often aimed at. The teacher who strives to know well the actual thought of four or five typical English writers is better educated and will produce higher results than one who has committed a text-book to memory. Some remarks on the subject by John Ruskin in *Sesame and Lilies* are valuable. It is hoped that these Outlines will supplement such reading. The quotations in the purely historical section are from the Anglo-Saxon Chronicle.]

I. *History of England.* Three noteworthy points regarding the Teutonic invasions, (a.) Each invasion is independent of the others; (b.) Each invasion is a colonization; (c.) The separate colonies fight their way to unity. The invasions last from A. D. 447 to A. D. 547; the first welding of the colonies, A. D. 827. The history of England viewed in connection with literature presents two leading features, (A.) The introduction of Christianity from two quarters, namely, from *Ireland* into the *north* and from *Rome* into the *south*; (B.) The efforts of Pagan England to overthrow Christian England.

Events in connection with (A.)—A.D. 560, *Columba*, an Irishman, builds a wooden church on the island of Hii (Iona); this is the direct source whence Christianity spread over the Lowlands of Scotland. 597, *Columba* dies and *AUGUSTINE*, sent by Gregory the Great, converts Kent. Thirty years latter, Northumbria professes Christianity, owing chiefly to the exertions of Paulinus, its bishop; when Paulinus saw Edwin of Northumbria fall at Heathfield (633), he "withdrew in a ship to Kent" and never

returned. The ground was then left to the Scoto-Irish church and in 636 Aidan left Iona and founded a monastery on Lindisfarne [Holy I.] off the coast of Northumbria; Lindisfarne is the direct source of revival of Christianity in the north of England. Hilda, baptised by Paulinus, founds religious house at Streonshalh, now Whitby; here Cædmon is said to have lived, and here in 664 was held the SYNOD OF WHITBY, to settle differences between the two Christian Churches;—the Roman or Southern church prevailed. Colman, bishop of Lindisfarne left that island and “with his companions went to his country.” 668, *Theodore of Tarsus* came from Rome as Archbishop of Canterbury; his objects were (a.) to firmly establish the Southern church; (b.) to make the see of Canterbury supreme; (c.) to diffuse higher culture among the monks, so as to make them the intellectual equals of their opponents. Effects: *Study of Latin and of Greek*, with a view to read the Fathers; *Strong influence of Rome*, immediate on those who went abroad, mediate on those who received ecclesiastical furniture and literature from the Continent.

Events in connection with (B.)—*Heathendom Supreme in the centre of England, under PENDA, King of Mercia.* 655, Penda slain at Winwædfield “and thirty royal persons with him and some of them were kings.” 793, “The havoc of heathen men (*Danes*) miserably destroyed God’s church, on Lindisfarne, through rapine and slaughter.” 878, Establishment of Danes in England ratified by *Peace of Wedmore.* 961, *Dunstan*, a great opponent of Danes made Archbishop of Canterbury.

II. *Contemporary History.*—Alexandria a great seat of *philosophical* (neo-Platonic and Gnostic) learning from beginning of Christian era to end of seventh century. 800, CHARLEMAGNE crowned Emperor of the Romans; the Continent draws literary ability from Britain; Charlemagne’s court the literary centre of West in communication with literary centre of East, namely, the court of HAROUN AL RASCHID, the most famous of Caliphs of Baghdad under whom great revival of literature and of science amongst the Moslems commenced.

III. *Literature.*—Anglo-Saxon Literature falls into two divisions, (a.) The Literature of Continental origin in Saxon, (b) Literature of English origin in Saxon and Latin. (a.) Consists of poetry only and, so far as is known, comprises Beowulf, the Fight at

Finnsburg, Waldhere, Widsith. Beowulf blends mythical and historical; mythical is development of myth of Beowa who is only Frea, the god of fruitfulness; historical is connection of the myth of Beowa with Beowulf, a nephew of Hygelac, king of the Geats (Gottland in Sweden), who invaded lands of Franks on Lower Rhine (512-20); *Beowulf*, consists of two tales, once separate, now connected—first, the fight between Beowulf and a monster, Grendel, and second, the struggle between Beowulf and a dragon, but this view excludes episode of fight between Beowulf and Grendel's mother, which the Icelandic treatment of Beowulf-myth shows to be essential; *Beowulf*, full of interpolations, written in north of England about 700 and copied by West-Saxon monk of tenth century in its extant form. *Fight at Finnsburg*, an episode mentioned in *Beowulf*; Finn, King of Friesians, attacked Danish guests in his hall or burg. *Waldhere* relates to Walther of Aquitaine; Walther carries off Hildegund from court of Attila, King of the Huns; *Widsith* is also called the Traveller's Tale. (b.) *The centre of literary activity was at first the NORTH of England, but the incursions of Danes led to a change of centre; under Alfred great revival of Anglo-Saxon in Wessex, with WINCHESTER as its headquarters.* The first notable result of Christianity was CÆDMON, if the common story is true; Cædmon might have lived at Whitby and converted the Chaldee scriptures into his Paraphrase, but it is certainly improbable that Cædmon wrote more than Genesis; Exodus, Daniel, Christ and Satan, were by others; James Usher (1580-1656), one of the first three students admitted to Trinity College, Dublin, a zealous book-hunter, found MS. of Cædmon poems and gave it to Francis Dujon (Junius) a friend of John Milton; this tends to explain resemblance in the two poets. CYNWULF (8th. century) wrote *Christ*, relating important events in Christ's life; also *Elene*, telling of the finding of the true Cross on Calvary by Helena and her son, the Emperor Constantine; and *Juliana* martyred because she would not marry a heathen; Cynwulf wrote part of *Life of St. Guthlac*. Two bulky collections of Anglo-Saxon writing, in which are Cynwulf's works, are known as the Exeter and Vercelli Books; they contain many short pieces in Anglo-Saxon. Latin was re-introduced with Christianity and became the literary language. ALDHELM (656-709) the earliest Saxon writer of Latin prose and verse; his chief works, *De Laude Virginitatis* and a collection of *Enigmas*. BENE (673-735), called

the *Venerable*, from age of seven lived in monastery of St. Paul at Jarrow; his works embrace all subjects of his day; the chief are voluminous *Commentaries* on the books of the Old and New Testaments, the *Historia Ecclesie Gentis Anglorum* or Ecclesiastical History (Julius Cæsar to '731), valuable as an authority after 597, and lastly, various treatises on educational subjects; Bede, most eminent scholar in Europe when he died, marks highest point of scholarship among Anglo-Saxons at home. The ordinary subjects of Education in Bede's day were Grammar, Rhetoric, and Dialectic forming the *Trivium* and Arithmetic, Geometry, Music, and Astronomy forming the *Quadrivium*; both led up to Theology. ALFRED (849-901), "So completely had (*learning*) decayed in England that there were very few on this side of Humber who could understand their rituals in English; and I believe there were not many beyond Humber. So few were there that I cannot bethink me of a single one south of Thames when I took the throne." Alfred determines to remedy this; is a great translator from Latin into Anglo-Saxon; chief works are translations of Bede's Ecclesiastical History, of Universal History of Orosius, of Boëthius on the Consolation of Philosophy, of Pope Gregory's Pastoral Care; Alfred omits and enlarges freely; introduces into Orosius (a Spanish Christian) the interesting narratives of two seamen Ohthere and Wulfstan; Ohthere doubts North Cape, Wulfstan voyages in Baltic, and both give curious accounts of peoples unknown to Orosius; Boëthius very popular "as soon as a newly-formed language began to produce we meet with a version of Boëthius in it;" Gregory's *Regula Pastoralis*, an elaborate treatise on the art of governing, pertinent to king and people; Alfred fostered the *Anglo-Saxon Chronicle* (Julius Cæsar—A. D. 1154); accounts of his wars against Danes very full; flashes of poetry in the Chronicle, of which *Battle of Brunanburh* (937) most famous; Alfred writes best Anglo-Saxon Prose. ÆLFRIC (10th-11th cent.) wrote Anglo-Saxon *Homilies* and interlinear Latin and Saxon *Colloquium* or Dialogue between master and pupils to make acquirement of Latin easy; translated Pentateuch and other books of the Old Testament into Anglo-Saxon; very voluminous writer. Chief works of end of Anglo-Saxon period are *Salomon and Saturn*, representing intellectual combat between Christianity (Salomon) and Heathen belief (Saturn), and a war-song the *Battle of Maldon* (993.)

The Continental Contingent of Anglo-Saxons who wrote in Latin. *Winfrid* or St Boniface (680-755), educated at Exeter; became the "Apostle" and *Primate of Germany*. *ALCUIN* (d. 804), a Yorkshire man; leading spirit of Charlemagne's court and most famous educator of his day; tries to curb excesses of Frank clergy; founded or revived schools and universities (Paris); France owes in Alcuin an incalculable educational debt. *JOHN SCOTUS ERIGENA* (c. 800-877); lived at court of Charles the Bald; profound Greek scholar; wrote *De Divisione Naturæ*, the starting point of scholasticism.

Spirit of Anglo-Saxon Literature.—The sense of duty lies at root of the Anglo-Saxon nature; this produces *steady earnestness in act and in thought*, leading to soberness of tone which volatile peoples regard as gloomy melancholy—M. Taine sees Puritan preaching everywhere in English writing. This ground-tone of earnestness is the grand feature of our Literature as a whole. In the earliest Anglo-Saxon Literature, which has passed from the hymnic into the second or heroic stage, the earnestness relates to the deeds and rewards of heroes; its language is extremely rich in words denoting strife and its weapons, offensive and defensive. The love of war produces terse, blunt speech, indulging in grim humour; Saxons carry their swords to the *war-game*. The Saxons then are active and practical, with an eye to substantial issues; openly declaring their feelings without Norman *finesse*, they own that they fight and sing for pay, and the more pay the better the fight and the song. The lord—the word lord probably means "source of bread"—is "the dispenser of rings," that is, rewards; "I will reward thee duly for that fight with old treasures as I formerly did, with twisted gold." Beowulf makes his will before he fights, to ensure what he has won: "Dear Hrothgar, send to Hygelac those treasures which thou didst give me; then can the lord of the Geats see that I found a generously good dispenser of rings." Again, Beowulf sells his life *wisely* for a hoard. The minstrel (there is no *order* of bards among Saxons as among Celts) is equally anxious for pay and equally ready to praise; the lord is high-souled, his seat, the *gift stool*, is sacred in *Beowulf*; Beowulf receives the largest collar in the world, no finer treasure under heaven. The Anglo-Saxons delighted also in the pleasures of taste, as the physical side of their nature is always prone to assert itself; they were great eaters and drinkers; the feast (i. e. the modern

convivial dinner) the mead—or wine-cup are indispensable; the bard laments that the ale was spilt when Beowulf and Grendel fought in the hall; the Celts thought the Saxons gross and had a proverb, “*For dullness the creeping Saxons;*” Dante’s distinctive epithet for the Germans is *guzzling*. A refined Saxon picture of Paradise leans towards the physical; there will be no bodily annoyance in the happy land as described in the *Phoenix*, the most imaginative piece of Anglo-Saxon poetry; Paradise is a noble plain, free from rain, snow, rage of frost, fire’s blast, hail, sun’s heat; steep hills, stony cliffs, from wail, vengeance, old age, misery, narrow death, enemies, sin, strife, exile; it is full of green, never-withering foliage and of fruit that falls not; compare with this the Norse *Valhalla*. The Anglo-Saxon being active and practical does not as a poet indulge in imagination or its essential, true metaphor and simile. In Beowulf there are only five commonplace similes—a vessel is like a bird, eyes are like fire, nails like steel, light like the sun, a sword melts like ice; the metaphors are obvious: the sea is the “whale-road,” a ship is the “the floater foamy-necked,” cliffs are “land walls.” The Anglo-Saxon has not a lively sense of bright colour; he delights in sober tints, and is familiar with fog and mist.

When the Saxon mind felt higher influences, its earnestness turned to *moralizing*; apart from Christianity the moralizing sometimes shows gloom, eg: *The Grave*, translated by Longfellow. Pieces can be found in which Pagan and Christian moralizing are blended—the *Phoenix* and *Physiologus*, for instance. In an Anglo-Saxon physiologus, the Panther exhales a sweet odour and typifies our Lord; the whale destroys sailors, he attracts fishes by the sweet odour from his mouth “then suddenly around the prey the grim gums crash together;” there is no return from the whale’s jaws any more than from Hell’s latticed door; hence the whale typifies destruction and the Anglo-Saxon illuminator paints a whale on the margin when the text speaks of the soul’s ruin; in the illuminated MS. of *Cædmon* the evil angels fall into a whale’s mouth; the Hell-mouth of the *Mystery Plays* is a whale’s mouth which opens and shuts and vomits forth fire and smoke. It is but a step from *Bestiaries* to subtle allegory and this is the most prominent feature of later scholarship among Anglo-Saxons. It must be remembered that *allegory first makes its way into our literature at this point*, and that it has produced a long succession of

fine writings. The allegory of Anglo-Saxons is written by monks or bookmen—for example: Bede, Alcuin, Erigena, and it is distinctly due to influence of Alexandria, where the hidden meaning of Greek philosophers, notably Plato, and of relations between philosophy and Christianity were ardently discussed. Much of Bede's Commentaries on the Scriptures is allegorical: the windows of the Temple of Solomon are the holy teachers who lighten the soul. Again the mysteries of numbers was a favorite subject; some numbers were perfect, others imperfect—the number *seven* asserts its mystic prominence. The riddles of Aldhelm display an allegorical tendency, only in a more playful manner. John Scotus Erigena, an Anglo-Saxon, represents their most subtle allegory; Pharaoh typifies the devil, Moses a spiritual guide, leading mankind by a safe path through the depths of Reason, (the Red Sea); the rebellious people are the multitude of vices, the wilderness typifies the virtues, where the flesh (man) perishes and the spiritual is made fit for the promised land. In the same manner Eden represents man; Adam is the intellect, Eve the perceptive faculty; the four rivers are the four cardinal virtues (from Plato's scheme). Erigena held that true Religion and Philosophy were not opposed but identical, although owing to his rationalistic tendency his religion was called unorthodox.

Versification.—Anglo-Saxon poetry was written in accordance with an alliterative scheme. The unit is a couplet, in which occur three emphatic words beginning with the same consonant or with a different vowel; two of these are found in the first line, one in the second; the initial letters of the two are called *sub-letters*, the initial letter of the one, the *chief* letter. This scheme gave way before the influence of rime, which appeared in two spheres—in Latin hymns and in Norman-French Literature; traces of rime are discoverable in veritable Anglo-Saxon Literature and there is one writing named the Riming Poem.

JOHN RUSKIN ON EDUCATION.

(Continued from p. 68.)

From the extracts that we have already given it will be seen that Ruskin values individuality very highly in education. He entertains the greatest dislike for mere mechanical teaching. We do not know what he would say if he were brought face to face with our Canadian system of averages and statistics. He has also

an equally strong dislike of the competitive system, in which he is followed by many thinkers of the present day, but which most of us believe to be an inseparable accident of the growth of modern democracy. I may illustrate this dislike by a long but interesting passage in which he is speaking of *the importance of each person's "finding his measure."* He says:—

"It would be commonly said, this could best be done by competitive examination, of course. Sternly, No! But under absolute prohibition of all violent and stained effort—most of all, anxious effort—in every exercise of body and mind; and by enforcing on every scholar's heart, from the first to the last stage of his instruction, the irrevocable ordinance . . . that his mental rank among men is fixed from the hour he was born; that by no temporary or violent effort can he train, though he may seriously injure the faculties he has; that by no manner of effort can he increase them; and that his best happiness is to consist in the admiration of powers by him for every unattainable, and of acts and deeds by him for ever inimitable."

In illustration of this point Mr. Ruskin gives an interesting account of a young Scottish student who came up to London to put himself under his tuition. He had taken many prizes in various schools of art, and he worked under Mr. Ruskin patiently for some time, receiving comparatively high praise from him. Still the young man was not satisfied. He expected something more and one day asked his instructor whether he should ever be able to draw as well as Turner? Mr. Ruskin replied that it would be far more likely that he would be Emperor of the Russians. He adds:

"It was the first time that I had been brought into direct collision with the modern system of prize-giving and competition; and the mischief of it was, in the sequel, clearly shown to me, and tragically. This youth had the finest powers of mechanical execution I have ever met with, but was quite incapable of invention, or strong intellectual effort of any kind. Had he been taught early and thoroughly to know his place, and be content with his faculty, he would have been one of the happiest and most serviceable of men. But, at the art schools, he got prize after prize for his neat handling; and having, in his restricted imagination, no power of discerning the qualities of great work, all the vanity of his nature was brought out unchecked, so that, being intensely conscientious and industrious as well as vain, he naturally expected to become one of the greatest of men."

Mr. Ruskin's answer only mortified his pupil and made him suspicious. He accordingly put himself under another master.

After remaining with him for a short time and getting no more hope of advancement, he returned to his original teacher. Mr. Ruskin then set him to work that he thought suitable, but the student was still unsatisfied. Instead of following his directions he spent himself in vain efforts to rival Albert Durer or Turner—caught cold, fell into a decline, and died. Upon this sad tale, Mr. Ruskin comments as follows :—

“How many actual deaths are caused by the strain and anxiety of competitive examinations, it would stattle us all if we could know; but the mischief done to the best faculties of the brain in all cases, and the miserable confusion and absurdity involved in the system itself, which offers every place, not to the man who is indeed fitted for it, but to the one who, on a given day, chances to have bodily strength enough to stand the cruellest strain, are evils infinite in their consequences, and more lamentable than many deaths. This, then, shall be the first condition of what education it may become possible for us to give, that the strength of the youths shall never be strained, and that their best powers shall be developed in each, without competition, though they shall have to pass crucial, though not severe, examinations, attesting clearly to themselves and to other people, not the utmost they can do, but that at least they can do some things accurately and well, their own certainty of this being accompanied with the quite as clear, and much happier, certainty that there are many other things which they will never be able to do at all. ‘The happier certainty?’ Yes. A man’s happiness consists infinitely more in admiration of the faculties of others than in confidence in his own. That reverent admiration is the perfect human gift in him. All lower animals are happy and noble in the degree they can share it. A dog reverences you—a fly does not. The capacity of partly understanding a creature above him is the dog’s nobility. Increase such reverence in human beings, and you increase daily their happiness and peace; take it away, and you make them wretched, as well as vile. But, for fifty years back modern education has devoted itself simply to the teaching of impudence; and then we complain that we can no more manage our mobs.”

Mr. Ruskin received a classical education at the University of Oxford, and in many ways is disposed to hold conservative opinions. But no advocate of modern views, not even Herbert Spencer, has pleaded more eloquently for giving Science its true place in Education.

“Much as I reverence physical science as a means of mental education, . . . much, I say, as I reverence physical science in this function, I reverence it, at this moment, more as the source of utmost human practical power, and the means by which the far-

distant races of the world, who now sit in darkness and the shadow of death, are to be reached and regenerated. At home or far away—the call is equally instant—here, for want of more extended physical science, there is plague in our streets, famine in our fields; the pest strikes root and fruit over a hemisphere of the earth, we know not why; the voices of our children fade away into silence of venomous death, we know not why; the population of this most civilized country resists every effort to lead it into purity of habit and habitation—to give it genuineness of nourishment, and wholesomeness of air, as a new interference with its liberty, and insists vociferously on its right to helpless death. All this is terrible; but it is more terrible yet that dim, phosphorescent, frightful superstitions still hold their own over two-thirds of the inhabited globe, and that all the phenomena of nature which were intended by the Creator, to enforce His eternal laws of love and judgment, and which, rightly understood, enforce them more strongly by their patient beneficence, and their salutary destructiveness, than the miraculous dew of Gideon's fleece, or the restrained lightnings of Horeb—that all these legends of God's daily dealing with His creatures remain unread, or are read backwards, into blind, hundred-armed horror of idol cosmogony. How strange it seems that physical science should ever have been thought adverse to religion! The pride of physical science is, indeed, adverse, like every other pride, both to religion and truth; but sincerity of science, so far from being hostile, is the path-maker among the mountains for the feet of those who publish peace."

(To be continued.)

The Future of Electricity.—On Nov. 23rd, Professor Sylvanus Thompson delivered a lecture before the Society of Arts, London, in which he indicated the advantage that might ultimately be gained from the storage of electricity. All that is needed for its use in most departments of life is a cheap motive-power, not derived from coal, and this may be obtained from the tides. They would be useless as motors for many purposes, but as an intermittent force can store up electric energy. He believed there were places in England where tidal force could be cheaply utilised, particularly the gorge of the Avon. "A tenth part of the tidal energy in the gorge of the Avon would light Bristol, and a tenth part of the tidal energy in the channel of the Severn would light every city, and turn every loom, spindle, and axle in Great Britain." These may be dreams, but Sir W. Armstrong, it is said, lights his house by the energy of a little water-fall in his gardens; and out of such dreams will emerge some day a practical proposal. Who will be Duke of Bridgewater this time, and spend a fortune, relying solely upon the accuracy of scientific calculation? He might live in history as a benefactor to the human race, or transmit to his descendants wealth beyond the dreams of avarice.—*The (London) Spectator.*

THE DISAPPEARANCE OF THE SCHOOLMASTER.

Charles Lamb once indited a whimsical "Complaint of the Decay of Beggars in the Metropolis," but it is in no spirit of irony or mere sentiment that we are disposed to regret the vanishing race of schoolmasters. Nowadays there are teachers of grades—men and women appointed to fetch a pupil through a certain stage of his education, and then pass him along to the driver of the next. But the excess of systemization under which our common schools groan, being burdened, and the high regard paid to the quantitative analysis of learning in examinations, has pretty much done away with the schoolmaster. The individual genius and personal quality of the teacher have been crowded to the wall by the overloaded course of study and the exactitude of system.

One stage of progress is often the most dangerous obstruction to the next. When a country, for example, has won by years of war, or centuries of struggle, a republican or liberal government, the people at once fall to worshipping that which has been acquired. The orator makes his way to the hearts of patriotic listeners by a wreath of eulogies with which to crown the idol of "republican institutions." After a while, when some one ventures to point out certain defects in these institutions, and certain respects in which other forms of government work more perfectly, the reformer seems to be a croaker, an iconoclast, an irreverent blasphemer of the national gods, a desecrator of the shrine of patriotic egotism.

A sort of apotheosis has taken place in the matter of the American school system. It was, in its inception, so great an advance on the irregular and spasmodic methods which preceded it, that men came to esteem it well-nigh perfect. In its beginnings there was an enthusiastic advocacy, in its gradual adoption a justifiable exultation. It came to have the sacredness of a holy cause; and popular education though by no means originally or exclusively American, became a national boast. Did not foreign travelers wonder to see our working-men reading the daily newspaper? There was an aroma of philanthropy and democratic equality about the common school, and it became a favorite theme for holiday eulogy. To find fault with it seems to some people nothing short of attacking the sacred cause of human enlightenment.

Now the great evil of this state of mind is that it fosters abuses. Eternal vigilance is the price of a good many excellent things

besides liberty. But the singing of pæans to things in their present state is not conducive to watchfulness. There is nothing in this rather imperfect world that may not be improved, and there is nothing that does not easily slip into abuse through laxity or mistake of aim. The harm of general laudation is that it covers a multitude of sins which ought to be brought to light. It arrests progress in right directions, and aggravates all tendencies to extremes.

There can be no doubt that our school system in this country has well-nigh lost its flexibility. It is not subject to the guidance of enlightened thought. The primary grades, for example, have received little benefit from the discoveries and devices of Froebel. This may arise partly from the severe spirit in which some of Froebel's most sincere disciples in this country have sought to enforce the mint, anise, and cummin of his system, and partly from the shallow quackery of some mere money-makers, who have advertised modified and Americanized kindergartens, from which all that was substantial or essential in the Froebelian system had been eliminated. But the principles of child-nature are universal, and the great truths announced by Pestalozzi and Froebel have had but little really important influence on our system. That, of all things, a little child should be constantly employed and never kept in a state of enforced quiet, is a fundamental principle with all the great masters of education in this century. But our "system" puts fifty or more children, of five or six years of age, under the care of one inexperienced teacher, who is enjoined to "keep them quiet" at all hazards. It is not surprising that President Garfield thought it wonderful that a child's love of education should survive "the outrages of the school-room." The very first step in the American system directly contravenes the strongest law of a child's nature; we make school hateful at the outset by making it a place of enforced inactivity of both mind and body. For a little child who is required to be quiet, cannot study. The long school hours are to him only a sort of imprisonment with enforced silence, from which he gladly escapes at the end of the tedious day. There are ways in which Froebel's more natural system could be applied in a measure, inexpensively, to all our primary schools.

It is the excessive amount of system in our wholesale methods of teaching that prevents the best results in any department. The pressure of quantity does not give the teacher time to mould

character. Dr. Arnold himself could not have been Dr. Arnold if he had been required by a board of education to teach the greatest possible amount of arithmetic and geography within a given time. It is probable that Dr. Arnold would have been considered wanting in the requirements of an American school-teacher of the present day. It is certain he would have found himself hopelessly trammelled, as many an aspiring teacher finds himself trammelled, by the expectations of his employers. The teacher who would fain be less of a machine—who would like to take time to do some thorough training, and to develop the men and women of the future—gets no opportunity. He must bring the largest possible crop of arithmetic and geography at the end of the year; all his better work in building character will count for nothing with the "Board." Then there are hobby-riders, seeking to drive into the already over-crowded course some special study. The arts of design are often useful in a business way, therefore drawing shall be universally exacted of the pupils. Music is charming at home, therefore the vocal teacher must have place. In one considerable city, a wealthy merchant in the Board of Education, who found telegraphy valuable in his own office, has succeeded in putting every boy and girl in the town to clicking telegraph keys.

But, no matter what is put into the course, it is rare that anything is taken out. The schoolmaster finds no place on which to stand. His individuality is utterly repressed. He is a mere cog-wheel in a great machine. He sinks down at last to the level mediocrity which machines always produce; he becomes a hearer of lessons, a marker of registers, a worker for examination week. It is not chiefly his fault that he does not do higher work. There is hardly space for it, and there is no market for it.

We debate about courses of study and modes of procedure in our schools, but the chief thing, after all, is to get a genuine teacher. The master of the famous "Gunnery" school, whose death recently attracted so much attention to his methods, did not teach anything that was not to be found in other schools of the same class. He was not even specially remarkable for his own scholarship, nor for extraordinary attainment in his pupils. But there was in him a manliness which communicated to his scholars something better even than the knowledge they acquired. There is a school district on the edge of the Adirondack wilderness, where the Roman Catholic and Protestant voters have long struggled for control.

Sometimes a Catholic teacher would receive the appointment, and, as he would not read the Bible in school, the Protestants would refuse to let their children learn the multiplication table from him. Then the Protestants would put in a teacher. But whichever carried the day there was much uniformity in the stupidity of the teacher and the inefficiency of the school. It did not occur to any one that the quality of the teacher, as a teacher, was of more importance to the district than the religion to which he might belong in a nominal and hereditary way. But it chanced in the summer just passed, that the district secured a genuine whole-hearted schoolmaster. He was a Catholic, but Protestants soon forgot it, as he was not a propagandist. The boys and girls, for the first time, were eager for school hours and in love with school days. The district forgot the battle of religions in their feeling that the teacher was giving them something they had never had before.

All the world over, human short-sightedness puts the means for the end. The organization and regular conduct of a school system is of value only as it helps the schools to attain their main end. The minister of public instruction who boasted that he could look at his watch and know just what question was being asked at that moment in every school of a given grade in France, was a good illustration of the system-worshipper. A system of education that defeats its own end by destroying the free and individual action of the teacher is the nightmare of human progress. No doubt, teachers of enthusiastic devotion may do much under existing conditions, but it seems a pity to spend so much time and effort in producing unfavorable conditions.—*The Century Magazine.*

The Westminster Play.—The play acted this year by the Westminster Boys was Terence's *Adelphi*. The Prologue possessed more than ordinary interest on account of the touching reference which it contained to the death of Dean Stanley.

Hoc tempore unam præter omnes nœniam
 Deposcit annus : ille quod discesserit
 Nostro Decanus unicus Collegio,
 Cunctis amandus, præsidium et decus domûs ;
 Calamo felici oblivionis e situ
 Præterita sollers suscitare sæcula ;
 In pueros quam benignus—Benefactor Scholæ ;
 Quam suavis in colloquio, qua facundia
 Ardente ! Puro pectore, intacta fide :
 Iniqui impatiens semper, ac veri tenax,
 Vindex per omnia intrepidus causæ bonæ :
 Occidit ! an unquam huic invenire sit parem ?

PORTUGUESE LANGUAGE AND LITERATURE.

So little is generally known of Portuguese, the language of at least one poet of international fame (Camoens), that the following brief sketch will be of service to our readers. It is from the pen of the Rev. A. J. D'Orsey, and comes from a review of a recent translation of Camoens' Sonnets contributed to *The Academy*:—

“Portuguese is one of the daughters of Latin, a sister of Spanish, but no more a corruption than is Italian. With the Roman stock, words from Greek, Celtic, and Gothic have been incorporated; and in the eighth century the Moors, or rather the Arabs, introduced many Oriental terms and idioms. Maritime discovery and commerce enriched the language more than three centuries ago, and our own times, have made large additions from other tongues, especially from French. Still, the basis is unquestionably Latin; and therefore the classical scholar will find a few months' study of a good grammar, under a competent tutor, sufficient to give him a fair knowledge of this interesting branch of the European family. Many words are nearer the Roman original than their equivalents in Spanish or Italian, some being positively identical, as *sol, terra, hora, lingua, altar, &c.*; while others undergo a very slight change, most Latin ablatives becoming Portuguese nominatives, as *gente, anno, &c.* The verbs, too, are highly deserving of the philologist's attention, being distinguished by a declined infinitive and numerous subtle tenses. The pleasing fluency and harmonious softness of Portuguese, when well spoken, are not more injured by the nasal sound than Spanish is by the guttural; though both characteristics are offensive in the pronunciation of the vulgar.

“Portuguese literature flourished in the twelfth century, much earlier than the neighbouring Castilian, if the popular songs of *Herniguez* and *Moniz* may be regarded as specimens. King *Diniz*, in the thirteenth century, was (like the present king) not only a patron of poets, but a poet himself. In the fifteenth and sixteenth centuries there was a rapid development by *Ribeyro, Falcão, Saa de Miranda, Gil Vicente, Ferreira,* and others, culminating in *Camões*. Other writers of the sixteenth century were *Vasconcellos, de Castro, Soropita, Lobo, Sotomayor, Barros* (“the Portuguese Livy”), *Robello, Caminha, Bernardes, Cortereal,* and many others, forming a brilliant and unbroken chain, of which it must not be imagined that we have reached the last link. There

are at least thirty names of authors still living, or recently dead, whose works will bear comparison with those of any other European nation—such as Garrett, Herculano, Castillo, Passos, Leal, Chagas, Castello Branco, Coelho, &c. Of Herculano it may be said that he is the most philosophical poet, the most conscientious historian, the most profound thinker, that Portugal has possessed in this century—a writer whose style combines the beauties of Gibbon, Scott and Macaulay, and yet whose very name has not reached the majority of English scholars, though he died but in 1877. It does not even appear in “Bohn’s Library” now before me, professedly brought down to the year of his death; in fact, of the thirty or forty eminent writers of the last half-century, not one is mentioned in a volume devoted to the history of Portuguese literature.”

THE ROYAL SOCIETY OF CANADA.

The following is the text of the official announcement in regard to the formation of a Royal Society of Canada for the advancement of Letters and Science:—

Patron—His Excellency the Governor-General.

Officers appointed by the Governor-General for the first meeting:

President, J. W. Dawson, C.M.G.; LL.D.; F.R.S.

Vice-President, Hon. P. J. O. Chauveau, LL. D.

PRESIDENTS OF SECTIONS.

Section 1. French literature, history and allied subjects—J.M. Lemoine, Esq., membre de la Société Américaine de France; Faucher de St. Maurice, membre honoraire de la Société des Gens des Lettres de France.

Section 2. English literature, history and allied subjects—Daniel Wilson, LL.D., F.R.S.E.; Goldwin Smith, M. A.

Section 3. Mathematical, physical and chemical sciences—T. Sterry Hunt, LL.D., F.R.S.; Charles Carpmeal, M.A., Superintendent Meteorological Service of the Dominion.

Section 4. Geological and biological science—A. R. C. Selwyn, LL.D., F.R.S., Director Geological Survey of the Dominion; George Lawson, Ph. D., LL.D.

Honorary Secretary, J. G. Bourinot, F.S.S.

The membership will, for the present, be limited to twenty in each section, and will consist of authors of original works or memoirs of merit, and of persons who have rendered eminent services to literature or science in Canada. The first meeting will be convened by invitations issued by His Excellency the Govern-

nor-General, and will be held in the city of Ottawa on the 25th day of May, 1882, at 10 o'clock a.m., and on the following days. The meeting will be opened by His Excellency the Governor-General. Addresses will be delivered by the President and Presidents of sections. Papers will be read by members, and will be discussed in the different sections. General sessions will be held for election of additional members and of officers, and for making provisions for the enactment of regulations and by-laws. Papers by others than members may be communicated by any members. All the meetings, except those for business, or such entertainments as may be provided for members, will be open to the public; but only those invited or elected as members can take part in the proceedings.

THE TEACHERS' DIPLOMA AT THE LONDON UNIVERSITY.

We reprint the following Regulations from the *Schoolmaster*. The first examination for Teachers' Diplomas will be held in March, 1883. By instituting these examinations, the London University has taken the first step towards giving the Teachers' profession its proper place in Universities. "Another peak has been provided in the mountain system of the educational world."

REGULATIONS FOR THE EXAMINATION IN THE ART, THEORY, AND HISTORY OF TEACHING.

An examination shall be held once in each year in the art, theory, and history of teaching, and shall commence on the first Tuesday in March.

No candidate shall be admitted to this examination unless he shall have previously graduated in the University; nor unless he shall have given notice of his intention to the registrar at least *two calendar months* before the commencement of the examination.

The fee for this examination, which must be paid when notice of entry is given, shall be five pounds.

If after payment of his fee a candidate withdraws his name, or fails to present himself at the examination, or fails to pass it, the fee shall not be returned to him; but he shall be allowed to enter for any subsequent examination upon payment, at every such entry, of an additional fee of two pounds ten shillings; provided that such fee be paid, and notice of entry be given, *two calendar months* before the commencement of the examination.

The Examination, which shall be both written and practical, shall extend over three days.

Candidates shall not be approved by the examiners unless they have shown a competent knowledge in all the subjects of examin-

ation, and have given satisfactory evidence of practical skill in teaching.

In the course of the second week following the conclusion of the examination, the examiners shall publish the names of the candidates who have passed, arranged in alphabetical order.

A certificate, to be called the "Teachers' Diploma," under the Seal of the University, and signed by the Chancellor, shall be delivered at the Public Presentation of Degrees to each candidate who has passed.

CANDIDATES SHALL BE EXAMINED IN THE FOLLOWING SUBJECTS.

I.—*Mental and Moral Science in their Relation to the Work of Teaching.*

Observation, and the training of the senses. Association. Memory. Reasoning. Imagination. The will, and how to train it. Habit and character. Authority and discipline. Rewards and punishments. The conduct of the understanding.

[NOTE.—The questions in this branch will have no special reference to the writings of any one author or school of authors. In matters of opinion, answers will be judged according to their accuracy of thought and expression.]

II.—*Methods of Training and School Management.*

The Structure, Fitting, and Furniture of School Buildings. Sanitary Conditions of Effective Teaching. Physical Exercises, Drill, and Recreation. Books and Apparatus. Registration of Attendance and Progress. Organisation of Schools. Classification of Scholars. Distribution of Duty among Assistants. Apportionment of Time. The Co-operation and Division of Studies. Examination, *Viva Voce* and in Writing. The use of Oral Lessons and of Book Work. Methods of Teaching and of Illustrating each of the Subjects included in an ordinary School Course. Preparation of Teaching Notes. Tests and Records of Results.

III.—*The History of Education; the Lives and Work of Eminent Teachers; and the Systems of Instruction adopted in Foreign Countries.*

NOTE.—Under this head special Books and Subjects will be prescribed from year to year, and will be announced two years previously. The Special Subjects for 1883 will be: *Roger Ascham*:—The Scholemaster. *Locke*:—On the Conduct of the Understanding. (The smaller treatise.) *Arnold*:—Higher Schools and Universities in Germany. (Macmillan.)

IV.—*Practical Skill in Teaching.*

RECENT EVENTS.

City Council and Increased School Tax.—At a meeting of the Finance Committee, Feb. 9, a letter was read from Mr. S. P. Robins to the effect that it would facilitate matters if the increased school taxation be made $\frac{1}{3}$ of one per cent. for ten years instead of $\frac{2}{3}$ of one per cent. for an unlimited period. This was merely his own suggestion, the Board of Commissioners not hav-

ing taken up the question as yet. After some discussion it was moved and carried, "That a report be made to Council asking that the Local Legislature be petitioned to authorize the Council to increase the School Tax to one-third of one per cent." This was carried unanimously.

Protestant Board of School Commissioners of Montreal.—The regular monthly meeting of this Board was held on Feb. 10, at which it was resolved to accept the resignation of Mr. Jenkins of the High School from the 3rd inst., to offer the position thus vacated to Mr. Tucker, B. A., of the Senior School, and to transfer to the latter school one in the teachers in the Common Schools. Some children whose parents object to vaccination having through an oversight entered one of the Schools, the Superintendent was ordered to enforce the rule of the Board by excluding these children until satisfactory certificates of vaccination shall be adduced. Reports of attendance in the schools of the Board during January showed a total enrolment of 3,632 pupils. Owing to the prevalence of sickness, especially of mumps, the average attendance had fallen off in the Senior and Common Schools to 84 per cent., and in the high schools to 92 per cent.

University Literary Society.—The 18th public debate of this Society was held on Feb. 17th in the Windsor Hotel, the President, Mr. J. S. Archibald, taking for the subject of his address the state of Education in the Province. Deploring the low state of general culture, he adverted to its causes. The Protestants, often in such small numbers as to make it impossible to support a separate school, were too indifferent to the importance of education owing to the absorbing passion for acquiring money. The Catholics, on the other hand, permitted the cause of education to be hampered by ecclesiasticism. Condemning the system of separate schools, the President advocated the secularization of public education in order that it might be made more intellectual. He further drew attention to the propriety of higher female education. The debate which followed was upon the question of whether the Rebellion of 1837 was justifiable, Messrs. E. Guerin and W. A. Weir supporting the affirmative side, Messrs. F. W. Ritchie and A. McGoun the negative. On a vote, the question was decided in the negative.

Death of Dr. Ryerson.—On Feb. 19th. Dr. Ryerson died at his residence in Toronto. A distinguished member of the Methodist Church of Canada, of which he was elected the first President of its General Conference, his name will be principally remembered in connection with education in Ontario, and to Dr. Ryerson more than to any other single man is due the credit of shaping the educational system of that province. His eminence and services have been fitly recognized by his title of the Father of the public school system of Ontario.

Canada Educational Monthly.—This able magazine which is edited by Mr. G. Mercer Adam of the *Canadian Monthly*, is now entering on the fourth year of its life, and has increased its strength by combining with the oldest educational periodical in Ontario, the *Hamilton School Magazine*, the double title appearing on the cover.

The *Canada School Journal* has done us the honour of reprinting Dr. Robins' "Hints to Teachers" (RECORD, Jan. 1882) in the pages of its February number. Anything we publish is very much at the service of our contemporaries, but it is at least courteous to acknowledge such indebtedness.

EDUCATIONAL NOTES AND NEWS.

English Head Masters on Trained Teachers.—At their annual conference which met last December at Wellington College, the question of the training of assistant masters came up for discussion. It was proposed to make such training necessary for masters in the Public Schools, and the proposal was ably supported by Dr. Abbott. However, the Head Masters clearly showed themselves opposed to the innovation. The comments of the leading papers upon the subject are instructive. The *Athenæum* thus balances the pros and cons of the proposal: "The higher the rank of a school, the easier is it for the head master to find colleagues of vigorous character, accustomed to take the lead among their contemporaries, to whom the management of a class, though not necessarily in the best way, is almost a matter of instinct. Nor is the pride of individuality, which is one of the most honourable traditions of English schools, altogether favourable to even the semblance of a levelling system. On the other hand, the growing necessity for economy of time and labour in the great mass of intermediate schools must eventually force some kind of preliminary training on the teaching profession." The *Pull Mall Budget*, an extreme liberal paper, puts the matter forcibly from its point of view: "Our head masters have not been trained themselves, and this conference has shown that, with few exceptions, they have no belief in training. They will not reform themselves; the reform must be forced upon them from outside."

A Plan of Teaching.—An institution at Evanston, Illinois, has in course of experiment a plan of teaching, defined as follows:

1. Each learner takes only such studies as he or his friends select; advances according to his own talent and application, without being held back or dragged along with classmates, and as soon as one study is completed is passed into another, without waiting for others. If, for sickness or other cause, his studies are interrupted, he resumes where he left off, instead of skipping to recite with a class.

2. Teachers, instead of spending their whole time in "hearing

recitations," spend four days of each week in teaching, calling each learner in turn to their desks and giving him what help he needs, without taking the time of other students.

3. The fifth day of each week is devoted to oral and written examinations, which in one-fifth of the time serves all the best uses of the daily class recitations usual in other schools.—*Journal of Education*.

Spelling Reform.—At the last meeting of the American Philological Association, the Committee on the Reform of English Spelling reported on the "Partial Corections of English Spellings approved of by the Philological Society" of England on the proposal of Mr. Henry Sweet. The committee found that "the corections ar made in the interest of etymological and historical truth, and confined to words which the changes do not much disguise from general readers . . . and it recomends the imediate adoption of the following corections which ar therein set forth, and which ar uzed in this Report." Then follows a list of twenty-four classes of changes, or single changes to be made, as "1. Drop silent *e* when fonetically unless, as in *live, vineyard . . . engine . . . rained, &c. . .* For *women* restore *wimen . . .* Drop *o* from *ou* having the sound of *ü*, as in *journal . . . rough (ruf), tough (tuf),* and the like. . . . Drop silent *b* in *bomb, crumb, &c. . .* Change *c* back to *s* in *cinder, hence, once. . .* Write *j* for *ph*, as in *philosophy,*" &c. The Report was approved, so that the changes recommended have now the sanction of the two chief authoritative philological bodies of the English-speaking world.—*The Academy*.

Reform of English Grammar.—At a meeting of the London Philological Society (Dec. 16), Mr. Henry Sweet proposed for discussion some of the points that had turned up in the new English Grammar which he is now writing. (1) For case, he proposed to restrict the word to changes of form, and to retain the old name "genitive case," as "a *day's* journey" was no possessive. (2) For the dative and objective of pronouns, he proposed "oblique case;" as he showed that *me* was a dative, as well as *him*—it had outsted the accusative *mec*;—but as *it* was no dative, he thought "oblique" the best name for the non-gentive case of pronouns. (3) He proposed to call the pronouns "general nouns" or "general proper names." They, in fact, were, applicable to any and everything that had been once named. (4) In adjectives, he proposed a class of "general adjectives, to include all the non-qualitative ones, like "all," "some," "every," &c.—*The Academy*.

Garfield's views of Education.—The kind of education that he always had in view was the preparation for practical life. Study purely for the sake of culture he scarcely comprehended. He thought a college course very deficient which should leave a

student ignorant how to harness a horse or draw a bill of sale. The kinds of knowledge to be sought in a liberal curriculum he specifies clearly as—

“(1) That knowledge which is necessary for the full development of our bodies and the preservation of our health; (2) The knowledge of those principles by which the useful arts and industries are carried on and improved; (3) that knowledge which is necessary to a full comprehension of our rights and duties as citizens; (4) a knowledge of the intellectual, moral, religious, and æsthetic nature of man, and his relations to nature and civilization; (5) that special and thorough knowledge which is requisite for the particular profession or pursuit which a man may choose as his life-work after he has completed his college studies. In brief, the student should study himself, his relations to society, to nature, and to art; and above all, and in all, through all these, he should study the relations of himself, society, nature, and art to God, the author of them all.”

In short, the things that a college student should study are those which will teach him to take care of his health, to succeed in business, and perform his political duties; keeping religion especially in view. It is unnecessary to point out how far this is from the purpose of a liberal education as understood by more cultured communities.—*The (New York) Nation*.

Educational Institute of Scotland.—The Annual Congress met in Edinburgh during the early part of January, Mr. Alexander Mackay, of Torryburn, occupied the chair. It will be interesting to our readers to know something of the subjects that occupied the attention of the congress. After discussion upon the Code Proposals (an inevitable subject like our “Pension Act”), Prof. Laurie read a paper upon Discipline, in which he expressed himself adversely to flogging. The discussion of Higher Education led to a resolution recommending closer connection of schools of different grades with the universities, and that the subject of the theory, history and art of teaching should be included in the subjects qualifying for the degree of M.A. Technical and Elementary Education, Endowments, and the Teacher’s Term of Office were discussed, without any very definite result.

Pronunciation of Latin and Greek.—At a recent meeting of the Cambridge Philological Society (Nov. 17) the Reform of Latin and Greek pronunciation was brought up as a Practical University Question by Mr. Postgate. As an instance of what is lost by the present system of pronouncing Latin after the fashion of English, he took the expression *inmanis hiatus* “words no less happy in sound than in sense,” the full force of which is totally lost in our present system of pronunciation. “A good reader or reciter will open his mouth wide in pronouncing them, and dwell on the long *a* in the middle of each, so as to symbolise the wide yawning mouth of the cave.” He dwelt in particular on the necessity of reforming pronunciation if we are to teach etymology satisfactorily. What was the good, he asked, of our impressing on a class the regularity of the laws of phonetic change and the fact

that *s* never becomes *h*, when immediately after we may have to say that *replisitus* (*replicitus*) is syncopated into *repliktus* (*replictus*)? After the conclusion of the paper and the discussion that followed it, a resolution was passed appointing a committee to draw up a scheme for the reform of the present pronunciation of Latin, which should be submitted to the society at a subsequent meeting.

Writing good English.—Orthodox divines tell us that, though heresy may seem to be an error of the intellect alone, it really springs from some deep-seated moral disease. It would be possible in like manner to make out profound moral causes for the writing of bad English. For example, the sinful pride which scorns to look into a dictionary is doubtless answerable for much of the prevailing abuse of words. In old days, when a man met with a hard word, he went and looked it out in the dictionary. But novelists and essayists sneered at the people who took this sensible course until it came to be thought that to use a dictionary was to proclaim oneself a dunce. People now suppose that they understand long words, as a Cambridge man is said to have maintained that he understood Euclid's propositions, "by intuition." Vanity, of course—the vanity of using hard words, or fine words, or the slang in vogue—has much to do in producing bad English; so also has deliberate choice of bad models. This last it may be said is a mere error of judgment, of taste; but not so. A man who goes to church, says the responses, and reads his Bible, as a good Christian and Churchman should, becomes so habituated to noble and rhythmical English that no other will please him. If he neglects his Sunday duties, goes to music-halls to hear comic songs, and confines his reading to the penny papers, we leave it to religious tracts to say what is to become of him spiritually, but certain it is that for his literary style there can be no hope. And with him, as with other sinners, the difficulty will be to convince him of his sad estate. Seriously, to write good English is no such simple matter as is commonly supposed. To abstain from using words which one does not understand is perhaps the first and the earliest step towards the desired end.—*The Saturday Review*.

Bodley's Librarian.—The Bodleian Library, at Oxford, is second only to the Library of the British Museum in Great Britain. The office of Librarian in this institution is naturally a post of great importance, and was lately left vacant by the lamented death of H. O. Coxe. The position, to which a salary of £1,000 a year is attached, has been lately the object of keen competition, and has been assigned to Mr. E. W. B. Nicholson, M.A., formerly Librarian of the Oxford Union, and, more recently, of the London Institution. Mr. Nicholson is also well known to readers of *The Academy*. The appointment was rather a surprise to some Oxford Dons who were in the field, but is believed to be in every way highly satisfactory. The choice of the Curators must be approved by Convocation, but in all likelihood this will be a purely formal matter.

LITERARY DEPARTMENT.

GREEK PHILOSOPHY.—HISTORICAL WORKS BY PROFESSOR GARDINER.—SHAKESPEARE IN SCOTLAND.—RECENT POETRY.

The study of Philosophy, as distinct from Physical and Mental Science, has to encounter opposition from opposite quarters. Writers as different as Buckle and Matthew Arnold agree at least in one point, in their scorn of Philosophy. And, if we think it over, it seems likely that, for the present at least, we have done with elaborate schemes cheerfully proposing to give a complete key to all the mysteries of life. But it is extremely unlikely that the History of Philosophy, as part of the History of the World, as a study of the manner in which men thought in the past, will ever lose its interest with those who desire to understand thoroughly how we have come to think and speak as we do. This is the real value of such a work as Zeller's History of Greek Philosophy, two volumes of which have been lately published. The distinguishing mark of medieval philosophy was the severance of spirit from matter: the two essences were hostile, and it was the duty of the spirit to live its own independent life. Modern philosophy started from this distinction, and, while maintaining it in a certain sense, has persistently sought for a common ground by which the two orders of phenomena may be essentially reconciled. Greek philosophy originated in an assumption of an exactly opposite character. Sense had to be controlled by reason, but the claims of sense were held to be lawful and right. This unity of conception characterized the earliest efforts of Greek philosophy, which argued just as we do at the present day, from the physical to the intellectual world, and from the intellectual world to the physical, as if they were subject to identical laws. Presently a dualism of thought begins to manifest itself in Plato, Aristotle, and Stoicism, preparing the way for the bifurcation introduced by St. Paul and Christianity. Of Greek philosophy itself Zeller adopts the obvious division into three period terminating successively with the Sophists, Aristotle and the Neo-Platonists. The first period is the subject of the present volumes. This period opened with the Ionic school, and passed on through the Pythagoreans to the Eleatics. In the labours of these schools the aim of philosophy was to determine the ultimate substance of the universe, and the Ionians identified it with various kinds of matter (e.g. water and air), the Pythagoreans with number, the Eleatics with being. Heraclitus found the primitive essence in fire, being led to this conclusion by observing that all things are in a continual state of flux or change. After Heraclitus the problem of philosophy during the first period was to explain the incessant process of "becoming" on which he had fixed attention. Empedocles accounted for it by assuming the existence of four elements and two moving forces, Leucippus and Democritus by their theory of the atoms and the void, Anaxagoras by the doctrine of a world intelligence. Philosophy could not advance further without reference to the laws of cognition; and for the introduction of a new principle the way was prepared by the Sophists, who denied the possibility of objective knowledge.

Three separate historical works have lately issued from the busy pen of Professor S. R. Gardiner. Of his "English History for Young Folks" there is no

need to say more than that its clear intelligible outline, its accuracy and fairness, its freedom from unnecessary detail, and the manner in which recent investigations in archaeology, etc., are used to throw light upon points that puzzle beginners, render it the best short history that we have seen. A more considerable work is his "Introduction to English History,"—a series of essays in eleven chapters prefixed to Mr. Bass Mullinger's book upon the Authorities for English History. Of this work we shall only say here that no one can read it without obtaining a clearer knowledge of the changes that have gradually come over English life on all its sides. A full analysis has been prepared of it which will give our readers some notion of the value of the work. But Gardiner's rank as an historian will rest in the future upon the labour he has bestowed on a special period of English History, the reigns of James I and Charles I. The last two volumes are the first instalment of "the Fall of the Monarchy of Charles I." It is said that Professor Stubbs refused to continue his invaluable work upon the *Constitutional History of England down to the latest times*, because he felt it impossible to keep his judgment clear in writing of the events of the reign of Charles I. It is certainly a period of which it is hard to write coolly without taking sides. Mr. Green at least has failed to do so in his picturesque *Short History*. He is too manifestly a follower of Macaulay, John Forster, and others whom we may call the Reform Bill school of Historians. From such bias Professor Gardiner, in all his works, has shown himself admirably free: he is one of the best of the Scientific School, whose cause Professor Seeley advocated in an interesting, though one-sided, lecture, republished in the November *Macmillan*. Thus, Gardiner attributes to the Civil War the demoralization that followed the Restoration, and thus teaches us that the struggle which Pym began not only failed politically, but had a bad moral result. This may seem a depressing conclusion to arrive at, but taken with Professor Seeley's comment in the *Academy* will supply food for thought to students of more recent English history. He pronounces that "history is most instructive precisely when it teaches what we should never have guessed, and are least willing to believe—viz., that the best and most religious part of the nation may unite in a movement, and that the movement may end in utter failure and general demoralization." To those who are accustomed to regard Pym as the forerunner of modern Liberalism, and Strafford as the prototype of Toryism, Mr. Gardiner's presentation of facts will come like a shock. "Alone among his generation, his (Strafford's) voice was always raised for practical reforms. Pym and Hampden looked upon existing society as something admirable in itself, though needing to be quickened by a higher moral spirit, and to be relieved from the hindrances thrown in its way by a defective organization. Strafford regarded that society as full of abuses, and sought in the organization which was ready to his hand the lever by which those abuses might be removed." Thus, with our author, old friends appear with new faces—Strafford as the Liberal, and Pym as the Conservative. This may read like a paradox, but it is a refreshing change from the ordinary mode of interpreting history by the light of the struggles in the first half of our century. It will at least teach us the inapplicability of current political terms to by-gone times.

The study of our English Bible, Shakespeare, has won for itself a distinct place in literature. Light and darkness are continually pouring in upon it from all sides. Under the latter term we may include Mr. Vining's attempt to penetrate "the Mystery of Hamlet" by the preposterous supposition that he was really a woman brought up as a boy! Such is one of the latest theories propounded in the nation that first gave us the Bacon-Shakespeare hypothesis. From such vagaries, it is instructive to turn to a contribution to the scanty annals of Shakespeare's own life. Where little is known about an interesting subject we may expect to find plenty of conjecture. Accordingly, the travels of Shakespeare are a familiar topic with Shakespearian scholars. Upon this subject a most useful essay will be found in the volume by Karl Elze. He discusses and rejects Charles Knight's theory of Shakespeare's visit to Scotland. A letter has lately been discovered, and contributed by Mr. E. J. L. Scott to the *Athenæum*, which renders it extremely probable that Shakespeare was in Scotland between 1587 and 1591. If so, he may have been in Edinburgh at the time when witches were tried and burned for raising storms that drowned Jane Kennedy, and imperilled the life of James's Queen, Anne.

In recent poetical literature, two volumes demand special attention. Mr. Swinburne's "Mary Stuart" concludes his Trilogy devoted to the history of the unhappy queen. Like most works coming from a writer who has made a name, this volume has been received with a chorus of indulgent criticism. It is, however, undramatic, unreadable, and what is more, in parts unfit to be read. One of the few passages that people will read twice is the character of Mary Stuart herself. But this was written years ago. Dante Gabriel Rossetti's "Ballads and Sonnets" contains matter new and old, and is better than any thing published since Tennyson's last volume; his unhappy poem on "Despair" is but a monument of talents misspent. The gems of Mr. Rossetti's volume are the three Ballads, the first of which, called "Rose Mary," contains many very beautiful verses. But like most poetry written at the present day the poems, as a whole, are spoiled by over-refinement and striving for artistic effect. The lover of poetry gains little satisfaction from contemporary work. As in other fields, "the old is out of date, the new is not yet born." Just as in the days before Wordsworth arose, a poetical reformer is needed to lead us back to nature.

R. W. B.

CORRESPONDENCE.

THE PENSION ACT.

To the Editor of the EDUCATIONAL RECORD.

SIR,—On reading your "note" appended to my communication on the "Teachers' Pension Act" in the January number of the RECORD, I at once recognized its puerility and flimsiness were so apparent "he that ran could read" therefore I filed no exception then. But having noticed the sublime originality and refreshing sweetness of "J's" remarks in the RECORD for

February, respecting my correspondence, with your kind permission I will say a few words.

As you gave me the credit of being a "little hasty" last time, and as I suppose you will admit it is about as bad to be a "little slow," I will try to go this time at a medium pace

I said Mr. White "being asked his opinion on the subject," your reply is, "Mr. White did not volunteer his opinion on the subject." Then with much ingenuity you discover, that the displacement of two small words "*slightly* alters the sense," my extract read, "whether a pension act was *at all* desirable," what Mr. White said was—"whether a pension act *at all* was desirable." Now, if you will kindly place the emphasis on the "at all" in both passages, and tell me *truly* which passage is the strongest, and which the weakest I will take it as a favor. Then you say "lastly Mr. White's remarks were merely intended to bring a rather rambling debate to a focus," granted. Then I should say when one of his remarks was the question of the desirability of the pension act "at all," it probably was made when not in his happiest vein.

And, now, as to "J" who has at last drawn the sword which (he thinks) cuts the tangled knot, if it is any help to him to know what I "think" as to how "teachers are chosen" he is welcome to it.

I have thought, think now, and will most likely continue to think, that "teachers are chosen" somewhat in the following way—When a candidate receives a diploma or certificate after passing a satisfactory examination he or she is I take it one of the "chosen" endowed with authority to teach, and when an applicant receives an appointment, that applicant I would say is then "chosen" to teach.

As to "J's" insinuation that I "appear to think teachers are obliged to teach whether they will or not" this rubbish can go for what it is worth. But what I do believe is that the migratory lights should bear their share of taxation, the same as teachers who remain in the profession, and further it would be much more like justice for the rovers to be obliged to pay a double share.

Finally, how long the "prime and flower" of "J's" intellect were exercised before he conceived his original yet brilliant idea—so utterly impracticable in the present order of things, and lying as it does in the region of impossibilities—viz., That each individual in our army of teachers should have his or her salary so augmented, that all could lay aside a sufficiency to support them in declining days,—"J" alone can tell. Although partaking entirely of the absurd it is, nevertheless, an amusing and ludicrous divergence and is, in its miraculous and comprehensive nature, a gem towering far above the sayings of Solon, and one which would sweetly adorn the proverbs of Solomon.

TEACHER.

QUEBEC, 13th February, 1882.

NOTE.—We have no room for a letter signed by "O. K.," more especially as he has been anticipated by "Teacher," in justice to whom we have inserted his reply to his critics. We cannot publish any more correspondence upon this subject, unless it has a distinctly educational value.—EDITOR.